

Chapter I : Essay Introduction

Zekri Wafa


Introduction

Main Body

Conclusion

**Why are Essays
Written This Way?**

Légende

 Référence Bibliographique

 Référence générale

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Description of the course



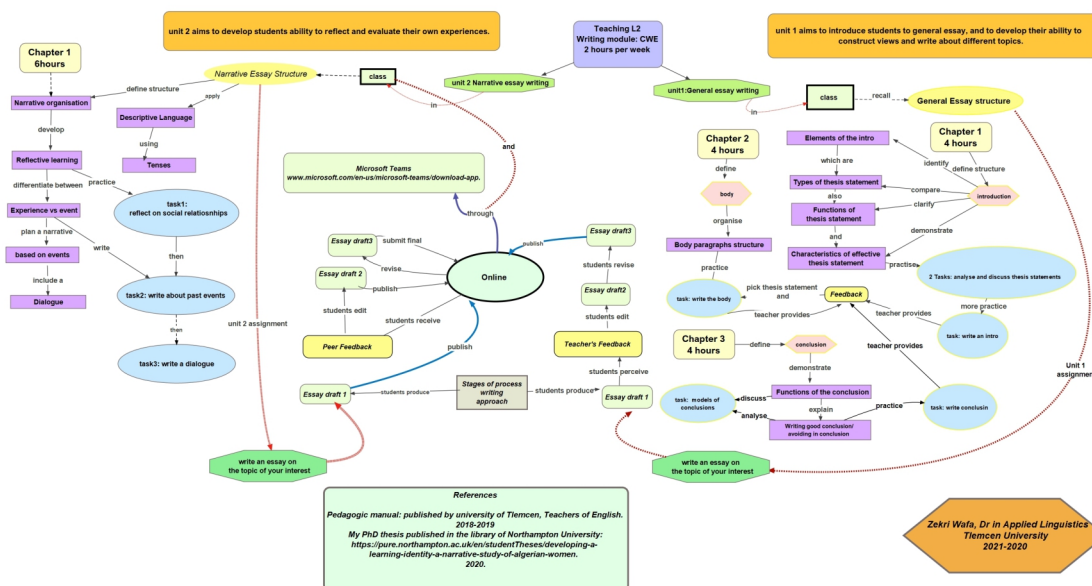
Description of the course

The CWE course in second year bachelor level is designed to prepare students with writing skills on genre writing. It supports students with knowledge on different essays writing, among them is 'general essay' which is extensively presented in chapter one and chapter two. It also aims to encourage students to share their views on different world's topics implementing essay organisation, structure and content knowledge.

General Objectives for chapter 1 and 2

This course aims to assist Second Year Bachelor students of English at The University of Tlemcen with proficiency and competency in skills of writing 'General Essay'.

- To encourage students to practise the writing activity since semester one.
- To introduce students to genre writing in semester one through 'general essay'
- To support students shift the context: explaining the rhetoric goal of writing 'general essay', i.e, the difference between writing an essay for an academic audience, rather writing a post on social media.
- To identify 'general essay' structure and organisation, including unity and coherence.
- To discuss the sequence of logic in writing 'general essay' mainly through 'the thesis statement', and 'supporting details'
- To support students to share their views about general topics/topics of interest.
- To discuss through teacher-feedback students' writing on both linguistic products and content presentation.
- To assess students' final draft.



Objective specifics



- Students are regarded as thinkers who can reflect on a variety of topics (savoirs).
- Students can generate ideas as independent thinkers, and share them as their own views in peer-group discussions (savoirs faire).
- Students synthesise their views into an essay introduction applying the different types of thesis statements (savoirs etre).

Pre-requisites (pre-requis) : Moving from 'Paragraph' to 'General Essay'

IV

Pre-tests

8

Exercice : To be able to make a coherent paragraph, you need to put in the following sentences in a logical order.

9

The acquisition of the pre-requisites in this chapter generates knowledge of the following concepts, adapted from Bloom's taxonomy:

- Recalling (to remember) paragraph writing organisation.
- knowledge and distinction (to know and distinguish) of a variety of tenses.
- Ability to apply them for a well-written paragraph (linguistically and rhetorically)

Objectives designed for the pre-requisites are interrelated to what students know (de savoir ce que savent), and what students need to develop to be able to apply writing skills.

- Students should be familiar with paragraph writing organisation.
- - Students should know how to use different tenses.
- Students should be able to identify stages of writing a paragraph: topic sentence, supporting sentence, and concluding sentence.

1. Pre-tests

There will be 2 pre-tests in this chapter that look for students' pre-acquired skills in introduction paragraph writing, and the use of different tenses as mentioned in the prerequisites.

2. Exercice : To be able to make a coherent paragraph, you need to put in the following sentences in a logical order.

[solution n°1 p.21]

A bailout package of around \$50 billion was coordinated by the United States and the IMF in early 1995.

Mexico's recovery from the crisis was relatively fast, with per capita GDP returning to pre-crisis levels within three years (Kose, Meredith, and Towe 2004).

