

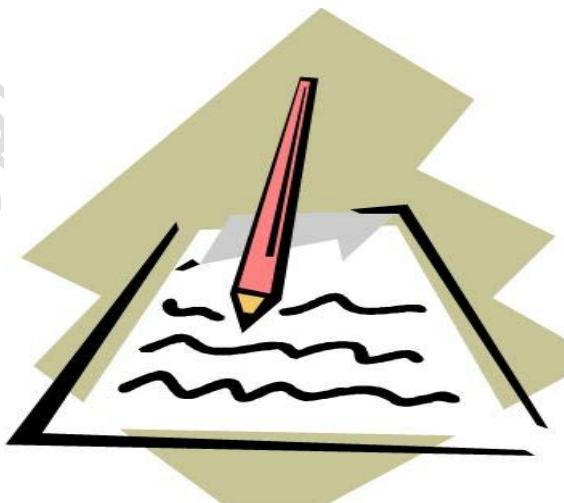
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**Учреждение образования
«Гомельский государственный
университет имени Франциска Скорины»**

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**ОСНОВЫ ПИСЬМЕННОЙ РЕЧИ:
THE PARAGRAPH**

*Практическое руководство
для студентов 1 курса специальностей
1-02 03 06 - 01 «Английский язык. Немецкий язык»
1-02 03 06 - 03 «Английский язык. Французский язык»*



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Практическое руководство по курсу «Основы письменной речи» предназначено для студентов 1 курса специальностей 1-02 03 06 - 01 «Английский язык Немецкий язык», 1-02 03 06 – 03 «Английский язык. Французский язык». Практическое руководство включает комплекс упражнений по теме “The Paragraph”, которые могут быть использованы как во время аудиторных занятий, так и во время самостоятельной работы.

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Введение

Практическое руководство предназначено для занятий по дисциплине «Основы письменной речи» со студентами 1 курса специальностей 1- 02 03 06 - 01 «Английский язык. Немецкий язык»; 1 -02 03 06 -03 « Английский язык. Французский язык».

Актуальность и необходимость подготовки практического руководства обусловлена отсутствием учебной литературы по курсу «Основы письменной речи». Оно разработано в соответствии с практической направленностью обучения иностранному языку как средству общения, информационного обмена и познавательной деятельности.

Целевое назначение руководства – развитие и совершенствование навыков письменной речи студентов, формирование их коммуникативной компетенции (языковой, социолингвистической, социокультурной, pragматической), обеспечение корректного пользования английским языком как средством письменной коммуникации во всех сферах общения, обучение основным функциональным типам письменных сообщений и их структуре (абзац, эссе), лингвистическим особенностям жанрово-стилистических разновидностей письменных текстов.

Практическое руководство предлагает систему упражнений и заданий по обучению основам коммуникативно-ситуативной и жанрово-стилистической вариативности письменной продуктивной речи, включающую усвоение речевых образцов, теоретического и практического материала по тематическому разделу: “The paragraph”.

Упражнения и задания составлены в соответствии с лингвистическими и методическими принципами,ложенными в основу руководства. Они имеют единую систему, что облегчает работу с ними и способствует развитию языковых и речевых умений студентов. Упражнения носят коммуникативно-функциональную направленность и представляются по степени нарастания трудностей. Материалом для упражнений служат актуальные аутентичные тексты, заимствованные из англоязычных источников. Виды упражнений определяются характером материала, подлежащего тренировке. Практическое руководство включает материал, касающийся структуры абзаца, принципов построения, видов абзацев.

Практическое руководство может быть использовано студентами как на практических занятиях, так и во время самостоятельной работы.

Seminar 1

Theoretical materials for revision:

Expository writing.

The paragraph.

The topic sentence: the topic, the controlling idea, the compound controlling idea.

The body of the paragraph. The supporting sentences: major supporting statements, minor supporting statements. The concluding sentence.

Unity and coherence in paragraphs.

Consolidation exercises

✓ **A paragraph** is a group of sentences that work together to develop one main idea. The main idea is often stated in the first sentence of the paragraph, **the topic sentence**. The topic sentence includes the topic and **a controlling idea**, which gives a focus to the topic and often gives the reader the information about the organization of the paragraph. After the topic sentence comes **the body**. Sentences in the body of the paragraph support or develop the main idea in the topic sentence. Most paragraphs end with **a concluding sentence**. This sentence either summarizes the ideas in the paragraph or acts as a transition to the next paragraph.

Ex. 1. Read the paragraph and answer the questions.

Writing for a Purpose

Paragraphs and essays are often categorized according to their purposes. Our purpose is to explain a process. Writers use a process paragraph or essay to tell how to do something, for example, how to change a tire (шина). Another purpose is to classify, and writers use classification paragraphs and essays to categorize things, for example, different kinds of insects or cars. A third purpose is to compare and contrast. Writers compare and contrast when they write about such things as choosing among jobs, movies, or investment strategies. Yet another purpose is to show cause and effect. Cause/effect paragraphs and essays analyze why things happen the way they do. A final and important purpose for writing is to give an opinion or argue a point of view. This purpose is the basis for much academic writing. Categorizing paragraphs

and essays according to their purposes is a convenient and useful way of describing them.

1 Write the paragraph's topic sentence. Define the topic and the controlling idea.

2 Write one sentence from the body of the paragraph. Does it support or develop the main idea in the topic sentence?

3 Write the paragraph's concluding sentence. Does the concluding sentence summarize or relate to the topic sentence?

4 What is the primary purpose of this paragraph? (Circle one)

- a) to explain a process
- b) to classify
- c) to state an opinion
- d) to discuss cause and effect

5 How many kinds of paragraphs are discussed in this paragraph? List them.

Ex. 2. Here is a list of topic sentences. State the controlling idea of each sentence.

1 The house on Hominy Ridge was haunted (visited).

2 The unresolved hostility (враждебность) between Israel and its Arab neighbors raises a dangerous threat (угроза) to international peace.

3 A program of space travel involves specialized training of human astronauts.

4 Save me.

5 First-aid measures taken in the first four minutes after a heart attack occurs can be critically important.

6 Sarasota, according to statistics, is the fastest growing winter resort on Florida's west coast.

7 Spelunking (изучение пещер) is a dangerous hobby.

8 While Boston and little Concord were moving forward, Salem, like most of other sea ports stricken by the War of 1812, had lapsed (впадать) into quietude (покой) and decay (разрушение).

9 The slogan of Maxwell House coffee, "Good to the last drop", appeals to the inveterate (заядлый) coffee drinker.

10 Our hopes of winning the championship depend upon whether our versatile star quarterback (нападающий), Joe Smith, will be eligible (быть избранным) to play.

11 What is jazz? (When a topic sentence is expressed in the form of a question, the writer is probably thinking of the idea of the sentence in its

declarative form. For instance, may be thought of as *I can tell you what jazz is*, or *I intend to discuss what jazz is*).

Ex. 3. Write several sentences of your own that illustrate topic sentences with definite controlling ideas. Underline each controlling ideas.

Ex. 4. a) Answer the questions and discuss your ideas in pairs or groups.

1 Where in the structure of a sentence does the controlling idea usually come?

2 Where else may it come?

b) Write several sentences illustrating the various positions in a sentence in which a controlling idea may be used.

✓ A topic sentence, if the subject matter requires it, may have a **compound controlling idea**. That is, the central thought of the paragraph may have two (or more) parts, each of which must be developed. For example:

American scientists have developed methods of firing missiles *from land bases* and *from submarines at sea*.

A man owes it to himself to have *a modest checking account, a few friends, and integrity*.

✓ The topic sentence with its controlling idea must be fully developed, or explained. The explanation takes form of **the supporting statements (major and minor supporting statements)**.

