

COURSE IN EXPOSITORY WRITING
Unit 5. Reminding the reader of your goal

Lesson 5a

You have learnt that to write a good essay, you should have a goal. Your goal helps you to decide what things to say and what words to choose. Your goal has two parts:

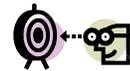
1. What you want to **do** to R (the reader)
2. Your **position** on the topic



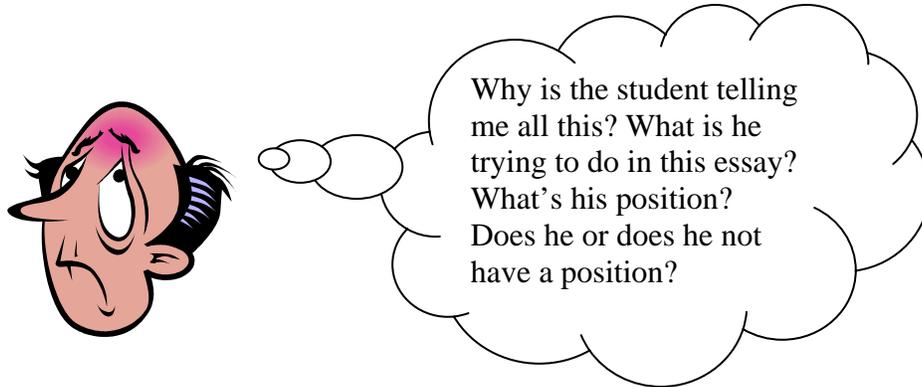
In the situation above, the writer's goal is:

what W (the writer) wants to do: → Persuade the principal to agree to something

W's position: → Allow tree climbing as a CCA



As writers, we must make sure our goal is clear to R from the beginning to the end of the essay. If R is the examiner and he/she is not sure what our goal is, R would not be able to follow our argument easily. R would get irritated and may think like this:



To help you write an “A” grade essay, this Unit will show you how to:

- Keep your position visible to the examiner in every paragraph
- Remind the examiner of your goal in the concluding (last) paragraph

Activity 5.1 Deconstruction

Work in your group on Question 1, 2 or 3, **and** Question 4. Every group must do Question 4. Share your answers with the whole class.

Question 1

- (a) Underline the writer’s goal in Paragraph 1 of the essay (below)
- (b) In the last sentence of Paragraph 2, W (the writer) reminds the examiner of his position. Read the last sentence of Paragraph 2. Find the ideas that support (explain) these meanings in the writer’s position (goal):

In writer’s position	The same ideas in last sentence, Paragraph 2
1...taking part...more important...	
2. Winning...not so important	

- (c) When W is writing Paragraph 2, he imagines R asking him a question. R has read Paragraph 1 and the first half of Paragraph 2. R doesn’t understand what W is trying to do in Paragraph 2. What question would W expect R to ask?



R’s question:

W’s answer: My goal is to prove that winning is not so important; so I tell R some advantages of taking part – *life enriched, new friends, new knowledge.*

Essay topic: Taking part in a competition is more important than winning

1. When you take part in a race and lose, you feel like the whole world is laughing at you. But is winning really everything? Would winning make you the happiest person alive after the first fleeting moments of glory? I think taking part in a competition is more important than winning, and in the next few paragraphs, I shall explain why.
2. Firstly, when you take part in a competition you meet other competitors and their coaches. You can make friends with them, talk to them, and learn their methods of keeping fit before a competition. As a regular participant in athletic events, I have received helpful advice on running style and diet from people I befriended at competitions. Some of these people have remained my friends. By taking part in competitions, your life is enriched by new friends and new knowledge, whether you win or not.

.....(The whole essay follows Q.4).....

Question 2

- (a) Underline the writer’s goal in Paragraph 1 of the essay (below).
- (b) In the last sentence of Paragraph 3, W (the writer) reminds the examiner of his position. Read the last sentence of Paragraph 3. Find the ideas that support (explain) the writer’s position (goal):

Writer’s position	The same idea in last sentence, Paragraph 3
...taking part...more important...	

- (c) When W is writing Paragraph 3, he imagines R asking him a question. R has read Paragraph 1 and the first half of Paragraph 3. R doesn’t understand what W is trying to do in Paragraph 3. What question would W expect R to ask?