However, by early 1994 the economy was increasingly vulnerable, with a growing current account deficit (7 percent of GDP in 1994) and weak growth raising concerns about the international competitiveness of the peso and the fiscal outlook amid.

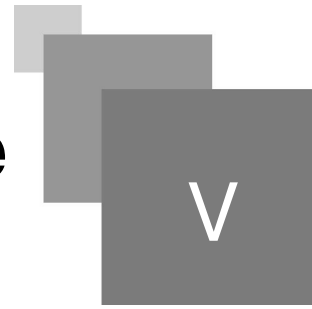
Pressure on the peso intensified, and stock prices plummeted. The government was unable to roll over dollar-denominated debt and was forced to issue peso debt and convert it into dollars, pushing the government close to default (Lustig 1995).

As the government sought to defend the peso, reserves dropped rapidly. In December, the central bank announced a devaluation of the peso of 15 percent.

Economic growth recovered, and external debt stocks declined as a share of GDP.

Mexico experienced a currency crisis in 1994 and required assistance from the IMF and others, although it avoided a sovereign debt crisis (Laeven and Valencia 2018).

Exercice : 2 : Complete the following sentences with the correct form of verbs in brackets.



[solution n°2 p.21]

- 1- Hi Laura, Long time no see. How.....it? (go)
- 2- Sorry to keep you. How longyou (wait) ?
- 3- Whatyou.....between 5 and 6 pm last Saturday? (do)
- 4-Julia ever.....seriously ill before her trip to India last year ? (be)
- 5- Does anyone want a sandwich ? No thanks, Ijust.....lunch. (have) reference^{p.25} ↗ .

A. Elements of the introduction

VI

a- Hook is the opening sentence that catches the reader's attention. To achieve this purpose, the hook could be a question, or a quote.

b- Background information is a form of general statements that provides the reader with an idea about the topic of the essay, which gradually leads the reader to a narrow idea of the essay.

c- Thesis statement is the last sentence of the introduction. It is like the topic sentence in a paragraph; it gives the main idea of the essay and limits what the essay will discuss. It provides an idea on what the essay will be arguing, and which ideas will be used to support the main topic of the essay.

Pour voir ce video click *ici*

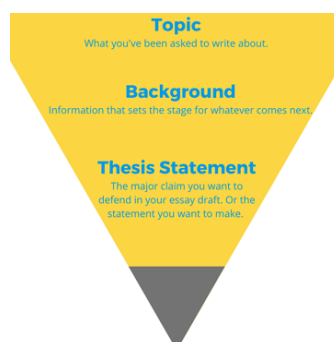


Figure 1

B. Types of the thesis statement

VII

a- Direct thesis statement	12
b- Indirect thesis statement	12

1. a- Direct thesis statement

They outline the organization of the essay by listing the supporting points or the subtopics that each body paragraph will discuss that the main ideas and the organization of the body are made clear. They are called 'direct' because the reader learns about all what will be discussed in the essay from the thesis statement.

Exemple

Native Americans have made many valuable contributions to modern U.S. culture, particularly in the areas of: language, art, food, and government.

2. b- Indirect thesis statement

They point out the pattern of organization that the essay will follow, such as chronological order, comparison or contrast, and cause or effect without naming the pieces of support that writers intend to employ in their discussion. They are called 'indirect' because it is after reading the body paragraphs that the reader learns about the supporting points.

Exemple

Native Americans have made many valuable contributions to modern U.S. culture.

Exercise : Task 1 : Decide whether these thesis statements are direct or indirect



VIII

[solution n°3 p.22]

1- In today's increasingly busy society, however, most people admit that they have definite dislikes for certain household chores, washing dishes, and cleaning the bathroom.

- Indirect thesis statement
- Direct thesis statement

Exercise



[solution n°4 p.22]

2- There are three important types of relationships in my life: relationships with my parents (respectful of them, give me advice, based on their caring about me) relationships with my siblings (family bond, understand me better than anyone else, have made lots of memories together) relationships with my classmates (school-based only, don't see them outside of class, based on mutual need – if someone doesn't understand a lesson, the other person helps them).

- Indirect thesis statement
- Direct thesis statement

Exercise



[solution n°5 p.22]

3- Living in a dormitory offers several advantages to first-year students.

- Indirect thesis statement
- Direct thesis statement

Functions of thesis statement

XII

In view of what is mentioned above, a thesis statement is basically set to:

- begin the essay with clear direction by stating the topic of the essay and echoing a main claim or opinion about it to readers.
- permit readers to make predictions about the topics by providing them with a blueprint of what is going to be discussed in the body.

Remarque

It is worth noting here that in achieving these ends one should consider the way they state their thesis statement.