Ex. 5. Read the paragraph and define

- a) the topic sentence and its controlling idea;**
- b) major supporting statements;**
- c) minor supporting statements if any.**

Storms with high winds that upset the equilibrium of other birds do not upset chickadees. People out in the rain see the acrobatic chickadee always headed into the wind to prevent rain or snow from being blown under his feathers from behind. In winter, when other birds have taken refuge, he comes out of his nesting hole in the trunk and frolics in a snowstorm. He will zip over a dripping icicle and, without any support except the sensitive mechanism of wings and tail, catch the drops as they fall off the end of the icicle more neatly than you and I can drink from a fountain.

equilibrium – равновесие, баланс
chickadee – гаичка (вид синицы)
take refuge – находить убежище
trunk – ствол дерева
frolic – резвиться, проказничать
icicle – сосулька
zip - пролетать

Ex. 6. Read the paragraph and under the heading “major support”, list the numbers of those sentences that serve as major supporting statements, and under “minor support”, list the numbers of those used as minor supporting statements.

The treaty of Versailles had three outstanding effects. 1 First, a League of Nations was formed. 2 By uniting, the member nations would keep peace among themselves and would help one another if an attack came from an outside enemy. 3 Submitting their own disputes to the League Council for arbitration would reduce the possibility of armed conflict. 4 Second, the reduction of German military strength relieved the whole world of the threat of German aggression. 5 Commissions of control, appointed by the Allies, entered Germany and supervised the execution of the disarmed clauses of the treaty. 6 The Allies destroyed great stores of armaments, munitions, and war supplies and sent investigating teams into areas suspected of hiding or manufacturing such materials. 7 The Allies also dismantled Germany's navy with the exception of a few ships and set about reducing naval personnel to 15,000 men. 8 Third, Germany's colonies became the spoils of various nations. 9 Her African holdings went to France and Great Britain. 10 Shantung, China, which Germany had seized, became a prize of Japan.

treaty - договор
submit – представить на рассмотрение
arbitration – суд
reduction – сокращение
commissions – ответственные чины
ally – союзник
execution – выполнение
disarm – разоружать
spoils - добыча

Major support:

Minor support:

- ✓ One characteristic of good writing is **unity**. When a paragraph has unity, all of the sentences in it relate to the topic and develop the controlling idea.

Ex. 7. Read each topic sentence. Define the sentence which does not support this topic sentence, explain your choice.

1 *Topic sentence*: The crow (ворона) is a large black bird with some surprising characteristics.

- a) Many crows actually seem to enjoy being with people.
- b) Crows like to spend time communicating with one another and sometimes seem to have long and involved conversations.
- c) The raven (ворон) is a relative of the crow, but the two are very different.
- d) Crows also seem to feel sympathy when they see other injured (поврежденный) birds.

2 *Topic sentence*: Life in the interior of Alaska is quite challenging (требующий напряжения) in the winter.

- a) In the summer, the temperature outdoors averages a perfect 70 degrees Fahrenheit.
- b) For most of the winter, interior roads are closed to all vehicles except snowmobiles.
- c) Temperatures regularly dip to 40 or 50 degrees Fahrenheit below zero, making it impossible to go outside without special clothing.
- d) Fresh fruit and vegetables are unavailable in the winter, even for a premium price, so maintaining a balanced diet is a challenge.

3 *Topic sentence*: To answer questions about the past, historians use different kinds of evidence (факты).

- a) They explain primary sources, or firsthand written accounts of people who lived in the past.
- b) They use written evidence – carvings, statues, ancient ruins, and the like – to piece together historical information.
- c) In the face of evidence, historians must determine what is accurate and what is false or biased.

d) Historians also gather information from secondary sources, or accounts that have already been written about the historical events.

Ex. 8. The following sentences are taken in order from a paragraph that discusses three outstanding effects of a new mall just outside the city's limits. You are to list the numbers in the order in which they are given and assign to each the test word (*because*) for identifying the major and minor supports. Also, you are to circle the numbers representing the minor supporting statements. If any sentence is out of unity, write "Out of unity".

Topic sentence: A new suburban mall (загородный торговый центр), just outside a city's limits, has three definite effects on the urban community (жители города).

1 First, it has a novelty that attracts not only shoppers but also the curious.

2 People enjoy just visiting the colorful, modern shops that line the covered concourse (место для встреч).

3 Seventy stores with their great variety of merchandise (товары) are easily and quickly accessible (доступны) to all.

4 After a long day's shopping an entire family can visit one of several restaurants or pizza shops in the mall without the frustrations of central city parking.

5 Second, a new mall siphons off (перекачивать) business from city stores.

6 Large stores like Sears and Penney's often move from the downtown area to a new mall, luring customers with enlarged floor space and increased stocks and services.

7 A lot of shoe stores, dress shops, boutiques, and bazaars under one roof gives shoppers wider choices in shorter time, no matter what the weather.

8 Places of entertainment, such as theaters, lounges, and transient attractions, on the main concourse draw customers from afternoon and evening social hours downtown.

9 With professional planning, a stepped-up program of reconstruction, and modern landscaping, the central city in most communities could revive (оживить) customer interests.

10 Third, the mall, being located outside the city limits, deprives (лишать) the city of much-needed revenues (доходы).

11 Sizable property taxes (налоги) on the huge complex go to the county (округ) in which it is located.

12 People who work in the stores and offices, and in related services of the mall, pay no city income tax (налог на доход).

Ex. 9. In this exercise only the topic sentence and the major supporting statements from an original paragraph are given; the minor supports have been deleted. Copy the topic sentence and each major statement. Then supply two minor supports for each of the major statement.

Topic sentence: In the course of a day students do far more than just attend classes.

Major support: In order to maintain (поддерживать) their health, they must exercise.

- 1 _____
- 2 _____

Major support: Because much of what they must learn in a course is not provided (обеспечены) in the classroom, they are required to do outside assignments in the library.

- 1 _____
- 2 _____

Major support: Finally, for the education beyond books they participate in social and cultural activities.

- 1 _____
- 2 _____

Ex. 10. Write a topic sentence with a definite controlling idea. Underline the controlling idea. Write three major supporting statements; then write two minor supporting statements for each major support.

✓ Another important characteristic of good writing is **coherence**. Coherent writing flows smoothly and ideas are arranged logically.

Strategies for Coherence:

- 1 Make sure you arrange your ideas in a logical order (*time, space, general-to-specific, specific-to-general, and climactic*).
- 2 Repeat *key words*, use appropriate *pronouns*, and use *synonyms*.
- 3 Use transition expressions (*first, next, finally, in fact, however, although it may be true*, and others) to link your ideas together smoothly.

Ex. 11. In the following paragraph, the topic sentence and the concluding sentence are in the correct place. However, one or more of the supporting sentences is out of order. Make the paragraph coherent by rearranging the supporting sentences in the correct order.

Coal Formation

Topic sentence: The coal we burn as fuel today began long ago as trees and other plants that grew beside water. 1 Movements of the rocks underneath then crushed some of the brown lignite coal even more and heated it, forming a hard black coal called *anthracite*. 2 Instead, they piled up, gradually forming a soft brown substance called *peat*, which was eventually buried. 3 When these plants died and fell to earth, they could not rot completely because the ground was too wet. 4 The peat was then crushed by its own weight of the rocks above it, making it harder and turning it into *lignite*, or *brown coal*. Concluding sentence: This process of coal formation from living plants took place very slowly over millions of years.

underneath - внизу

brown lignite coal – бурый уголь

anthracite – антрацит

pile up – накапливаться

peat – торф

Ex.12. Read the paragraph. Underline the key words and synonyms in the topic sentence and throughout the paragraph. Correct any incorrect use of pronouns.