R’s question:

W’s answer: My goal is to prove that winning is not so important; so I tell R some benefits of taking part – *greater stamina, do not catch flu, focused mind, resilience.*

Essay topic: Taking part in a competition is more important than winning

1. When you take part in a race and lose, you feel like the whole world is laughing at you. But is winning really everything? Would winning make you the happiest person alive after the first fleeting moments of glory? I think taking part in a competition is more important than winning, and in the next few paragraphs, I shall explain why.

.....(Paragraph 2).....

3. Secondly, taking part in competitions makes you stronger physically and mentally. Because I train regularly for athletic meets, I now have greater stamina and can be on the move longer without feeling tired. I am also more careful about what I eat and avoid junk food. As a result of the regular training and healthy diet, I do not catch the flu easily. At the same time, I have grown stronger mentally. The hours of training have taught me to keep my mind focused on a task, whether it is running a relay or studying for a test. Losing at competitions has taught me to bounce back from disappointment with resilience. The physical and mental benefits of taking part stay with you all your life.

.....(The whole essay follows Q.4).....

Question 3

- (a) Underline the writer’s goal in Paragraph 1 of the essay (below)
- (b) In the last two sentences of Paragraph 4, W (the writer) reminds the examiner of his position. Read the last 2 sentences of Paragraph 4. Find the ideas that support (explain) these meanings in the writer’s position (goal):

In writer’s goal	The same idea in last two sentences, Paragraph 4
Winning...not so important	

- (c) When W is writing Paragraph 4, he imagines R asking him a question. R has read Paragraph 1 and the first 2 sentences of Paragraph 4. R does not understand what W is trying to do in Paragraph 4. What question would W expect R to ask?



R’s question:

W’s answer: In Paragraph 4, I’m telling the examiner I know that some people will say winning is important. My goal is to prove that winning is *not* so important; so in Paragraph 4, I argue that these people are wrong. I do it by showing that losing is not a bad thing.

Essay topic: Taking part in a competition is more important than winning

- 1. When you take part in a race and lose, you feel like the whole world is laughing at you. But is winning really everything? Would winning make you the happiest person alive after the first fleeting moments of glory? I think taking part in a competition is more important than winning, and in the next few paragraphs, I shall explain why.

.....(Paragraphs 2 and 3).....

- 4. Some may argue that winning is important because winning brings fame to your school and family. Losing, on the other hand, would cause them disappointment and embarrassment. While it is true that winning will make your teachers and family happy, they should not feel embarrassed if you lose. Instead, if they really care for you, they should be proud of you for training hard and taking part with determination. Losing could even strengthen the bond between you and your supporters because they would feel some of your pain at losing. Seen in this light, winning is not more important than taking part.

.....(The whole essay follows Q.4).....

Question 4

- (a) Study the last paragraph of the essay. Find the words that remind us of the writer's goal. Write it in the right column in the worksheet.
- (b) The paragraph that you studied (in Q. 1, 2 or 3) is present in the last paragraph. Can you find it? Write the words that say the earlier paragraph's main point.

Essay topic: Taking part in a competition is more important than winning

1. When you take part in a race and lose, you feel like the whole world is laughing at you. But is winning really everything? Would winning make you the happiest person alive after the first fleeting moments of glory? I think taking part in a competition is more important than winning, and in the next few paragraphs, I shall explain why.

.....Paragraphs 2, 3, 4.....

(Last paragraph of essay)

5. You do not have to win in every competition to enjoy the benefits of taking part. Even if you lose more often than you win, the friends you make at competitions will remain your friends. Losing will not rob you of the physical and mental strength gained from training and participating. Losing may even strengthen the bond between you and those who have your well being at heart. Winning is not everything. Taking part is more important.

(The complete essay is on the next page.)