Characteristics of the thesis statement



XIII

There are a few steps writers should consider in writing a thesis statement. Writers should use:

- Clear language.
- Contestable statement (debatable)
- Concentrated statement (focused/specific)
- Complex statement (indicates the aspects discussed in body paragraphs)
- Compelling statement (attractive statement)
- Connected statement (relates the prompt of the essay)

Evaluation des aquis)

XIV

Exercice : Rearrange the thesis statement below :
Synthesis Questions

19

19

1. Exercice : Rearrange the thesis statement below :

[solution n°7 p.23]

the aptitude of Algerian drivers

reasons of

The main

traffic accidents

in Algeria

are

the poor state of roads

the poor condition of vehicles

2. Synthesis Questions

In group of three students discuss the points as follow:

20

Exercice : Individually, write an introductory paragraph (Teacher-feedback on : language and structure)

20

2.1. In group of three students discuss the points as follow:

Exercice

[solution n°8 p.23]

- Decide where is the hook, the background information, and the thesis statement.
- Distinguish between meaning and function of background information and the thesis statement.
- Analyse the type of the thesis statement, and explain your reason of choice.

Extract

“Focus on how to be social not on how to do social” Jay Baer. Social media is the trend of this decade. Every second, millions of people use them all over the world and the majority of these users are teenagers. The wide use of social media platforms has become tremendously worrying. It is increasing distraction to human communication at workplace; it is decreasing self- confidence on youth ; and it is creating fear from reality.

Student 's Paragraph

2.2. Exercice : Individually, write an introductory paragraph (Teacher-feedback on : language and structure)

[solution n°9 p.24]

why writing skills are important for language learners? And what do you do to improve your writing skills?

.....

Solutions des exercices

> Solution n° 1

Exercice p. 9

Mexico experienced a currency crisis in 1994 and required assistance from the IMF and others, although it avoided a sovereign debt crisis (Laeven and Valencia 2018).

Economic growth recovered, and external debt stocks declined as a share of GDP.

However, by early 1994 the economy was increasingly vulnerable, with a growing current account deficit (7 percent of GDP in 1994) and weak growth raising concerns about the international competitiveness of the peso and the fiscal outlook amid.

As the government sought to defend the peso, reserves dropped rapidly. In December, the central bank announced a devaluation of the peso of 15 percent.

Pressure on the peso intensified, and stock prices plummeted. The government was unable to roll over dollar-denominated debt and was forced to issue peso debt and convert it into dollars, pushing the government close to default (Lustig 1995).

A bailout package of around \$50 billion was coordinated by the United States and the IMF in early 1995.

Mexico's recovery from the crisis was relatively fast, with per capita GDP returning to pre-crisis levels within three years (Kose, Meredith, and Towe 2004).

Solution: 2; 3;4;6; 5;7; 1. *refrence*

> **Solution n°2**

Exercice p. 10

- 1- Hi Laura, Long time no see. How.....it? (go)
- 2- Sorry to keep you. How longyou (wait) ?
- 3- Whatyou.....between 5 and 6 pm last Saturday? (do)
- 4-Julia ever.....seriously ill before her trip to India last year ? (be)
- 5- Does anyone want a sandwich ? No thanks, Ijust.....lunch. (have) reference^{p.25} ↗ .
- 1- How is it going?
- 2- How long have you been waiting?
- 3- What were you doing between 5 and 6 pm last Saturday? (do)
- 4- Had Julia ever been seriously ill before her trip to India last year? (be)
- 5- Does anyone want sandwich? No thanks, I have just had lunch.

> **Solution n°3**

Exercice p. 13

1- In today's increasingly busy society, however, most people admit that they have definite dislikes for certain household chores, washing dishes, and cleaning the bathroom.

- Indirect thesis statement
- Direct thesis statement

> **Solution n°4**

Exercice p. 14

2- There are three important types of relationships in my life: relationships with my parents (respectful of them, give me advice, based on their caring about me) relationships with my siblings (family bond, understand me better than anyone else, have made lots of memories together) relationships with my classmates (school-based only, don't see them outside of class, based on mutual need – if someone doesn't understand a lesson, the other person helps them).

- Indirect thesis statement
- Direct thesis statement

> **Solution n°5**

Exercice p. 15

3- Living in a dormitory offers several advantages to first-year students.

- Indirect thesis statement
- Direct thesis statement

> **Solution n°6**

Exercice p. 16

4- The state of women in Turkey has improved remarkably in the recent years in the areas of economic independence, political rights, educational opportunities and social status.

- Direct thesis statement
- Indirect thesis statement

> **Solution n°7**

Exercice p. 19

the poor condition of vehicles

the poor state of roads

the aptitude of Algerian drivers

in Algeria

traffic accidents

reasons of

are

The main

The main reasons of traffic accidents in Algeria are the aptitude of Algerian drivers, the poor state of roads, and the poor condition of vehicles.

> **Solution n°8**

Exercice p. 20

- Decide where is the hook, the background information, and the thesis statement.
- Distinguish between meaning and function of background information and the thesis statement.
- Analyse the type of the thesis statement, and explain your reason of choice.

Extract

“Focus on how to be social not on how to do social” Jay Baer. Social media is the trend of this decade. Every second, millions of people use them all over the world and the majority of these users are teenagers. The wide use of social media platforms has become tremendously worrying. It is increasing distraction to human communication at workplace; it is decreasing self- confidence on youth ; and it is creating fear from reality.

Student 's Paragraph

Model answer

Hook is the quote : “Focus on how to be social not on how to do social” Jay Baer.

the background information : Every second, millions of people use them all over the world and the majority of these users are teenagers.

Références



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