

OUTLINE OF UNIT 3

Tasks	Description	Assessment
Task 11 Discussion Forum	Discuta com seus colegas e seu tutor sobre o que você aprendeu após terminar as atividades sobre a afirmação principal e os tópicos de parágrafos.	As atividades 11, 16 e 17 serão avaliadas segundo
Task 12 Video: How to write an essay	Assista ao vídeo de como escrever um ensaio: aula e música em: http://www.youtube.com/watch?v=G82huz_NxEk	
Task 13 Reading activityVideo	Leia o resumo de um texto escrito por Lucille Forer como uma atividade de pré-escrita.	
Task 14 Video: The birth order book	Faça uma atividade de compreensão oral após assistir ao vídeo “The Birth Order Book” em: http://www.youtube.com/watch?v=xS29R5QYKys	
Task 15 Chat	Socialize suas ideias sobre o tópico “birth order” em uma seção de chat com seu tutor e seus colegas.	
Task 16 Production assignment	Escreva um ensaio acerca do tópico “birth order” seguindo os passos propostos e produza um documento a ser avaliado por seu tutor.	
Task 17 Production Forum	Produza um currículo para ser comentado por seu tutor e seus colegas.	

Unit 3 – WRITING AN ESSAY



12) The thesis statement and the topic sentence

12.1 Essays: The Thesis Statement⁷

Since the thesis statement should tell your reader exactly what the main argument of your essay is, the strength of your essay largely depends on how well your thesis statement is written. Below you will find some characteristics of a good thesis statement:

► **A good thesis statement is argumentative.**

Bad: In this paper, I will discuss the effect that exposure to violence on television has on the behaviour of young children.

⁷ Adapted from the Writing Support Center, University of Central Ontario, at <http://www.sdc.uwo.ca/writing/>.

This is a statement describing what the author will discuss in his or her paper; it is not an argument.

Better: Children who are exposed to violence on television do not exhibit more violent behaviour than children who are not exposed to such programs.

This is an argument because it answers the question: Does violence on television promote violent behaviour in young children? The author has chosen to argue that television violence does not promote violent behaviour in young children.

► **A good thesis statement is controversial.**

Bad: Even though he is the protagonist of J. M. Barrie's novel, Peter Pan is not an entirely good person.

It can be quite obvious that anyone who takes innocent children away from their homes is usually not considered to be an entirely good person. This thesis statement is not controversial because the reader, no matter how much he or she likes Peter Pan, will not have much difficulty agreeing with it.

Better: An examination of the narrator's attitude in *Peter Pan* reveals that it is Captain Hook, not Peter, who is the truly heroic figure in J. M. Barrie's novel.

This thesis statement is controversial because it contradicts the reader's pre-conceived notions of who the villain and the hero are in Barrie's novel. The reader is less likely to agree with this statement initially.

► **A good thesis statement is specific.**

Bad: Peter the Great attempted to modernize Russia.

This statement is too general. One could write a book about how Peter the Great tried to modernize his country.

Better: Peter the Great's foreign and domestic policies reflected his determination to westernize Russia by means of change imposed from above.

This statement is more specific because it defines what modernization meant to Peter the Great (westernization), and it states the methods he used in his attempt to westernize Russia (change imposed from above via foreign and domestic policies).

► **A good thesis statement is analytical.**

Bad: Plato's assertion that poetry is an imitative art is unconvincing.

This thesis statement expresses the author's position, but it does not express *why* the author finds Plato's assertion about poetry unconvincing. For all the reader knows, the author could be a poet who does not wish to find anything convincing about Plato's position on poetry.

Better: The arguments that Plato presents to prove his claims about poetry are unsound because they rely on faulty analogies, and ignore contradictory evidence.

This thesis statement tells the reader that the author has analyzed Plato's arguments, and has subsequently found them to be unsound.