Essay topic: Taking part in a competition is more important than winning

1. When you take part in a race and lose, you feel like the whole world is laughing at you. But is winning really everything? Would winning make you the happiest person alive after the first fleeting moments of glory? I think taking part in a competition is more important than winning, and in the next few paragraphs, I shall explain why.
2. Firstly, when you take part in a competition you meet other competitors and their coaches. You can make friends with them, talk to them, and learn their methods of keeping fit before a competition. As a regular participant in athletic events, I have received helpful advice on running style and diet from people I befriended at competitions. Some of these people have remained my friends. By taking part in competitions, your life is enriched by new friends and new knowledge, whether you win or not.
3. Secondly, taking part in competitions makes you stronger physically and mentally. Because I train regularly for athletic meets, I now have greater stamina and can be on the move longer without feeling tired. I am also more careful about what I eat and avoid junk food. As a result of the regular training and healthy diet, I do not catch the flu easily. At the same time, I have grown stronger mentally. The hours of training have taught me to keep my mind focused on a task, whether it is running a relay or studying for a test. Losing at competitions has taught me to bounce back from disappointment with resilience. The physical and mental benefits of taking part stay with you all your life.
4. Some may argue that winning is important because winning brings fame to your school and family. Losing, on the other hand, would cause them disappointment and embarrassment. While it is true that winning will make your teachers and family happy, they should not feel embarrassed if you lose. Instead, if they really care for you, they should be proud of you for training hard and taking part with determination. Losing could even strengthen the bond between you and your supporters because they would feel some of your pain at losing. Seen in this light, winning is not more important than taking part.
5. You do not have to win in every competition to enjoy the benefits of taking part. Even if you lose more often than you win, the friends you make at competitions will remain your friends. Losing will not rob you of the physical and mental strength gained from training and participating. Losing may even strengthen the bond between you and those who have your well being at heart. Winning is not everything. Taking part is more important.

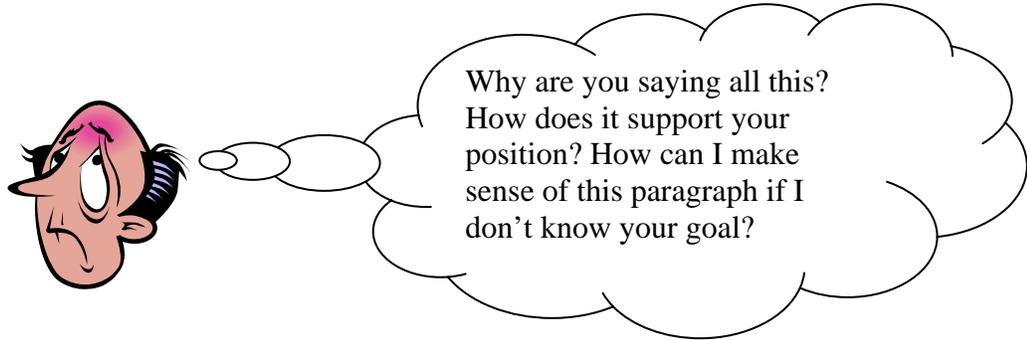
(450 words)



What you have learnt so far:

- ❖ Help the examiner remember your position (goal) as he/she reads your essay.

As you write a paragraph, think of the examiner asking:



- ❖ In the last paragraph, remind the examiner how you supported your position.

Don't say everything all over again. Just mention the main arguments; it helps the examiner to decide on a good mark for the essay.



Activity 5.2 Make writer’s position visible

1. Help Lisa to improve her paragraphs below. Complete each paragraph with 1 or 2 sentences answering the reader’s questions: Why are you telling me about? What is your position?

Topic: Young people should always respect and obey older people. Do you agree?



Lisa’s goal:

Argue that young people should also be respected because they have rights too.

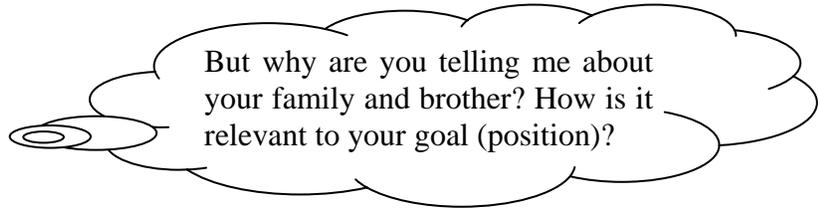
Lisa’s Paragraph 2

In families like mine, the young have to respect those older than themselves. It can be unfair. The young have to accept silently when their older siblings ridicule them or order them around. Being the youngest in my family, I know what it is like when your lazy older brother tells you to get him a cold drink or to hand over the television remote control. (a).....

.....