An Amazing Animal

On the way back to our hotel one night during our vocation on the beautiful island of Tasmania, my husband and I encountered a very strange animal. This animal had four legs and a furry body. At first they thought it was a beaver, because we also had a long flat tail. Then, however, we noticed something odd about its head. Instead of a beaver's mouth, you had a bill, like that of a duck or some other bird. What a strange thing! When we got back to our room, we asked the desk clerk for information about this peculiar beast, because we both thought you were seeing things. We were relieved to find out that a furry mammal with a duck-like bill is not just a figment of their imagination. Strange as it may seem, such an animal actually does exist. Do you know what she is?

encounter – столкнуться
furry – покрытый мехом
beaver – бобер
odd – странный
bill – клюв
beast – зверь
mammal – млекопитающее
figment – вымысел

Ex. 13. Circle the word or phrase that joins each pair of ideas coherently.

- 1 Angela loves chocolate; (however/for example), she really doesn't like ice cream.
- 2 (During/While) the movie, our power went out.
- 3 (Although/Not only) the West Nile virus has shown up in New York City, doctors are not worried that it might move to other parts of New York.
- 4 In the last decade, much progress was made in the area of AIDS research; (nevertheless/in addition), there is still no cure for this deadly disease.
- 5 Hawaii has a moderate climate (consequently/as), it never gets excessively hot or cold there.

Ex. 14. Practice paragraph writing.

a) Revise the following sentences so that each contains a definite controlling idea, approximately limited for a paragraph of about 150-200 words.

- 1 Every man has his rights.
 - 2 In these days a high-school education is really not enough.
 - 3 Eating fast food is harmful for health.
 - 4 The Gomel state university named after F.Scorina is an excellent place to get a higher education.
 - 5 The profession of a teacher is a noble one.
- b) Underline your controlling idea.**
c) Read major and minor supporting statements.
d) Read the concluding sentence if any.

Optional Practical Exercises

Ex.1 For each of the following paragraphs define the topic sentence and underline the controlling idea. Pay attention to the paragraph unity.



Magdalen College



St Catherine's College, founded in 1962

1 There are 38 colleges of the University of Oxford and 6 Permanent Private Halls, each with its own internal structure and activities. All students, and most academic staff (штат), are affiliated (относятся) with a college. The heads of Oxford colleges are known by various titles, according to the college, including warden (директор), provost (проректор), principal (директор колледжа), president (ректор), rector (ректор), master (глава колледжа) or dean (декан). The colleges join together as the Conference of Colleges to discuss policy and to deal with the central University administration. Teaching members of the colleges (fellows and tutors) are collectively and familiarly known as dons (преподаватели) (though the term is rarely used by members of the university itself). In addition to residential and dining facilities, the colleges provide social, cultural, and recreational activities for their members. Colleges have responsibility for admitting (прием) undergraduates and organising their tuition (обучение); for graduates, this responsibility falls upon the departments.

2 Punting on the Cam is a favourite summer pastime for students when they take food, drink, guitars (or, alas, transistor radios) and girl friends and go to a punt (a long, slim boat, rather like a gondola) and sail down the river, trying very hard to forget about exams! Many students feel that they have not been christened (крестить) into the University until they have fallen from a punt into the river Cam. This has almost become a tourist attraction.



The Mathematical Bridge over the river Cam (at Queens' College)

3 The ground on which Oxford is built is actually a peninsula (полуостров), bounded on the west and south by the Thames – or Isis, as it is called here – and on the east by a tributary (приток), the Cherwell. Punting on the Cherwell is favoured by those whose tastes in boating are for relaxation rather than for strenuous (сильный, энергичный, напряженный) exercise, but on the Isis it is rowing (гребля) which holds pride of place. This sport is taken very seriously by many undergraduates and there is great rivalry (соперничество) between college crews. The height of the rowing man's ambition is to gain his “blue”, that is to row against Cambridge in the annual contest (соревнование) on the Thames from Putney to Mortlake.

Ex. 2. Read the topic sentence and list the statements that are “in unity” or “out of unity” with the controlling idea.

a) Topic sentence: *During your time of study with MSLU (Minsk State Linguistic University), you are expected to do the following:*

1 keep up with what's going on, you will need to keep in touch with matters related to your syllabus (учебная программа, план, расписание);

2 study diligently, attend timetabled classes as required, do your home assignments and hand them in on time;

3 take responsibility for your own learning with the support of staff who will help you plan your study timetable; reading outside of lectures, seminars is essential;

4 MSLU has a well-stocked library where you can find practically all books from the list of recommended literature;

5 inform the teaching staff if you are ill and cannot attend a lecture or seminar; if you are going to be ill for some time, you will need to provide the necessary medical certificates;

6 Health service is free for students.

7 inform your tutor of any difficulty which you may be experiencing which might affect your studies;

8 do not disturb people who are trying to study; more specifically, do not talk in areas set aside for silent study;

9 treat University property and materials with care and respect;

10 every year the University spends huge sums of money on repairs and redecorations;

11 treat all university staff, students and visitors with the courtesy and respect;

12 there is a considerable amount of bullying and ill-treatment of junior students;

13 behave in such a way not to bring the University into disrepute.

b) Topic sentence: *The proverb goes, “No pains, no gains”*

1 The students must take great pains with their classes to gain as much knowledge as possible.

2 They have at their disposal a great number of halls, classrooms, language media centres and labs equipped with all sorts of audio-visual aids, computers, which help them to practice the pronunciation, get a better command of the language and get rid of the mistakes in the shortest possible time.

3 It's impossible to imagine our lives without computers.

4 In the library there are thousands of books on different subjects and in different languages.

5 Times of opening are very convenient for full and part time students.

6 As soon as a school-leaver is admitted to the University, he or she is allowed to borrow from the University library any book he needs.

7 To borrow books from the library you must join it first.

Seminar 2

Theoretical materials for revision:

Simple materials of paragraph development: detail, reason, illustration or example.

Combination of basic materials.

Consolidation exercises

- ✓ The basic materials of the paragraph development may be identified as **detail, reason, and illustration or example**.
- ✓ In the paragraph developed by **detail** you support the topic sentence with its controlling idea by supplying facts or material that is factual by nature. There are essentially two kinds of details. One kind are those that come from your having observed them, actually experienced them, through sight, sound, taste, touch and smell. The other kind – details that make up directions or procedures, instructions for doing something.

Ex. 1. Read the paragraphs of details, define the topic sentences with its controlling ideas and the type of details.

A) Few people know the basic facts about diamonds. They consist of pure crystallized carbon and are usually found in the form of crystals. They come in many shapes: some have eight faces; others have forty-eight. Diamonds are the hardest substance known, and for this reason acids do not affect them. They are, however, brittle and can be split. To polish diamonds one must use oil and diamond powder. Purity of color is rare in a diamond; most stones are cloudy, owing to small grooves or air bubbles. Diamonds are found in many parts of the world: for example, in India, China, Malaya, Borneo, Australia, Africa, Brazil, and even in the United States. The huge Cullinan diamond weighed 3025 carats. The largest and most perfect of the blue-stone diamonds, known as the Hope diamond, is worth a very great fortune.

diamond - алмаз

carbon – углерод

shape – форма

substance – вещество

acid – кислота

brittle – хрупкий

split – раскалывать

purity – чистота

groove – углубление

bubble – пузырек

B) It is quite easy to prepare tiger prawns in lemon butter sauce. First, prepare ingredients: 6 tablespoon white wine, 2 teaspoon white vinegar, juice of 1 lemon, 75 g unsalted butter, chilled and cubed salt and freshly ground black pepper, 1 teaspoon olive oil, 125 baby button mushrooms, 200 g cooked and peeled tiger prawns, 100 g pack asparagus tips, cooked warm crusty bread to serve. Then place the wine and vinegar in a small saucepan over a moderate heat and boil rapidly to reduce to 2 tablespoons. Add the lemon juice. Gradually whisk in the butter over a low heat, one cube at a time, until slightly thickened and glossy. Remove from the heat, add seasoning to taste, then set to one side. Heat the oil, add the mushrooms and cook for 4-5 minutes, stirring occasionally until golden. Add the prawns and asparagus, heat through and transfer to a warmed serving plate. Serve with the warm lemon butter sauce poured over.

prawns – креветки

reduce – уменьшить

pour – полить

Ex. 2. Supply five sentences using *detail* as major supporting statements for one of the following topic sentences.