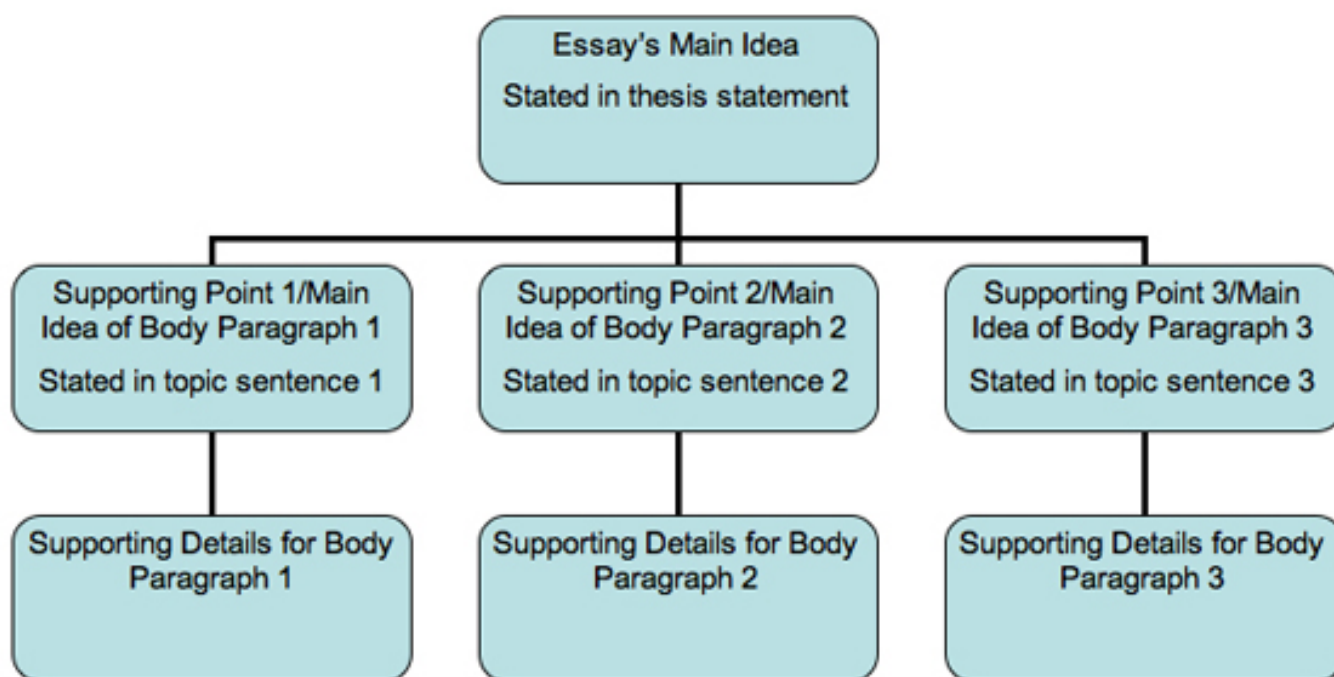


Check for what is important when writing a thesis statement. It should:

- Explain your subject clearly.
- Clarify your point of view.
- Justify your reasons for writing.
- Support itself with facts of other evidence or examples.

1.2 Topic sentence or Thesis statement?

Topic sentences state the main idea of individual body paragraphs and directly relate to your thesis statement. They provide support for your argument and direction for your reader. The thesis statement tells the main argument of your essay and is supported by the body of the essay. This means that an essay contains only one thesis statement and one topic sentence for each paragraph. The figure below illustrates this explanation:



Source: <http://owl.english.purdue.edu/engagement/engagementprint/2/>



PRACTICE

► Read the following main idea sentences. Decide whether:



- a. It is a good topic sentence. It states a fairly specific idea that can be well developed in a single paragraph.
- b. It is a good thesis statement. It states a more general idea that requires an essay to be developed well.
- c. It could be developed into either a paragraph or an essay topic, with modifications.

This activity is intended to help you distinguish general topics from more specific ones and to get you used to taking measure of how much you have to say on a topic. Write a, b or c, and then check the author's opinion on each of them.

1. _____ Friendship and kinship (*affinity*) are different relationships in terms of loyalty, obligation and feelings.
2. _____ Men and women cannot be real friends for a number of reasons.
3. _____ We choose our friends but not our relatives: This is the basic difference between friendship and kinship.
4. _____ There are definite qualities that I look for in a friend.
5. _____ There are three important characteristics that all real friendships share.
6. _____ A good friend taught me a valuable lesson about loyalty.
7. _____ There are two kinds of friends: fair-weather friends and real friends.
8. _____ There are several reasons for a friendship to break apart.
9. _____ A friend becomes part of the family in my country.
10. _____ We have different kinds of friends for different parts of our lives.

*Activity adapted from SMALZER, 2005

ANSWERS:

- 1) b: No single paragraph could do justice to this contrast.
- 2) c: Certainly, books are written on the topic of friendship between men and women, but these often include research on the topic and/or expert opinion. Students could easily cover the topic in a paragraph. Some might argue, with reason, that they could develop a whole essay on the topic, and this would be true depending on the support paragraphs they use.
- 3) a: Students could use a reading or their own knowledge to write a well-developed paragraph. An attempt at an essay would lead most students into repeating the same information in successive paragraphs because the topic is limited.
- 4) c: Students should be able to write a good paragraph on the qualities, probably by giving an example of each quality. More mature students will be able to limit the qualities to two to three important ones that can be discussed at more length in an essay.
- 5) c: Using only the information in a reading text, students could write a good paragraph. Drawing on their own experiences, they could expand the topic into an essay.
- 6) a: This topic is well-suited to a narrative paragraph. If it were expanded into an essay, the writing would probably become diluted – a one paragraph narrative diluted into three paragraphs.
- 7) c: This could be treated succinctly in a paragraph. With thought and effort, it could also be expanded into an essay by many students.
- 8) c: Students should be able to write a well-developed paragraph from their own experiences or by using information from the readings. An essay will require much more thinking to be more than a very long paragraph stretched into the form of an essay.
- 9) a: A good paragraph could be developed using examples or even a narrative. An attempt to expand it into an essay, say, by devoting three paragraphs to three examples, could easily result in using major evidence to make a minor point.
- 10) b: To be informative and convincing, this topic would require an essay – and substantial thinking by the writer. The topic itself – different kinds of friends – is limited. However – the statement made about it – for different parts of our lives – will take thought and explanation to match with the different kinds of friends.

Task 11 – Discussion forum

After reading the first part of this unit and doing the activities, discuss with your tutor and your classmates at the discussion forum. How well did you do in the activities? What did you learn? This forum will be used in other moments of this unit. Remember the criteria for a good performance:

- ✓ Follow the directions for participation without deviating from them.
- ✓ Offer arguments that are theoretically founded, demonstrating you have studied the textbook with attention.
- ✓ Collaborate with your tutor and with your classmates.
- ✓ Produce a text that is appropriate to the formal demands of academic writing.
- ✓ Complete the discussion task on time.

13) Parts of an essay⁸



Task 12: Video – How to write and essay: Lesson and song

Watch the following video in order to learn the basics of writing an essay: http://www.youtube.com/watch?v=G82huz_NxEk

THE INTRODUCTORY PARAGRAPH

A good introduction should do two things. First it should show the reader exactly what the topic is. Then it should show the reader how the rest of the essay will be organized. Here is a possible topic for an essay.

Essay Topic Sample

Some students like to study only one subject, while others like to study a number of different subjects. Which type of student are you? Use reasons to support your response.

The following example shows one possible introduction to an essay on this topic. The first part of the introduction shows the topic of the essay. It shows that the essay could be about students who enjoy studying either a single subject or a variety of subjects. The last part of the introduction shows the organization of the essay. It shows that the writer is going to present two very good reasons for wanting to study a variety of subjects.

Some students enjoy studying a single subject, while other students enjoy studying a variety of subjects. I am the type of student who wants to study a large number of subjects. I have two very good reasons why I want to study a variety of subjects.

**The underlined words show us the controlling idea.*

⁸Adapted from: PHILIPS, D. Longman Introductory course for the TOEFL Test. 2 ed. N. Y.: Pearson, 2001.

The next example shows a different way that an essay on this topic could be introduced. The first part of the introduction shows the topic of the essay. It shows that the essay could be about students who like to study only one subject or a number of subjects. Then it shows that this essay is about a student who enjoys one subject. The last part of the introduction shows the organization of the essay. The writer has two strong reasons for enjoying the study of one subject, and the writer is going to present these reasons.

Students may like to study only one subject, or they may like to study a number of subjects. For me, there is only one subject that interests me greatly, and that subject is astronomy. I have two very strong reasons why: this is a subject that has interested me for a long time, and this is a subject that I want to have as a career.



PRACTICE

ACTIVITY 1: Write an introductory paragraph for an essay on one of the following topics. In each introductory paragraph that you write, circle the topic of the essay. Put parentheses around the author's view of the topic. Underline the information that shows the organization of the topic.

TOPIC 1: Some students prefer to write papers, while others prefer to give oral presentations. What are the advantages of each? Which do you prefer and why?

TOPIC 2: What are the three hardest things about learning a new language? Use specific examples to support your response.

TOPIC 3: Do you agree or disagree with the following statement? Teachers should be very strict in class. Support your response with specific reasons and examples



THE SUPPORTING PARAGRAPHS

An essay needs two or more supporting paragraphs to develop the ideas in an introductory paragraph. A good supporting paragraph should do three things. First, it should have a transition to show that it is a supporting paragraph. Then it should have a topic sentence to introduce the main idea of the supporting paragraph. Finally, it should have details to develop the main idea of the paragraph. Refer to the **Essay Topic Sample** while reading the supporting paragraphs below.

My first reason for wanting to study a variety of subjects is that I like learning about many different subjects. In high school, I have never had a favorite subject, one subject that I like more than the rest. For example, I liked history as much as math, and I liked biology as much as literature. I have always been interested in many different subjects, so in my university studies I want to study a variety of subjects. I am not interested in focusing on just one subject.