Hint

Imagine the examiner saying:



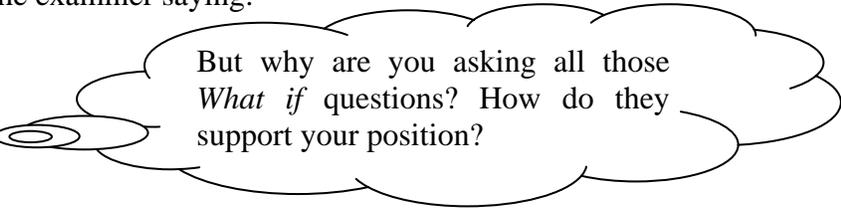
Lisa’s Paragraph 3

The young should not have to live in fear of their elders like I do. Every day I worry: What if I do not obey my older brother’s unreasonable commands? What if I do not wait for my grandmother to start eating before I do? What if I am unable to stop myself from answering back when she nags at me? (b).....

.....

Hint

Imagine the examiner saying:



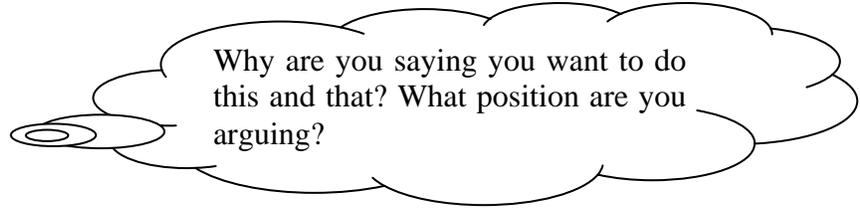
(Activity 5.2 continues on the next page)

Lisa's
Paragraph 4

My father always says that tradition is never wrong. He believes that the tradition that the young submit to the old is right. I do not share his sentiments. I want to be able to speak up when I am unfairly treated. I want to live with a family who does not order me around or force me to listen to their heartless criticisms. I do not want to live in a world where fear consumes me. (c).....
.....

Hint

Imagine the examiner saying:



2. Exchange answers with another student.

- Read your partner's sentences. Does each sentence answer the examiner's questions?
- Give your partner some feedback. Tell him/her how the sentences link the paragraph to Lisa's goal. Or suggest what your partner can say to link the paragraph to the goal.

Activity 5.3 Conclusion: Remind R of your goal

Lisa has written two versions of her last paragraph. Study each version with your group and decide which one she should use. Look for answers to these questions the examiner will ask. Underline the words that answer each question.

1. What is your position? Do you agree or disagree with the statement?
2. What is your first support argument? (See Lisa's Paragraph 2 in Activity 5.2.)
3. What is your second support argument? (See Lisa's Paragraph 3.)
4. What is your third support argument? (See Lisa's Paragraph 4)

Topic: Young people should always respect and obey older people. Do you agree?



Lisa's goal:

Argue that young people should also be respected because they have rights too.

Version A

Everybody should be respected. Teachers should respect students just as students respect teachers. Brothers and sisters should respect each other. Respect should be earned. Some older people do not deserve the respect of younger people. I disagree that young people should always respect and obey older people.

Version B

It is unjust to treat young people as if they have no feelings. They should be able to express their views without fear of punishment. It is unreasonable to follow blindly a tradition that shuts younger people up. Respect is not the divine right of older people. Young people's views and feelings should also be respected.

Activity 5.4 Write a concluding paragraph

Suppose you have written this plan for an essay:

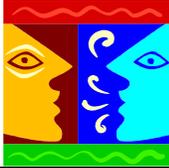
Topic	My ideal school	
My goal (with position)	Influence the reader to agree that the ideal school must be a beautiful place and have facilities that encourage learning.	
Support strategy 1	Strategy	Explain how a beautiful environment would make students like coming to school.
	Ideas	Beautiful gardens with flowers, fountains, sound of water... peaceful environment... students feel good.... Tables and chairs under shady trees where students can sit and... Buildings painted in attractive colours.... Students feel happy to be in school.
Support strategy 2	Strategy	Argue that air-conditioned rooms would make it easier for students to concentrate on their studies.
	Ideas	
Support strategy 3	Strategy	Argue that the ideal school must have strict discipline so that students are not distracted from their work.
	Ideas	

Group work

1. Suggest to your group some ideas you can use to develop Support strategy 2 and Support strategy 3. Choose the best ideas and write them down in the worksheet.
2. As a group, plan what to say in the concluding paragraph to remind the reader of:
 - My position (point of view)
 - My first support argument
 - My second support argument
 - My third support argument
3. Individually, write out the concluding paragraph.