- 1 Each morning when I get up I follow a regular routine.
- 2 Here's how I cram for an examination.
- 3 A standard dictionary is a very serviceable tool.
- 4 Exams is not a holiday time.
- 5 Part-time jobs can provide valuable business experience.

✓ When you are asked to a question that involves your personal opinion or judgment, you should give it your best thinking. What you will have to say will probably be based upon your personal experience, on what you have read, or on what you have heard people whom you respect say on the subject. If you write a paragraph in response to such a question, you will very likely develop your topic sentence with **reason**.

Ex. 3. Read the paragraphs of reason, define the topic sentences with its controlling ideas. Say what test word can help you to define the type of the paragraph.

A) A suburban community grows out of the needs of certain city dwellers. Businessmen seek locations outside the city limits away from the congested downtown traffic and in areas where parking space is readily available. City dwellers, eager to take advantage of adequate parking facilities, attractive and well-stocked department and food stores, as well as the drug stores, gift shops, and bakeries essential to every shopper, desert the city establishments for the ones in a suburban area. Finally lower tax rates, choice of building sites, and modest homes on convenient terms attract prospective clients in search of a place to live.

suburban community – население пригорода

congest – перегружать

available – доступный

drug store – аптека

desert – покидать

tax – налог

convenient terms – приемлемые условия

B) People who talk about “correct English” are usually over-simplifying the problem dangerously. There is no single, monolithic “correct English”. There is nothing inherent or intrinsic that makes language “correct”. For instance, in America it is considered low-class or “backwoodsy” to say “He et his dinner”. In England, however, *et*, as the past tense of *eat*, has the highest prestige, and the best-spoken Englishmen will say “He et his dinner”. It is simply a matter of differing usage, in one social group or another. Even good speakers have several styles at their command – not only the formal English of the purists, but an easy, informal English for conversational situations. Good English is that which is appropriate and effective, even if it goes against the pronouncements of purists.

intrinsic – присущий

purists – сторонники очищения литературного языка

Ex. 4. Supply five sentences using *reason* as major supporting statements for one of the following topic sentences.

1 Women still do not enjoy equal opportunities in business and the professions.

2 The death penalty is (is not) a deterrent to major crime.

3 An auction is a good place to buy nothing for something.

4 It is (isn't) foolish to give money to beggars.

5 I approve (or disapprove) of the honor system for undergraduate examinations.

✓ The paragraph of **illustration** or **example** may be like the old saying, “One picture is worth a thousand words”.

Ex.5. Read the paragraph of illustration, define the topic sentence with its controlling idea.

It is a commonplace observation that work expands so as to fill the time available for its completion. Thus, an elderly lady of leisure can spend the entire day in writing and dispatching a postcard to her niece. An hour will be spent in finding the postcard, another in hunting for spectacles, half-an-hour in a search for the address, an hour and a quarter in composition, and twenty in deciding whether or not to take the umbrella when going to the pillar-box in the next street. The total effort which would occupy a busy man for three minutes all told may in this fashion leave another person prostrate after a day of doubt, anxiety and toil.

commonplace – обычный

completion – окончание

dispatch – посыпать

in a search – в поисках

pillar-box – почтовый ящик

anxiety – волнение

toil – труд

Ex. 6. Supply five *illustrative units* for one or more of the following topic sentences.

1 Miracles do happen.

2 Life is full of ironies.

3 Untidy people are not nice to know.

4 A person's character is often molded by daily acts, which, at the moment, seem insignificant.

5 The conquest of space, many people tend to forget, is in part the achievement of the men on the ground.

✓ Although many topics can be developed by means of details, reasons, or illustrations alone, others will require a **combination of these basic materials**.

Ex. 7. For each of the following paragraphs copy the topic sentence with its identifying number. Underline the controlling idea. Then list consecutively the numbers of the sentences. After each number identify the kind of basic material used in that sentence. (If several sentence numbers belong together because they identify several sentences in one long illustration, merely bracket those numbers).

A) 1 While many black women in business today are where they are because the struck out on their own and built a viable company from scratch, some inherited companies from their husbands. 2 In 1948, Leon H. Washington, publisher of the Los Angeles *Sentinel*, had a stroke which left him unable to carry on the day-to-day work of running a newspaper. 3 His wife, Ruth, a studio photographer, decided that she would take over even though she didn't know anything about the news business. 4 "I surrounded myself with good professionals", she says, "top journalists and other top people." 5 As Ruth Washington learned more and more about running a newspaper, she began making changes in the paper's format, advertising, and editorial policies. 6 Today the weekly *Sentinel* is one of the leaders among black newspapers in real estate and classified ads. 7 The size of the newspaper has more than doubled. 8 The staff of six that was employed when Mrs. Washington took over 27 years ago has grown to 40. And she's not about to quit – no retirement for her anytime soon. 9 "I have ink in my blood," explains the 61-year-old publisher.

viable – жизнеспособный

from scratch – с нуля

inherit – унаследовать

take over – принять обязанности

ads – реклама

quit – уходить

B) 1 Splitting a lobster is not an insurmountable job. 2 Actually, it is quite simple. 3 You need a good knife, one that is strong, sharp, and has a good point, and the courage to use it on a live, active shellfish. 4 First, cut off all the claws, both the large and the small ones. 5 Then place the lobster on its back on

a board or table with body end nearest you. 6 Plunge the point of the knife into the tail section and cut right down the tail and the body, dividing the lobster in two in one long, clean cut. 7 Small lobsters that serve one per hinged when you lay them open for broiling. 8 Large ones which will make two servings should be cut through and separated. 9 With the dull edge of the knife blade, give both sides of each claw one crack. 10 As a result, after the lobster is cooked, you can break the claws easily and evenly.

splitting – разделение на части

insurmountable – непреодолимый

shellfish – моллюск

claw – коготь

plunge – погружать

broil – жарить на огне

crack – удар

C) 1 The children in our village do not play Run, Sheep, Run. 2 I am not sure of the reason. 3 It must be because children no longer possess the streets, as they no longer own the vacant lots and the gardens. 4 Traffic is too great a hazard, even in our quiet sector, for such wild excursions. 5 Perhaps there are no coverts left in which to hide. 6 Or could it be the curse of full employment among the young? 7 Children belong to the county clubs, and swim away the afternoons. 8 They go to camps. 9 They practice tennis and take riding lessons and are netted into hobby groups. 10 Even those we call the underprivileged go to organized playgrounds, presided over by adults. 11 One must have leisure for Run, Sheep, Run – leisure and long, lazy summers. 12 Life must not be hurried, as it is today for everyone. 13 There must be time for the gathering of the clan, time for the chase, and time to come home, shouting, through a dim blue twilight that smells of the fresh-cut grass.

hazard – опасность

covert – убежище

curse – проблема

D) 1 After Waterloo Napoleon was to live for six years and achieve an ironic final victory. 2 He fled to the west coast of France where at Rochefort he surrendered to the British navy, blockading the harbor. 3 Exiled to the island of St Helena, he managed to transform his image from that of a fallen tyrant into a martyr. 4 Out of St Helena grew the Napoleonic legend that exists today. 5 One can see it in the red porphyry sarcophagus at the Invalides in Paris where his body was buried in 1840. 6 There are listed the names of his great battles:

Rivoli, Pyramides, Marengo, Austerlitz, Irena, Friedland, Wagram, Moscova. 7
But nowhere in that temple of legend and glory is written the word Waterloo.

surrender – капитулировать

harbor – гавань

porphyry – порфир (горная порода)

temple – храм

E) 1 Even the more important than overt cheating, perhaps, is the frame of mind that leads to it. 2 There coexists, side by side with our higher educational system, an actively propagated faith which may be termed “antieducation”. 3 Recently in a Boston restaurant I overheard conversation in which the main tenets of the creed were set forth. 4 A high-school graduate about to set out for college was receiving advice from an upperclassman.