My second reason for wanting to study a variety of subjects is that I want to have a career in elementary education. As an elementary teacher, I will be responsible for teaching the children a variety of subjects. It will be my responsibility to teach math and science, literature and writing, history and government, art and music. Thus, it is best for me to study a variety of subjects while I am in school.

In the first supporting paragraph above, there is a transition my first reason to show that this is a supporting paragraph that presents a reason. This paragraph also introduces the topic I like learning about many different subjects. Then it has details about having never had a favorite subject and about liking history as much as math and biology as much as literature to develop the topic. In the second supporting paragraph, there is a transition my second reason to show that this is a supporting paragraph that presents another reason. This paragraph also has the topic I want to have a career in elementary education. Then it has details about teaching children a variety of subjects... math and science, literature and writing, history and government, art and music to develop the topic.

Astronomy has been my main interest for much of my life, and this is one of the reasons why I want to focus my studies on astronomy. When I was young, I learned all about the planets and the stars. I could name the planets, and I could name many of the constellations and tell the stories behind them. As I grew older, I was always aware of happenings in the sky. I read all about comets or meteors in the news. I knew all about any eclipse that was about to occur.

I also want to focus my studies on astronomy because I want to have a career in the future in astronomy. Because I find astronomy so fascinating, I know that I want to spend my life involved in astronomy. In order to be prepared for a successful career in astronomy, I want to focus my university studies on this subject. In this way, I will be knowledgeable as I can about astronomy and will be as prepared as I can for a career in astronomy.

In the first supporting paragraph above, there is a transition this is one of the reasons to show that this is a supporting paragraph that presents a reason. This paragraph also has the topic astronomy has been my main interest for much of my life. Then it has details about planets, stars, constellations, comets, and meteors to develop the topic. In the second supporting paragraph, there is a transition also to show that this is a supporting paragraph that presents another reason. This paragraph also has the topic I want to have a career in the future in astronomy. Then it has details about being involved in astronomy, being prepared for a successful career in astronomy, and being as knowledgeable as I can about astronomy to develop the topic.



PRACTICE

ACTIVITY 2: Write supporting paragraphs for the essay you introduced previously. In each supporting paragraph, circle the transition. Underline the topic of the paragraph one time. Underline the key details two times.



THE CONCLUDING PARAGRAPHS

A good conclusion should do two things. First, it should summarize the key points of your essay. Then it should make sure that the overall idea and supporting ideas are very clear. Refer to the **Essay Topic Sample** while reading the concluding paragraphs below.

You can see from this that I am the type of student who enjoys studying lots of subjects. Because I have chosen a career in elementary education, it is good that I enjoy dealing with lots of subjects. Throughout my career, I will be responsible for teaching all these different subjects to many, many young children.

In this conclusion, the writer clearly mentions the interest in studying lots of subjects. The writer also summarizes the reasons for wanting to study a variety of subjects: the writer's enjoyment of lots of subjects and the need for lots of subjects in the career that the writer has chosen.

I have found astronomy to be quite fascinating for a long time, and I know that I will have a career in astronomy. For these reasons, I am mainly interested in the study of one subject when I am in school, and that subject is astronomy.

In this conclusion, the writer summarizes the reasons for wanting to concentrate on the study of astronomy: astronomy has been fascinating to the writer for a long time, and astronomy will be the writer's career. The writer also clearly mentions the interest in studying one particular subject.



PRACTICE

ACTIVITY 3: Write a concluding paragraph for the essay you introduced previously. In this concluding paragraph, circle your overall idea. Underline the supporting ideas of your discussion.



Now go back to Task 11: Discussion Forum , post your essay and share thoughts about your writing process. Discuss if the following picture represents the process you have been through.

Diagram 1. A model of writing (White and Arndt, 1991, p.11).



14) Cohesive devices

Writing is said to have coherence when the relationship between events and ideas are presented in a clear, logical way. When sentences, ideas, and details fit together clearly, readers can follow along easily and the writing is coherent. To establish the links that reader need, you can use the following cohesive devices:

- Synonyms (1)
- Synonyms are words that have essentially the same meaning, and they provide some variety in your word choices, helping the reader to stay focused on the idea being discussed. Check an example:

► Cell phones are popular targets for crime. In just one year in the U.K., over half a million young cell-phone users, aged eleven to fifteen, reported losing their phones to thieves. Cell-phone manufacturers need to give customers protection against this new offense.

- Pronouns (2)
- Pronouns (it, they, his, her, etc.) add coherence by referring back to a noun that has already been mentioned. Observe the underlined pronouns and how they refer to the previous underlined noun phrases.

► One of the biggest killers in the world is cancer. There are many possible causes of this terrible disease. Of all smokers, over half will die from tobacco if they don't stop. People who drink too much increase their chances of dying from cancer.