Lesson 5b Grammar for writing in a formal style

The language we use for writing essays is different from that, which we use when we talk to friends. Look at this example:

Topic: Are exams necessary?	
Speaking to friends 	Writing an essay 
Must have exam; if not how? How to choose students for JC, ITE or polytechnic? Then everybody can go to university ah? Boss also don't know who to hire; got so many people want the job; who to take?	Exams are necessary. They are a reliable means of selecting people for further education and work. School exam results help colleges and universities to select students for different courses. Employers use exam results to pick the most qualified person for a job when there are many applicants.

One way in which writing differs from speaking is that in writing we use a lot of nouns or noun groups. Nouns are words for referring to things (including ideas, people and animals). Look at the example in the right column:

Speaking to friends (not using noun group) 	Noun group (from the paragraph above) 
People take exams. We see if their grades are high or low. Then we select people to go to university. Or when people apply for work, we have to choose someone. We look at their exam grades. We get the best people; grades are reliable.	...a reliable means of selecting people for further education and work.

How do we turn the ideas in the left column to the noun group in the right column? There are two steps.

Step 1: We choose a noun that says the meanings expressed with the help of verbs (action words).

Meanings (underlined) →	Noun or Noun group
People <u>take exams</u> . We <u>see</u> ... <u>their grades</u> ... Then we <u>select</u> ... →	Exams...a means...
After Sec 4, students <u>go to ITE, Junior College or polytechnic</u> . Some students <u>go to university</u> . →	...further education

Step 2: We add meanings to the noun to give the reader more information. We can add meanings on the left or right of the noun, or on both sides, like this:

Noun		
Add describing word (adjective)		Add a phrase starting with preposition.
...a reliable	means	of selecting people
...further	education	
Or add another noun		
...university	education	
		Or add a clause starting with a <i>_ed</i> , <i>_en</i> , or <i>_ing</i> verb.
...a university	education	funded by a scholarship
...O-level	exams	taken by Secondary 4 students
...primary school	students	studying for exams
Or add a clause starting with <i>that</i> , <i>who</i> , <i>which</i> , <i>where</i> .		
...exam	results	that show a student's ability

Activity 5.5 Write sentences with noun groups

Help Meng to improve his paragraphs in the left column below. Re-write the sections within square brackets. Make them more suitable for an essay. Use the hints in the right column to guide you.

Topic:	Are exams necessary?
Meng's goal:	Argue that exams are necessary because they serve an important function.

<p>(Read the whole paragraph first. Understand the ideas. Then write the sentences.)</p> <p>Paragraph 1.</p> <p>No student in Singapore can escape exams. Most students hate exams but exams are necessary. (a)[I will explain. Exams got function. Secondary schools, JCs, universities and such places must choose people. Companies also; they ask, "Who shall we employ?"] Then I will describe... (b)[suppose we have no exams. There are problems. I'll show you.]</p>	<p>(a) Start with the noun <i>function</i>. Choose an adjective to place before <i>function</i>. After <i>function</i> add a phrase starting with <i>of to</i> say <i>what function</i>. Choose a word to mean <i>schools, JCs</i>, etc. Say the ideas about <i>Companies</i> with a noun formed from <i>employ</i>. Now write the sentence; start with <i>I will explain....</i></p> <p>(b) Start with the noun <i>scenario</i>. Continue with a phrase starting with <i>without</i> to say what kind of scenario. Continue with <i>to show</i>. Choose a noun to answer <i>show what?</i> Add after the noun a clause starting with <i>that</i> to tell readers what you want to show. End with <i>if there were no exams</i>. Write the sentence; start with <i>Then I will describe...</i></p>
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Paragraph 2 is on the next page.