5“Now when you get there, remember,” the older boy was saying, “books are for the birds, not for the people. 6 What matters is contacts. 7 Get there a couple, three days earlier, introduce yourself around, become known, get elected to a class office. 8 Plan your courses so you are not always on the books, so you have time to make contacts.” 9 The younger lad protested that he wanted to be an engineer, a course which called for quite a bit of study along a prescribed curriculum.

overt cheating – очевидное мошенничество

frame of mind – расположение духа, настроение

coexist – сосуществовать

tenet – принцип

creed – кredo, убеждение

be set forth – быть сформулированным

curriculum – учебный план

Ex. 8. Select one of the following topics and write a paragraph using *detail, reason, and illustration or example* in some appropriate combination to develop the controlling idea. Underline the controlling idea. As you introduce minor supporting material, be sure that it is in unity with the major support and with the controlling idea of the paragraph. In the margin opposite each sentence identify the type of basic material you are using.

- 1 Vegetarians have found the secret of good living.
- 2 Luck may often be the deciding factor in a game.
- 3 Television has contributed to the decline of conversation.

- 4 Men need a college degree more than women do.
- 5 Women are only interested in getting married.
- 6 B Shaw is an outstanding English playwright.
- 7 In recent years some people have shown an amazing unwillingness to intervene (вмешиваться) in a crime that is taking place before their very eyes.

Optional Practical Exercises

Ex.1. Read the following paragraphs and define the means (*detail, reason, illustration or example*) by which they are developed.

1 The exam system is far from being perfect. The most common argument against exams is that they don't test what you know, but they test your memory and the knack (умение) of working rapidly under pressure. Exams don't train you to think for yourself. All you have to do is to memorize and to cram. Teachers often have to train their students exam techniques instead of teaching their subjects. That's why, those who receive better marks are not always the best educated, they are the best trained in the technique of working under pressure. The last but not the least important disadvantage of exams is the fact that how you pass them often depends on the examiners. Examiners are only human: they get tired and hungry, they make mistakes. And yet they have to test so many students in a limited amount of time. They work under the same sort of pressure as their students.



2 It's not difficult to pass your exams successfully if you organize yourself properly. Don't panic and don't pretend they'll go away - they won't! If you're organized, you'll find that exams won't be the nightmare (кошмар) experience that you feared - and if you go about things the right way you'll even get time for some fun in between! First of all, find a good place to work. It must be quiet, well-lit and free from chocolate wrappers (обертки) and sports socks! Draw up a revision plan you can stick to (придерживаться) daily that includes breaks and meal times. Set targets (цели) that you know you can reach each day

and tick them off (вычеркивать) as you achieve them.- Use a highlighter pen (маркер) and mark key areas with different colours. Test yourself often without looking at your notes, or work with a friend or member of your family. Don't overdo the time you spend hitting the books. Have a regular time for physical exercise, walk round the block with the dog, ride a bike, listen to some music or really change your environment to give your brain and eyes a break. Remember to get a proper night sleep – it gives you reserves of energy. Get yourself in a positive and confident frame of mind. Ask for help from friends, family if you are feeling overwhelmed (подавленным), confused or unsure. Never bottle things up (никогда не замыкайся) – remember a problem shared is a problem halved.



Confucius (illustration from *Myths & Legends of China*, 1922, by E.T.C. Werner)

3 World History preserves not only the names of outstanding scientists, artists, writers, but also the names of great teachers. One of them was Confucius, a great teacher of noble morals and the first professional teacher in the Chinese history. He used most of his life to teach and help students solve problems. During his life about 3,000 students studied under his guidance. He not only created some effective teaching methods, but also proper studying techniques (методы). Confucius taught his disciples by personal example as well as verbal instructions. He himself studied hard and pursued (стремился к) truth, dreams and a perfect personality. He had integrity (честность) and was kind, humble, polite and faithful to his country and people. He loved education and students, and was tireless in teaching. He always treated his disciples(учеников) equally. All of them respected Confucius as their father

and compiled (собрали) Confucius's famous sayings in the book The Analects (литературный сборник) of Confucius.

Ex.2. Write a paragraph using *detail* starting from the following topic sentence:

To write a good paragraph is not an easy task.

Ex.3. Write a paragraph using *reason* starting from the following topic sentence:

The system of higher education in Great Britain differs from the Belarusian one.

“Poor is the pupil who does not surpass his master.” *Leonardo da Vinci*.

“No matter how busy you may think you are, you must find time for reading, or surrender yourself to self-chosen ignorance.” *Confucius*

If you hate the feeling of being left behind with anything, do your best to keep up to date.

Seminar 3

Theoretical materials for revision:

Complex methods of paragraph development:

- definition;
- comparison;

Consolidation exercises

✓ Complex methods of development that will be discussed in seminars 3 and 4 are **definition, comparison, contrast and analogy**.

✓ **Definition** means one of two things: the lexical or precise meaning of the word; or the rhetorical or expository statement of its meaning as understood or interpreted by the writer. The first is the usual dictionary meaning and may be expressed in a single sentence, in a phrase, even in a synonym. The second is what the definer wants to say about it in a particular context and is elaborated in a paragraph or even a full essay.

Ex. 1. Write a one-sentence definition of each of the following. You are not likely to benefit from *not* referring to the dictionary. Check up the meaning of the same words in a dictionary. Do the definitions coincide?

An examination, friendship, home, courage, faith, family.

Ex. 2. Read the paragraph of definition and answer the questions after it.

This is how one might define jazz: it is a new music of a certain distinct rhythmic and melodic character, one that constantly involves improvisation – of a minor sort in adjusting accents and phrases of the tune at hand, of a major sort in creating music extemporaneously, on the spot. In the course of creating jazz, a melody or its underlying chords may be altered. The rhythmic valuations of notes may be lengthened or shortened according to a regular scheme, syncopated or not, or there may be no consistent pattern of rhythmic variations so long as a steady beat remains implicit or explicit. The beat is usually four quarter-notes to the bar, serving as a solid rhythmic base for the improvisation of soloists or groups playing eight or twelve measures, or some multiple or dividend thereof.

Barry Ulanov *History of Jazz in America*

at hand – под рукой

extemporaneously – экспромтом

chord – аккорд

alter – изменять

valuation – оценка

scheme – замысел

syncopate – смещение музыкального ударения

- 1 What is the dictionary meaning of jazz?
- 2 How does the writer define what jazz is?
- 3 What type of basic material is used?
- 4 What is the order of the development?

Ex. 3. Read the passage as a paragraph of definition and then answer the questions that follow it.

I caught the disease known to college freshmen as homesickness. Like raindrops forming a puddle, the causes for my homesickness came one by one. I woke that fateful morning with the symptoms of a head cold. My nose was stuffy, my mouth felt dry, and my eyes were watery. The drizzly weather outside depressed me as I shuffled through the soggy leaves to my 9 o'clock class in Recitation Hall. Mr. Wolfe's lecture dealing with myth in early Biblical stories left me confused, for it contradicted religious beliefs I had cherished since Sunday School days. I found it hard to believe that the story of Adam and Eve was a theological legend; and I couldn't understand how Joseph, Abraham, and Isaac were personifications of tribes. Then, after class, unaware of the sorority period of silence, I felt dejected when upper class coeds whizzed by me on the campus without their usual smile or friendly hello. Supported by the knowledge that I had studied for eight hours for my western civ exam on the Romans, I eagerly hurried to my ten o'clock class to learn my test result. I was stunned by the "D" scrawled in red ink across my paper. In shame I trudged back to the dorm for lunch. There I found a letter from Mother waiting for me in my mailbox. I tore it open. "Dear Carol," it began. "We all miss you so much." As I read the word "miss", the writing began to blur. I hurried to my room and locked the door. My throat ached and tears filled my eyes. "The house" – the words wouldn't hold still – "seems empty without you". Clutching the letter, I threw myself across the bed and buried my tears in the pillow.