- Coordinating conjunctions (3)
- Coordination conjunctions (and, so, but, etc.) help clarify the relationship between the two ideas they connect. Observe how the coordinating conjunction AND is being used in the example below:

► Managers need to allow workers to express their needs, **and** they need to listen to what employees say.

- Subordinating conjunctions **(4)**
- Subordinating conjunctions (because, if, when, although, etc.) explain the relationship between the two clauses that they join.

► I have a brother and a sister. He is fat **because** he eats a lot of chocolate. She is thin **although** she drinks plenty of soda.

- Transition words **(5)**
- Transition words (however, in addition to, etc.) make clear how a sentence relates to the previous sentence. Read the example sentence. After that, learn some categories of transition words.

► *The children were very happy. **On the other hand**, and perhaps more importantly, their parents were very proactive in providing good care*



- Addition – Besides; In addition; Moreover
- Comparison – Also; Likewise; Similarly
- Contrast – Nevertheless; On the contrary; On the other hand
- Enumeration – Firstly; Secondly; Finally
- Exemplification – For example; For instance; Such as
- Result – As a result; Consequently; Therefore
- Summary - In brief; In short; To sum up

- Repetition of an important word **(6)**
- Repetition of a word reinforces the connection between the ideas in two sentences.

► The problem with **contemporary art** is that it is not easily understood by most people. **Contemporary art** is deliberately abstract, and that means it leaves the viewer wondering what she is looking at.

- Verb tenses **(7)**
- Verb tenses help show the relationship in time between events.

PRACTICE

Which cohesive devices do the words or expressions in red refer to? Use the numbers written after each topic. Check your answers, then.

There were only 10 minutes left in the class, so () the teacher rushed to put all the rules and examples for the present perfect tense on the board. The students took out their notebooks to copy the rules down. However, the pupils () were a little upset because () they had an assignment with the present perfect for the next day, and they weren't sure they would be able to do it () correctly. In addition (), they were upset () because they hadn't had () enough oral practice with the present perfect.

ANSWERS:

3-1-4-2-5-6-7



Task 13 – Reading activity

Pre-writing: read the summary of a text written by Lucille Forer.

How Your Birth Order Influences Your Life Adjustment¹⁰

The child becomes known as the family's only child, oldest child, middle child, or youngest child, depending on his birth order. He is thought and talked about as having that place in the family. Both in his mind and in the minds of other people, an important part of his identity is his family position. The other members of the family assume certain attitudes toward each child in terms of his birth order. Parents usually expect their oldest child to be more capable and more responsible than the younger children. The oldest child comes to think about himself in the same way. These ways of seeing himself, of thinking about himself because of his sibling role, become part of his self-concept. Similarly, the middle child may think of himself as able to do things better than other people because he is usually more capable than his younger siblings. Sometimes, though, he must turn to an older sibling or to his parents for help, and so he thinks of himself as being able to obtain help when he needs it. The youngest child may develop the self-concept that he is less able to do many things than other people. However, he is not concerned because there are always others around to take care of him. In contrast, the only child tends to think, "When my parents are not around, I have no one to turn to for help. So I'd better learn to take care of myself as much as possible." The place in the family establishes for the child a specific role to be played within the family group. It influences him to develop certain attitudes toward himself and toward other people and helps him develop specific patterns of behavior.



Think about the following questions and write down your thoughts:

- 1) What characterizes each birth order: oldest child, middle child, youngest child, only child?
- 2) Think of family members or friends for each of the birth orders. How well do the author's descriptions fit them?
- 3) Which birth order results in the most responsible child? The least responsible?

⁹ Idea of topic from SMALZER (2005).

¹⁰ Taken from: <http://bmccesllab.wetpaint.com/page/Sample+practice+test+prompts+for+the+CATW>



Task 14: Video: The birth order book

Watch the video “The Birth Order Book” at <http://www.youtube.com/watch?v=xS29R5QYKys> and complete the listening activity below.

- 1) According to Dr. Kevin Leman, what does birth order have an awful lot to do with?
- 2) In his point of view, first born children tend to be natural leaders. How does that differentiate in terms of gender?
- 3) Who tends to be a CEO and who tends to be an entrepreneur? Can you give examples for the latter?
- 4) Dr. Leman lists some famous people who are babies of the family. What do they have in common?
- 5) According to Dr. Leman, a person doesn't have to be the eldest to show characteristics of first born children. What does he mean by that?
- 6) What was the last sentence said by Dr. Leman?

ANSWERS:

1) How people see life, profession one chooses, the person one marries
 2) Daughters – pleasers, male counterpart – controllers
 3) First born – middle child – Donald Trump, Bill Gates
 4) Dr. Leman lists some famous people who are babies of the family. What do they have in common?
 5) It doesn't matter who came out of the womb first.
 6) It's that wonderful relationship, that dynamic relationship that exists between parent and child, and children with one another, that form the birth order.