<p>Paragraph 2</p> <p>Exams pick students who are good enough to move on to a higher level in their education. (a)[exams find out things about a student. Does he know things? Does he understand the facts? Able to think?] In this way, only suitable students are selected for the next level, whether it is Junior College, technical institute, or polytechnic. (b)[students don't have enough knowledge, not good enough at thinking: these students cannot cope at JC, poly and so on. The work there is demanding.] Exam results tell such students that it is better for them to make other plans instead of continuing their studies. This is an important function of exams.</p>	<p>(a) Start with the noun <i>a means</i>. Place an adjective before it to say what kind of <i>means</i>. Choose an adjective that fits Meng's goal for the essay.</p> <p>On the right of the noun add a phrase starting with <i>of</i>. Continue to say what exams do. Change these verbs into nouns: <i>know, understand, able</i>.</p> <p>Start the sentence with: <i>Exams are...</i></p> <p>(b) Write <i>Students... cannot cope</i>. In the blank, add a phrase starting with <i>with</i> to say what kind of students. Change <i>know</i> to a noun. Place before it an adjective to say <i>not enough</i>. Change <i>thinking</i> to <i>thinking skills</i>.</p> <p>Continue sentence to say <i>cannot cope with what?</i> Change <i>demanding</i> into a *plural noun. Add after it a phrase starting with <i>of</i> to say <i>what is demanding?</i> Use a noun group to mean <i>be educated at JC, poly and such places</i>.</p>
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*plural means *more than one*.

Paragraph 3 is on the next page.

Reminder:

Topic:	Are exams necessary?
Meng's goal	Argue that exams are necessary because they serve an important function.

<p>(Read the whole paragraph first. Understand the ideas. Then write the sentences.)</p> <p>Paragraph 3</p> <p>Exams help employers to find the best people to work for them. For thousands of years, the emperors of China conducted exams to find the most capable men to be their advisors. (a)[today, say you advertise one job, hundreds of people apply; all so eager.] It would be impossible to interview them all. (b)[employers see their certificates; these people applying: qualified or not? Suitable? Employers select them, interview them] (c)[Without exams, how to choose workers? No way. Workers must know things; you need to know things so you can do the job.]</p>	<p>(a) Start sentence with <i>Today</i>. Change <i>advertise</i> to a noun. Before it put words to say <i>what is advertised</i>, and <i>how many</i>. Follow with verb <i>attract</i>. Put before it a modal to say <i>it's very possible</i>. Continue to say <i>attract who</i>? Change <i>apply</i> to mean <i>people</i>. Add an adjective to say how these people feel about the job. Add words to say <i>how many</i>?</p> <p>(b) Make a noun group to say <i>what certificates</i>? Continue with the verb <i>enable</i>. Continue to say <i>enable who to do what to whom</i>; change <i>people applying</i> to a noun. Add a preposition phrase starting: <i>with...</i> Continue with a noun group: change <i>qualify</i> to a noun. Put an adjective before it to say <i>what type</i>.</p> <p>(c) Make a noun group with noun <i>method</i>. Place an adjective before it to say what kind of method (way). On the right side of the noun, add a phrase to say <i>method of doing what</i>; start with preposition <i>of</i>. Continue with another prepositional phrase to say <i>what kind of people</i> to choose; change <i>know</i> to a noun. To the right of this noun, add a phrase to say <i>know what</i>? Start phrase with a <i>_ed</i> verb. Start the whole sentence with <i>Without exams, ...</i></p>
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Paragraph 4 is on the next page.

Reminder:

Topic:	Are exams necessary?
Meng's goal	Argue that exams are necessary because they serve an important function.

<p>Paragraph 4</p> <p>Although exams are stressful for students and parents, we need exams. Imagine a world with no exams of any kind. (a)[students don't know basic science: they study medicine; this is possible.] (b)[Possible: A hospital employs a doctor; he/she studied in medical school, studied many things; he/she can't remember.] He or she did not pass an exam to test his knowledge of medicine because there are no exams. Patients may get the wrong medicines from him and even die. (c)[live with stress; we cannot avoid stress; exams cause stress] We need exams to protect us from disasters like patients dying at the hands of ignorant doctors.</p>	<p>(a) Use a phrase starting with preposition <i>with</i> to describe students. Change <i>know</i> to a noun. Choose a modal to say <i>possible</i>.</p> <p>(b) use a <i>who</i>-clause to describe the doctor.</p> <p>(c) Choose a modal to say <i>cannot avoid, no other choice</i>. Use <i>stress</i> as a noun. On its right place a phrase starting with a <i>__ed</i> verb to say the reason for <i>stress</i>.</p>
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Reminder:

Topic:	Are exams necessary?
Meng's goal	Argue that exams are necessary because they serve an important function.