Carol Masley

puddle – лужа

freshmen – первокурсники

head cold – простуда

shuffle – волочить ноги

soggy – сырой, мокрый

tribe – племя

sorority – университетский женский клуб

coed – студентки учебного заведения для лиц обоего пола

whiz – проноситься со свистом

civ – civilization

trudge – идти с трудом

dorm – dormitory – общая комната

blur – расплываться

1 Is the term to be defined clearly stated?

2 Is there a controlling idea?

3 What basic material is used?

4 What is the order of the development?

5 Does the writer make any specific use of the dictionary meaning of the term being defined?

6 Is the paragraph definition of the word more meaningful than the dictionary meaning? If so, why?

7 How much of the total interpretation of the word depends on the dictionary meaning and how much on the writer's own conception of the subject?

8 Is the paragraph effective? Why?

Ex. 4. Consult the dictionary for the meaning of “community”, and then read the two following paragraphs. Finally, answer the questions at the end.

A) I think the essential element in the concept of the community is the interdependence of its various members to form a functioning unit. It is the next distinctive general organizational level above that of the individual and the population. Individuals of the given kind are organized, through their genetic relationships, into populations; but the behavior and history of these specific populations can only be understood in relation to the behavior and history of the other populations with which they occur. The community, it seems to me, might be defined as the smallest group of such populations that can be studied and understood as a more or less self-sufficient unit.

Marston Bates

The Nature of the National History

B) “Community” properly signifies any whole area of social life, such

as a village, or town, or country. It is any circle in which a common life is lived, within which people more or less freely relate themselves to one another in the various aspects of life, and thus exhibit common social characteristics. It is inevitable that people who over any length of time enter freely into social relationships should develop social likenesses, should have some common social ideas, common customs, common traditions, and the sense of belonging together. A community may be small or great. A great community, as a nation, will enclose a number of similar communities, localities, and groups with more intense and more numerous common qualities. Small communities are sometimes semi-isolated in the midst of greater ones, especially in countries to which immigrants flock and where they form, as it were, islands of their own peculiar life. Thus it is seen that community is a matter of degree. What we should particularly bear in mind is that community means *any circle of common life*. Common life is more than organization or relationship. When we use the term "society" we think more particularly of organization, but when we use the term "community" we should think of something greater – the life whence organization springs and of which organization is but the means.

M. MacIver *The Elements of Social Science*

- 1 Which of two definitions is more meaningful? Why?
- 2 Does each of the above paragraphs have a controlling idea? What is it?
- 3 What use of the basic materials does each author make?
- 4 What type of order is used in each paragraph?
- 5 Consider each of these paragraph definitions as complete in itself, independent of the rest of the essay in which it appeared. Now if the purpose of the first writer is to appeal to the readers interested in nature, and that of the second writer to appeal to readers interested in sociology, would your answer to question 1 be different? Why?

Ex. 5. Look up one of the following terms in the dictionary. Then write a paragraph of definition in which you combine the dictionary meaning of the word and what the word means to you:

Loneliness, fraternity, boyfriend or girlfriend, alma mater, space age.

Ex. 6. For a foreigner or someone who is not familiar with the term being defined, write a paragraph defining one of the following:

Datcha, maslenitsa, blind date, barbecue.

✓ **Comparison** shows the *similarity* between two or more people, objects, or ideas. There must be a *basis* for comparison, it means that the things compared belong to the same class or group. The careful writer of a paragraph not only starts with a basis of comparison between the similar things being discussed but also stresses throughout the comparison the specific dominant quality, point, or issue which is applicable to both and which is stated or implied in the controlling idea of the paragraph.

Ex. 7. Read the paragraph of comparison and define the topic sentence, its controlling idea, the basic material and the order of paragraph development. Speak about the structure of the paragraph (major and minor statements). Can you say that the paragraph is unified and coherent?

They were inseparable – Old Man Mooney and his dog – and alike as two peas popped from the same pod. They had big, rheumy eyes – both of them. You know – that pale, faded, watery kind of blue that makes you want to look somewhere else in a hurry. They were a spindly-shanked, wobbly pair, and both of them lean, hard, and dirty. The old man was bearded, his hair straggly, hanging over his ears. And the dog was also a mess – his dirty, mangy coat hanging in tufted wisps and patches over his lean, scabby body. And friendly – these two were about as friendly as a mother wildcat with a brood of new-born kittens. They were a perfect matched set of the meanest and ugliest dispositions you'd ever find. They even behaved the same way. People knew them both for how miserly they were. The old man hoarded every penny, every scrap of paper, every bit of string he found. And that ugly cur – him too – hoarding every bit of bone, every filthy stick he found.

pod – стручок

faded – выцвевший

wobbly – шатающийся

lean – худой, тощий

mangy – грязный, убогий

scabby – страдающий чесоткой

mean – подлый

ugly – безобразный

hoard – тайно хранить

filthy – грязный

Ex. 8. Read the following passage carefully and then evaluate it as a paragraph of comparison by answering the questions that are listed below.

1 A freshman and a senior are alike in this respect: both have to face up to examinations. 2 A well-structured test covering the important materials of a course will make both of them study. 3 With each review knowledge is implanted more deeply in the mind. 4 The average student does not study much during the term. 5 A freshman faces a test with the hope of becoming a sophomore. 6 A senior looks forward to graduation. 7 Many a student right after a final examination discards the knowledge gained from preparing for and taking it. 8 He wants to have a clear mind in which to store up information he will need to pass the next test in the same examination period. 9 During a term a student, freshman or senior, who neglects review soon discovers that he has retained very little of what he should have learned in the course. 10 Therefore, an impending examination makes a final review necessary. 11 Thus this review increases his chances of remembering the subject for later life.

implant – внедрять

sophomore – студент второго курса

graduation – окончание высшего учебного заведения

discard – сбрасывать

neglect – пренебрегать

retain – удерживать, сохранять

impending – предстоящий

- 1 What is the basis of comparison?
- 2 What is the specific dominant quality, point, or issue?
- 3 Is the controlling idea satisfactory?
- 4 Is the paragraph unified?
- 5 What type of basic material is used?
- 6 What is the order of development?
- 7 Which sentences, by number, represent the major supporting statements?
- 8 Which sentences, by number, represent the minor supporting statements?
- 9 Which sentences, if any, do not belong in the paragraph?
- 10 Is it an acceptable paragraph of the type stated in the directions?
- 11 If not, can you rewrite it so that it is acceptable?

Ex. 9. Evaluate the following passage as a paragraph of comparison by applying to it the same questions asked in Exercise 6, above.

1 Both home builders and home buyers have given considerable thought to finding symbols of higher status in extra touches that will provoke gasps of admiration. 2 Examples are pushbutton-controlled draperies, "His and her" bathrooms, television sets installed in bedroom ceilings. 3 One highly successful builder northwest of Chicago showed me a gold-plated faucet in the guest bathroom of one of his houses. 4 He said that this feature has proved to be so popular that he is introducing it as an optional accessory in his \$ 40,000 houses. 5 The gold faucet, he explained, is "a little \$500 extra" that not only impresses the neighbors, but that also adds to the resale value of the house.

Vance Packard "The Pursuit of Status"

provoke – вызывать

gasps of admiration – возгласы восхищения

install – устанавливать

gold-plated faucet – позолоченный водопроводный кран

accessory – украшение

resale value – цена при перепродаже

Ex. 10 A man with a \$16,000-a-year income is in the market for a new car. Choose two small cars and write a paragraph in which you compare their chief selling points. Develop the paragraph in such a way that you do not show any personal preference.

Optional Practical Exercises

Ex.1. Read the paragraph and define: the topic sentence, the controlling idea, the pattern of paragraph development, basic materials of paragraph development, the order of development.