LET'S GET READY FOR WRITTEN PRODUCTION!

Think of the topic and how you can organize your thesis statement and topic sentences

PRACTICE

Activity: read this model paragraph and answer the questions that follow.

There are obviously factors other than birth order that affect how we deal with other people. Our society plays a big role. Some societies are very communal, so people other than parents are very involved in raising the children. Heredity is also important in differentiating siblings from each other. Many experts accept that characteristics like temperament, sensitivity to the environment, and intelligence are inherited. These characteristics vary from child to child in the same family; they also play a role in the child's personality. In addition, our parents themselves are a big factor in determining what kind of people we are. From them we learn to be cheerful, kind, helpful people – or not. The issue of how we are as people is a complicated one; birth order plays a role, but so do factors like society, heredity, and parents.

- 1) Is the main idea expressed in a topic sentence by the author? If so, underline it.
- 2) How many points of support are there for the main idea? Number them. Briefly, what are the main points of support?

- 3) Is the paragraph complete, that is, are there enough details to convince you of the author's main idea?
- 4) Is this paragraph unified? Does it stick to the main idea without losing the point? Explain.
- 5) What is the function of the last sentence in the paragraph?

ANSWERS:

(1) Yes. The first sentence is the topic sentence. There are obviously factors other than birth order that affect how we deal with other people.

(2) Main points of support: (1) Some societies are very communal, so people other than parents are very involved in raising the children; (2) Heredity is also important in differentiating children; (3) Our parents themselves are a big factor in determining what kind of people we are.

(3) Yes. Three strong discrete points of support are usually adequate in a paragraph.

(4) It is unified in that the major points of support, as well as secondary ones, support the topic sentence.

(5) It is a concluding sentence for the paragraph, one that summarizes the main points for the reader.



Task 15 – Chat - Talking about birth order and your ideas for the essay

Now that you have read a little bit about birth order and complete some tasks, let's chat for a while. Share your ideas with your tutor and your classmates in a 30-minute chat session



Task 16 – Production assignment

You have gathered enough information on the topic BIRTH ORDER in order to write your own essay. It is time you go through the different stages of the writing process in order to complete this task.

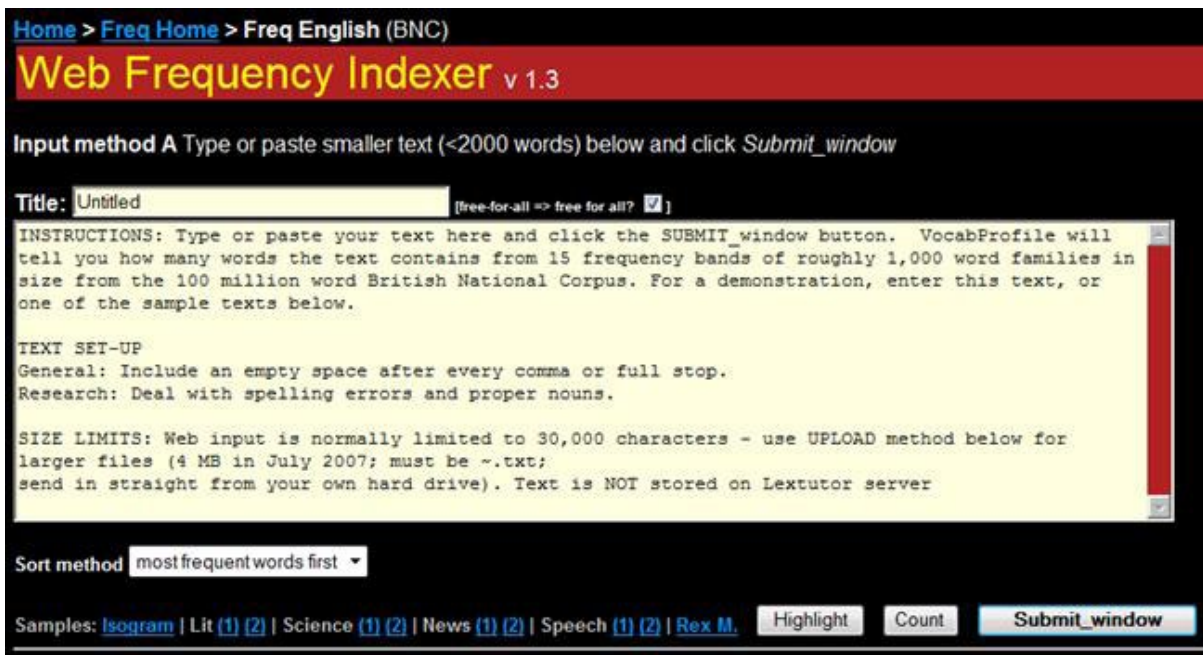
- ✓ Start brainstorming ideas for your essay.
- ✓ Organize your ideas by eliminating the ones you believe will not be the most appropriate and by creating a mind map of the thoughts you are going to use. Remember you can use www.bubbl.us
- ✓ Write down your thesis statement and your topic sentences.
- ✓ Make an outline of the details, the facts of the examples you will use in order to support your thesis.
- ✓ Write down an introduction, a body and a conclusion.