Activity 5.6 Write a concluding paragraph

Meng has not written the concluding paragraph of his essay in Activity 5.5. Write it for him. Follow these steps:



Step 1: Look at Meng’s goal (see box below). Underline his position.

Step 2: Look at the first and last sentence of Paragraphs 2, 3 and 4. Note the main supporting point in each paragraph.

Step 3: Write a first draft of the paragraph with the ideas from Step 1 and Step 2.

Step 4: Revise your paragraph. Did you use noun groups?

Topic:	Are exams necessary?
Meng’s goal	Argue that exams are necessary because they serve an important function.

Units 1 to 5 have taught you how to think and write successful essays, proposals and letters. Do not throw these Units away. Study them again to prepare for the O-level/N-level examination.

Unit 5 Activity 5.1: Deconstruction
Question 1 (b) & (c)

(b) In the last sentence of Paragraph 2, W (the writer) reminds the examiner of his position. Read the last sentence of Paragraph 2. Find the ideas that support (explain) these meanings in the writer’s position (goal):

In writer’s position	The same ideas in last sentence, Paragraph 2
1...taking part...more important...	
2. Winning...not so important	

(c) When W is writing Paragraph 2, he imagines R asking him a question. R has read Paragraph 1 and the first half of Paragraph 2. R doesn’t understand what W is trying to do in Paragraph 2. What question would W expect R to ask?



R’s question:

.....

.....

.....?

W’s answer: My goal is to prove that winning is not so important; so I tell R some advantages of taking part – *life enriched, new friends, new knowledge.*

Unit 5 Activity 5.1: Deconstruction
Question 2 (b) & (c)

(b) In the last sentence of Paragraph 3, W (the writer) reminds the examiner of his position. Read the last sentence of Paragraph 3. Find the ideas that support (explain) the writer’s position (goal):

Writer’s position	The same idea in last sentence, Paragraph 3
<p>...taking part...more important...</p>	

(c) When W is writing Paragraph 3, he imagines R asking him a question. R has read Paragraph 1 and the first half of Paragraph 3. R doesn’t understand what W is trying to do in Paragraph 3. What question would W expect R to ask?



R’s question:

.....

.....

.....?

W’s answer: My goal is to prove that winning is not so important; so I tell R some benefits of taking part – *greater stamina, do not catch flu, focused mind, resilience.*

Unit 5 Activity 5.1: Deconstruction
Question 3 (b) & (c)

(b) In the last two sentences of Paragraph 4, W (the writer) reminds the examiner of his position. Read the last 2 sentences of Paragraph 4. Find the ideas that support (explain) these meanings in the writer’s position (goal):

In writer’s goal	The same idea in last two sentences, Paragraph 4
Winning...not so important	

(c) When W is writing Paragraph 4, he imagines R asking him a question. R has read Paragraph 1 and the first 2 sentences of Paragraph 3. R does not understand what W is trying to do in Paragraph 4. What question would W expect R to ask?



R’s question:

.....

.....

.....?

W’s answer: In Paragraph 4, I’m telling the examiner I know that some people will say winning is important. My goal is to prove that winning is *not* so important; so in Paragraph 4, I argue that these people are wrong. I do it by showing that losing is not a bad thing.

Unit 5 Activity 5.1: Deconstruction
Question 4 (a) & (b)

(a) Study the last paragraph of the essay. Find the words that remind us of the writer’s goal. Write it in the right column in the worksheet.

Writer’s goal	Words in the last paragraph that remind us of the writer’s goal
Argue that taking part in a competition is more important than winning	

(b) The paragraph that you studied (in Q. 1, 2 or 3) is present in the last paragraph. Can you find it? Write the words that say the earlier paragraph’s main point.

Main point in Paragraph (Write the Paragraph number)	Words in the last paragraph that say paragraph’s main point

Unit 5 Activity 5.2: Make writer's position visible
Question 1

Lisa's goal: Argue that young people should also be respected because they have rights too.