Like everyone else in this country, you are an advertising expert. Why not? You have been brought up with advertising. The first words you ever read were probably written on a billboard or the front of a box of cereal. The first sounds you ever heard were probably emanating from a radio or a television set. Before you knew who daddy was, you knew that Wheaties was the breakfast of champions. Before you could tell a Republican from a Democrat, you could tell a Bufferin from a plain aspirin. You know what you like and what you don't like. You know which commercials make you laugh, which ones make you giggle, which ones raise a lump in your throat, and which ones bore you to tears. In short, you react emotionally to each one of them and are able instantly to identify these emotions. Naturally, you're an advertising expert.

advertising expert – эксперт по рекламе

billboard – рекламный щит

giggle - хихикать



A Coca-Cola advert from the 1890s.

A bus with an advertisement for GAP

Ex.2. Read the paragraph and define: the topic sentence, the controlling idea, the pattern of paragraph development, basic materials of paragraph development, the order of development, the basis of comparison, specific dominant quality.

Harrods and Harvey Nichols are the most exclusive department stores in London. They offer many of the world's most prestigious brands in womenswear, menswear, accessories, beauty, food, home, electronics, jewellery, sporting gear, bridal trousseau, pets and pet accessories, toys, food and drink, health and beauty items, packaged gifts, stationery, housewares, home appliances, furniture, and much more. Both stores have explored other areas of service outside of fashion, including opening restaurants, cafes and special services to their customers. And of course, both enjoy great popularity among shoppers with full wallets and more sophisticated tastes.

bridal trousseau – одежда невесты

explore – исследовать

sophisticated – утонченный



Harvey Nichols



Harrods

Ex.3. Write paragraphs of definition which will illustrate the meaning of the following words:

Present, shopping, money, dollars, line, junk food, fruit.

Ex.4. Write a paragraph of comparison which starts from the following words:

It's no good to eat lots of pastries and junk food.

Seminar 4

Theoretical materials for revision:

Complex methods of paragraph development:

- contrast;
- analogy.

Consolidation exercises

✓ The purpose of **contrast** is to show the *difference* between two persons, things, or ideas. The paragraph of contrast needs a basis of contrast and a specific dominant quality, point, or issue, probably the controlling idea, to give the necessary unity.

Ex. 1. Read the paragraph of contrast and define the topic sentence, its controlling idea, the basis for contrast and the specific dominant quality, point, or issue of it. Speak about the basic material and the order of paragraph development.

Unlike any other sport, football is played solely for the benefit of the spectator. If you take the spectator away from any other game, the game could still survive on its own. Thus tennis players love tennis, whether or not anyone is watching. Golfers are almost churlish in their dedication to their game. Ping-pong players never look around. Basketball players can dribble and shoot for hours without hearing a single cheer. Even baseball might survive the deprivation, despite the lack of parks. Soft-ball surely would. But if you took away the spectators, if you demolished the grandstands and boarded up the stadium, it is inconceivable to think that any football would be played in the eerie privacy of the field itself. No football team ever plays another team just for the fun of playing football. Army plays navy, Arsenal plays Manchester, Spartak plays Dinamo, only with the prospect of a loud crowd on hand.

spectator – зритель

survive – выживать

churlish – упорный

dribble – вести мяч

demolish the grandstands – убрать трибуны

it is inconceivable – невообразимо, невозможно

eerie – жуткий, зловещий

Ex. 2. Read the following passage carefully and then evaluate it as a paragraph of contrast by answering the questions that appear below.

1 When Flora Belle and Daisy Pied set out to landscape their two fifty-by-seventy foot back yard, they must have vowed most determinedly to make their gardens as different as two gardens could possibly be. 2 In the left rear corner of her lot Flora planted a Norwegian spruce; Daisy set out rambler roses on a trellis the neighbor boy put together. 3 In her right corner Flora put in peonies; Daisy had a Chinese elm. 4 Bordering three sides of her yard Daisy planted a privet hedge, the prickly kind. 5 Flora erected one of those Virginia fences with top and bottom rails and cross pieces between. 6 Up the center of the lawn, from hedge to house, Daisy had the mansion build a stone walk; Flora figured walking on the grass was what grass was intended for. 7 Flora's final bit of landscaping was a summer sitting platform with roof and latticed sides for the morning glories to climb all over. 8 Daisy hung a hammock she could rest her body in. 9 By the way, that vow they must have taken back at the start of their fixing up was a thundering success. 10 Neither one has spoken to the other in five years come this fall.

vow – давать обет, клясться

spruce – ель

rambler roses – вьющиеся розы

trellis – шпалера

elm – вяз

privet hedge – забор из бирючины

fence – забор

mansion – большой дом

latticed - решетчатые

- 1 What is the basis for contrast?
- 2 What is the specific dominant quality, point, or issue?
- 3 Is the controlling idea satisfactory?
- 4 Is the paragraph unified?
- 5 What type of basic material is used?
- 6 What is the order of development?
- 7 Which sentences, if any, do not belong in the paragraph?
- 8 What does their presence or absence tell you about the effectiveness of this paragraph?

Ex. 3. Evaluate the following passage as a paragraph of contrast by applying to it the same questions asked in Ex. 2, above. The action of the story on which the paragraph is based is briefly this:

The car of the taxi driver Tarloff has been hit by the car of an important and irresponsible young man. When Tarloff insists that the law be called in, the young man hits Tarloff on the nose. Now the cabby is determined, in defense of his dignity, that the police be called. In his taxi are two passengers – a businessman and his wife Helen, en route to a dinner party. Tarloff asks the husband to go with him as a witness to the police station. The husband is waiting but Helen wants to proceed without further delay to the dinner party for which they are already late. To her the cabby is just a taxi driver of foreign extraction.

1 Irwin Shaw in his short story “Dry Rock” contrasts the intangible elements of principle and expediency in the characters of Tarloff and Helen. 2 Tarloff, an old weather-beaten Russian cab clad (одетый) in a shabby coat, stands firm in his conversation that human dignity must be defended through justice. 3 Helen, a successful businessman’s wife on her way to a prominent society dinner, believes that principle may be subordinated in order to facilitate an end. 4 These fundamental beliefs influence the value that the characters place on time and motivate their actions. 5 Tarloff has little regard for time; Helen is a slave of it. 6 While Tarloff waits patiently and hopefully for a policeman, she nervously taps her foot. 7 The weary Russian wants to take the young man to the police station, press charges against him, endure a hearing, and suffer through a tedious trial. 8 Helen Fitzsimmons tries to get out of the situation from the start, protests taking time to go to the station, later at headquarters calls her friend every five minutes to check the process of the dinner, and swears at the thought of having to be a witness at a trial. 9 Ironically, the Russian cabby who has been in this country for only a short time is willing to exert the needed energy for enforcing justice; whereas the social-minded wife of an American businessman is too self-confident even to recognize the significance of the principle of human dignity which is at stake.

irresponsible – безответственный

cabby – таксист

dignity – достоинство

en route – по пути

witness – свидетель

intangible – неуловимый

expediency – целесообразность

cab – извозчик

justice – справедливость, правосудие

be subordinated – быть починенным

charges – обвинения

tedious trial – утомительный суд

be at stake – быть поставленным на карту

Ex. 4. Write a paragraph contrasting one of the following pairs:

- 1 Two coaches with very different methods
- 2 Two politicians with different views
- 3 Two elderly people with different attitudes toward aging
- 4 A small shop and a department store

✓ Occasionally, because you wish to achieve a close relationship to two constituent parts of a subject, you may decide **to combine comparison and contrast** in the same paragraph.

Ex. 5. Read the text and analyze the paragraph (structural components, method/s of paragraph development, paragraph unity and coherence, its type).