When you are done, you are going to use an internet tool which will help you understand if you are being repetitive in terms of vocabulary. Observe how it can be used:



You are going to learn how to use a frequency lister. A web frequency lister or indexer analyses how many words of each type your text contains. Knowing the frequency of words used helps you decide the quality of your writing. The tool we are going to use is available for free at a site named lextutor from Canada. Follow the steps:

- Enter the website: <http://www.lextutor.ca/freq/>
- Click on the link English and you will see the following interface.



- Substitute the text which is in the central box and says INSTRUCTIONS for the text of your essay. Then click on the SUBMIT WINDOW on the lower right corner. Observe the outcome of this process when we do it with the Lucille Forer’s text presented earlier.

Home > Freq List Builder > Frequency Text Input > Freq. List Output

Text: Untitled
 Date: 4/18/2012 23:51
 Tokens: 292
 Types: 129
 Ratio: 0.4418
 Sort: descending

RANK	FREQ	COVERAGE individ	cumulative	WORD	Same list but with extractable word column (for extracting list of freq>x)
1.	17	5.82%	5.82%	THE	1. 17 THE
2.	14	4.79%	10.61%	TO	2. 14 TO
3.	13	4.45%	15.06%	OF	3. 13 OF
4.	12	4.11%	19.17%	CHILD	4. 12 CHILD
5.	9	3.08%	22.25%	HIS	5. 9 HIS
6.	7	2.40%	24.65%	HE	6. 7 HE
7.	7	2.40%	27.05%	IN	7. 7 IN
8.	6	2.05%	29.10%	AND	8. 6 AND
9.	6	2.05%	31.15%	AS	9. 6 AS
10.	6	2.05%	33.20%	HIMSELF	10. 6 HIMSELF
11.	5	1.71%	34.91%	FAMILY	11. 5 FAMILY
12.	5	1.71%	36.62%	IS	12. 5 IS
13.	5	1.71%	38.33%	OTHER	13. 5 OTHER
14.	4	1.37%	39.70%	PEOPLE	14. 4 PEOPLE
15.	4	1.37%	41.07%	THAN	15. 4 THAN
16.	3	1.03%	42.10%	ABLE	16. 3 ABLE
17.	3	1.03%	43.13%	ABOUT	17. 3 ABOUT
18.	3	1.03%	44.16%	BECAUSE	18. 3 BECAUSE
19.	3	1.03%	45.19%	DEVELOP	19. 3 DEVELOP
20.	3	1.03%	46.22%	FOR	20. 3 FOR
21.	3	1.03%	47.25%	HELP	21. 3 HELP
22.	3	1.03%	48.28%	HIM	22. 3 HIM
23.	3	1.03%	49.31%	USE	23. 3 USE

As you can see, among the 10 first words, just one of them is a noun (child), which is a lexical word. Lexical words should not be repeated so much because that shows the writer hasn’t used cohesive devices, such as pronouns or synonyms. All the other words are function words, which probably means the text is not so repetitive. After analyzing your textual production, post it for the tutor’s assessment.

Writing Directions

Develop your essay by identifying one main idea in the topic Birth Order that you feel is especially significant, and explain its significance. Support your claims with evidence or examples drawn from what you have read,

learned in school, and/or personally experienced. Remember to review your essay and make any changes or corrections that are needed to help your reader follow your thinking. Your essay must contain a minimum of 350 words and a maximum of 500 words.

16) Professional writing 3: Résumé

A *résumé* (sometimes spelled *resume*) is a document that summarizes your experiences and skills. It can be used for a variety of reasons, but it usually presents information which is relevant to the working field you are entering or you currently are. It highlights your accomplishments to show a potential employer that you are qualified for the work you want. Its most common purpose is to get the proponent an interview. Be careful! It is not a biography of everything you have done; it should be a clear and concise document. An interesting cultural aspect is that the *résumé* is comparable to a *curriculum vitae* (CV) in many countries, although in English Canada and the United States, a *résumé* is substantially shorter than a CV.

LET'S GET READY FOR WRITTEN PRODUCTION!