Lisa's Paragraph 2	In families like mine, the young have to respect those older than themselves. It can be unfair. The young have to accept silently when their older siblings ridicule them or order them around. Being the youngest in my family, I know what it is like when your lazy older brother tells you to get him a cold drink or to hand over the television remote control. (a).....
Lisa's Paragraph 3	The young should not have to live in fear of their elders like I do. Every day I worry: What if I do not obey my older brother's unreasonable commands? What if I do not wait for my grandmother to start eating before I do? What if I am unable to stop myself from answering back when she nags at me? (b).....
Lisa's Paragraph 4	My father always says that tradition is never wrong. He believes that the tradition that the young submit to the old is right. I do not share his sentiments. I want to be able to speak up when I am unfairly treated. I want to live with a family who does not order me around or force me to listen to their heartless criticisms. I do not want to live in a world where fear consumes me. (c).....

Unit 5 Activity 5.4: Write a concluding paragraph

Topic	My ideal school	
My goal (with position)	Influence the reader to agree that the ideal school must be a beautiful place and have facilities that encourage learning.	
Support strategy 2	Strategy	Argue that air-conditioned rooms would make it easier for students to concentrate on their studies.
	Ideas	
Support strategy 3	Strategy	Argue that the ideal school must have strict discipline so that students are not distracted from their work.
	Ideas	

Activity 5.5. Noun Groups

Step 2: We add meanings to the noun to give the reader more information. We can add meanings on the left or right of the noun, or on both sides, like this:

Noun		
Add describing word (adjective)		Add a phrase starting with preposition.
...a reliable	means	of selecting people
...further	education	
Or add another noun		
...university	education	
		Or add a clause starting with a <i>_ed</i> , <i>_en</i> , or <i>_ing</i> verb.
...a university	education	funded by a scholarship
...O-level	exams	taken by Secondary 4 students
...primary school	students	studying for exams
		Or add a clause starting with <i>that</i> , <i>who</i> , <i>which</i> , <i>where</i> .
...exam	results	that show a student's ability

COURSE IN EXPOSITORY WRITING
Overview of Units 1 to 5



You will write a better essay, letter, talk or report if you think like this:



What's the social situation? Why are people talking about this topic? Who's R (the reader)? What does R expect? Who am I, the writer? What's my role?



What's my goal? What do I want R to agree to? What's my position (point of view) on the topic?

(Unit 1)



How will I support my position?

I must persuade R to agree with my position. What strategy shall I choose?

(Unit 2)



Select detail (example, fact, event, words) to fit my goal.

Does it (example, fact, etc.) help to persuade R to think: "Yes, your position may be right"?

(Unit 3)



Some people will not agree with my position. What will they ask or say? What are possible opposing views?

How will I answer them? What's my countering strategy?

(Unit 4)



In a paragraph: Why am I telling R all the things I say in this paragraph? What position am I arguing?

In the last paragraph: What is my goal in this essay? Remind R of my position.

(Unit 5)

Quick Practice

Topic: Difficulties in life bring out the best in young people. What are your views?



1. When do parents, teachers and students talk about life's difficulties? What do they usually say? Write down quickly 2 things they say; share them with your partner.



2. Think of the reader who will mark your essay. You are going to share with him/her your position (point of view) on the topic. Write down two possible position statements. Choose one and show it to your partner. (Choose the one you can support.)

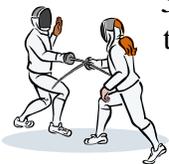


3. Plan two ways of supporting your position. Imagine R asking: Why do you think.....(put your position here)...? Can you prove it?

Write out your supporting strategy/strategies and ideas.



4. Scribble down four details you can think of on the topic. Details can be examples, facts, events or words. Read your position statement and support strategy/strategies again. Write *Select* or *Reject* against each of your details. (You may not have to reject a detail outright; you may be able to re-write it to fit your position.)



5. Imagine readers who do not agree with your position. Write down two things they may say or one question they may ask.

Plan how you will answer them (countering strategy). Write down your ideas for countering their challenge.



6. Read the topic again. Read your position statement. Pick one support strategy and its details (from Number 3 and 4 above). Write a sentence linking these details to your position and the essay topic.

Write one sentence for the last paragraph of your essay. Does it say your position? No? Re-write it.

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