1 Both Pompey and Julius Ceasar were first-rate generals supported by personal armies of professional soldiers, and both became contemptuous of the Senate that tried to curb them. 2 The egotistical Pompey began his career with brilliant conquests of Spain and the eastern kingdoms of Alexander, while the no less dashing Caesar thrilled the Roman populace with his nine-year conquest of Gaul. 3 Both realized that the republic had outlived its usefulness, but each wanted to be a dictator. 4 At first they worked together (with Crassus) in the First Triumvirate (60 b.c.) to force reforms upon the unwilling Senate . 5 But eventually Pompey took advantage of Caesar's absence in Gaul to become sole dictator in Rome, whereupon Caesar with one of his legions crossed the Rubicon River, part of the northern boundary of Italy and accumulated a personal army for his march on Rome. 6 In the battles that followed, Pompey showed bad judgment and irresolution and was destroyed by the superior generalship of Caesar at Pharsalia (48 b.c.).

Robert Warnock and George K. Anderson *The Ancient foundations*

contemptuous – презрительный

curb – обуздывать, сдерживать

conquest – завоевание

thrill – вызывать трепет

populace – простой народ

take advantage of – воспользоваться

cross – пересечь

accumulate – собрать

bad judgment – неправильное решение

irresolution – неуверенность, нерешительность

Ex. 6. Write a single paragraph development by both comparison and contrast in which you weigh certain features and reach a decision regarding

- a choice of a candidate for office;
- a vacation spot;
- a summer job;
- the spending of \$100;
- means of transportation from one place to another.

It will be necessary to limit your topic sentence carefully so that it prepares the reader adequately for the double task of comparison and contrast.

✓ An **analogy** is a detailed comparison. This kind of comparison has two uses. The first is reasoning, the second is explaining things.

Ex. 7. Evaluate the following selection as a paragraph of analogy by applying to it the questions that appear below it.

1 The bakery shop window is like a stage with its entrances, its settings, and its exits. 2 Each morning Mrs. Jenkings, the plump bakery shopkeeper, dressed in crisp brown and white-checked uniform with matching starched apron , prepares the window for its daily showing. 3 Even as a little girl she had enjoyed dressing up her doll house. 4 Her parents had given her a large one for Christmas when she was five. 5 She straightens the white ruffled organdy curtains framing the window of the shop and tapes against the glass pane in one corner a cardboard sign. 6 It bears the name of the week's star attraction. 7 This week there are no scones that the customers liked so much, but there is something just as good. 8 This week the spotlight falls on cherry pie, a special at forty-five cents. 9 She recalls with satisfaction that Mrs. Masley liked the cherry pies three weeks ago. 10 One by one Mrs. Jenkings carries the individual silver trays heaped with luscious cakes, flaky pastries, and gooey buns from the back delivery room out to the window and carefully lays each article on fresh

white paper doilies. 11 She had bought the doilies at Sears when they had them on sale. 12 Using such props as folded cardboard boxes to elevate some cakes and artificial bunches of cherries to brighten the scene, Mrs. Jenkins arranges the display. 13 By 8 o'clock every item is in place. 14 The stage is set.

settings – декорации

starched apron – накрахмаленный передник

ruffled organdy curtains – шторы из органзы с оборками

pane – оконное стекло

silver tray – серебряный поднос

doily – салфеточка

prop – подставка

- 1 What is the basis for the analogy?
- 2 What is the central focus of the paragraph?
- 3 Is the controlling idea satisfactory?
- 4 Is the paragraph unified?
- 5 What type of basic material is used?
- 6 Which sentences, if any, do not belong in the paragraph?

Ex. 8. Evaluate the following paragraph by applying the same questions asked in Ex. 7, above.

1 The Bay of Monterey has been compared by no less a person than General Sherman to a bent fishing-hook; and the comparison, if less important than the march through Georgia, still shows the eye of a soldier for topography. 2 Santa Cruz sits exposed at the shank; the mouth of the Salinas River is at the middle of the bend; and Monterey itself is cosily ensconced beside the barb. 3 Thus the ancient capital of California faces across the bay, while the Pacific Ocean, though hidden by low hills and forests, bombards her left flank and rear with never-dying surf. 4 In front of the town, the long line of sea beach trends north and north-west, and then westward to enclose the bay.

Robert Louis Stevenson “*The Old Pacific Capital*”

bay – бухта, залив

fishing-hook – рыболовный крючок

bend – изгиб, излучина

ensconce – укрывать, прятать

flank – фланг

rear – тыл, задняя сторона

Ex. 9. From a map or from your own experience, choose a geographical feature – a continent, a cape, a lake, or the like – that resembles some familiar object in shape. Develop the analogy in a paragraph.

Ex. 10. Write a paragraph of analogy based on a scientific process with which you are familiar, the hundreds or thousands of people arriving at a stadium for an athletic contest, the logs floating down river ending in a jam, the aimless scattering of a crowd of people at the time of an explosion, or some subject you really know.

Optional Practical Exercises

✓ Analogy isn't a single *form* of writing. Rather, it's a tool for *thinking* about a subject, as these brief examples demonstrate: "What is it *like*?"

Ex. 1 Read and analyze the following analogies.

1. "Do you ever feel that getting up in the morning is like pulling yourself out of quicksand (зыбучий песок)?..."

(Jean Betschart, *In Control*, 2001)

2. "The world of particle physics is more like a crossword than a clockwork mechanism. Each new discovery is a clue (ключ), which finds its solution in some new mathematical linkage (связь, взаимосвязь). . . ."

(P. C. W. Davies, *The Mind of God: The Scientific Basis for a Rational World*, 1992)

3. "For some people, reading a good book is like a Calgon bubble bath--it takes you away...."

(Kris Carr, *Crazy Sexy Cancer Survivor*, 2008)

4. "Ants are so much like human beings as to be an embarrassment. They farm fungi (грибы), raise aphids (тля) as livestock (домашний скот), launch armies into wars, use chemical sprays to alarm and confuse enemies, capture slaves... ."

(Lewis Thomas, "On Societies as Organisms," 1971)

5. "To me, patching up (латать) a heart that'd had an attack was like changing out bald tires (стертые шины). They were worn and tired, just like an attack made the heart, but you couldn't just switch out one heart for another. . . ."

(C. E. Murphy, *Coyote Dreams*, 2007)

6. "Falling in love is like waking up with a cold - or more fittingly, like waking up with a fever (жар, лихорадка). . . ."

(William B. Irvine, *On Desire*, 2006)

7. "My favorite analogy to success in free markets is looking through a telescope at Saturn. It is a fascinating planet with those bright rings around it. But if you walk away from the telescope for a few minutes and then come back to look again, you'll find that Saturn is not there. It has moved on"

(Warren D. Miller, *Value Maps*, 2010)

8. "Quitting (уход) a job is like leaving a woman. It's like abandoning part of yourself."

(Benjamin Cheever, *Selling Ben Cheever*, 2002)

9. "Yes, a tree is an underground creature, with its tail in the air. All its intelligence is in its roots.... ."

(Oliver Wendell Holmes, *Over the Teacups*, 1891)

✓ To discover original analogies that can be explored in paragraphs and essays, apply the "as if" attitude to any one of the 30 topics listed below. In each case, ask yourself, "What is it *like*?"

Ex.2. Develop a paragraph of analogy choosing one of the thirty topics written below.

- 1 Moving to a new neighborhood
- 2 Starting a new job
- 3 Working at a fast-food restaurant
- 4 Quitting (уход) a job
- 5 Watching an exciting movie
- 6 Reading a good book
- 7 Going into debt (долг)
- 8 Getting out of debt
- 9 Losing a close friend
- 10 Leaving home for the first time
- 11 Taking a difficult exam
- 12 Making a speech
- 13 Learning a new skill
- 14 Gaining a new friend
- 15 Responding to bad news
- 16 Responding to good news
- 17 Attending a new place of worship
- 18 Dealing with success
- 19 Dealing with failure

- 20 Being in a car accident (авария)
- 21 Falling in love
- 22 Getting married
- 23 Falling out of love
- 24 Experiencing grief (горе)
- 25 Experiencing joy
- 26 Becoming addicted to drugs
- 27 Watching a friend destroy himself (or herself)
- 28 Getting up in the morning
- 29 Resisting peer pressure
- 30 Discovering a major in college

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