Follow the following steps when writing your *résumé*:

1. Summarize your job objective, skills and qualifications.
2. List your educational background: the schools you have attended, including dates and degrees. Include participation in workshops, congresses or other educational events.
3. Write down which positions you have had in education or related field, including student teaching and volunteer experience.
4. If you have participated as a speaker in academic events, published articles, book chapters or any other publications, or received special honors or awards, do not forget to mention this.
5. Describe any special interests or abilities.
6. List two or three professional references related to your teaching experience, including job title, complete address and phone number.
7. Keep the complete *résumé* between one and two pages (in a 12-point font) by editing out less relevant information.

Check the following figure that contains a sample of a *résumé* related to a teaching position:

SUSIE SCHOOL TEACHER

666 Milwaukee
Buffalo Grove, Illinois 62591
312/555-1212 (h)
312/555-1212 (w)

PROFILE

- **Motivated, high-energy educator** with demonstrated track record **fostering student learning**.
- Possess **strong people skills**; sensitive to students' specialized and changing needs; proven ability to **develop rapport** with students.
- Ability to **individualize instruction**, based on students' interests and needs; strong interest in activities outside the classroom.

EDUCATION

Master of Arts Degree in Educational Administration,
University of Illinois at Chicago, Springfield, Illinois, 1994

Bachelor of Science Degree in Home Economics
Eastern Illinois University, Charleston, Illinois, 1985
Area of Concentration: Education

Seminars and Workshops:

Presenter, "Literacy Program", American Vocational Assn. Conference, San Diego California, 1990
Career Workshop, Vocational Education Services, 1997

CERTIFICATIONS

State of Illinois, General Administration Certificate, Type 75
State of Illinois, Teacher's Certificate #1221406 Type 09
State of Illinois, Vocational Work/Study - Cooperative Education, Code 56
State of Illinois, Specialization in Occupational Food Service
American Home Economics Association, Certified Home Economist

PROFESSIONAL EXPERIENCE

Home Economics Teacher and Co-op Director

Stephenson Junior-Senior High School, Buffalo Grove, Illinois, 1988 to Present
Teach foods and nutrition, clothing and textiles, child development, parenting, life skills/adult living, housing resource management, careers, study skills, co-op class, and work supervision to 7th and 8th grade students

- Established Co-op Program, at the request of the school board, successfully placing 20+ students in the first two years of the program.
- Initiated pilot program for Harper Community College in Hospitality and Business Management allowing students to earn college credits while taking classes at Stephenson.
- Developed Literacy Project involving local FHA girls, State Board of Education, Illinois Vocational Home Economics Teachers Association, Brenda Edgar and Barbara Bush.
- Recruited by Brenda Edgar to compose commercial promoting Reading and Literacy in Illinois, 1991.
- Participated in development of narration for then First Lady Barbara Bush's PBS segment on "Literacy" featuring the importance of reading to our children, 1991.

Source: <http://www.resume-resource.com/extea2.html>

Task 17 – Production forum

Now it's your turn. You are going to produce your résumé and share with your tutor and classmates.



GAFFURI, Priscila; MENEGASSI, Renilson José. Atividades de escrita em língua inglesa em contextos de ensino diferenciados. *ReVEL*, v. 7, n. 13, 2009. Disponível em: http://www.revel.inf.br/files/artigos/revel_13_atividades_de_escrita_em_lingua_inglesa.pdf

Por meio da análise da prática pedagógica do professor de inglês como língua estrangeira tanto na escola pública quanto na escola de idiomas, este artigo questiona o ensino da gramática descontextualizada e propõe um enfoque de ensino no uso efetivo que se faz da língua. A adoção de atividades escritas possibilitou tanto ao professor quanto ao aluno uma oportunidade de relação mais significativa e prazerosa com a língua inglesa.

What have we learned so far?

- Distinguishing between the thesis statement and the topic sentence
- Learning about cohesive devices
- Essay writing
- Using internet tools: www.lex tutor.ca/freq/
- Professional writing 3: résumé



REFERENCES

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CRAVEN, Miles. *Extending Reading Keys*. Oxford: Macmillan, 2003.

PHILIPS, D. *Longman Introductory course for the TOEFL Test*. 2 ed. N. Y.: Pearson, 2001.

SMALZER, William R. *Write to be read: reading, reflections, and writing*. 2 ed. Cambridge: Cambridge University Press: 2005.

STRAUCH, Ann O. *Writers at work: the short composition*. Cambridge: Cambridge University Press, 2005.

WHITE, Ron; ARNDT, Valerie. *Process writing*. Pearson Education, 1991.

Available at: <http://ijedict.dec.uwi.edu/printarticle.php?id=851&layout=html>. Retrieved on: March 27, 2012.