

Academic English: Intermediate

Milkweed for monarchs

- Watch: <https://youtu.be/q15DioqeAe0>
- Why do people who like butterflies plant milkweed in their gardens?
- Why is African Milkweed sometimes called “hairy balls”?
- What are the steps to grow milkweed?

Writing essays

- The *paragraph* is the basic unit of academic writing.
 - If you can write a good paragraph, you can write other things.
 - If you cannot write a paragraph, you will not be able to write other things.

Writing paragraphs

- Topic sentence states the main idea
 - Supporting sentence supports the topic
 - Supporting sentence supports the topic
 - Supporting sentence supports the topic
 - Concluding sentence summarizes the support or restates the topic
-
- ❖ Unity only one topic
 - ❖ Coherence sentences fit together

Topic sentence

- Gives the topic (main idea)
 - Specific enough to describe completely
 - General enough to say something
 - In science: Factual, objective claim to support

Topic sentence

- Gives the topic (main idea)
 - In science: Factual, objective claim to support

✘ Did you know that tardigrades can survive in space?

Questions don't give facts. They ask for information.

✘ I love monarch butterflies because they are so inspiring.

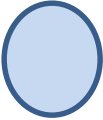
Opinions (love, beautiful, etc.) are not objective. Science is objective.

○ Plastic garbage in the ocean concentrates in areas called gyres.

Specific, factual, objective, PLUS there is more to say about it

Topic sentence

- Gives the topic (main idea)
 - In science: Factual, objective claim to support

 Plastic garbage in the ocean concentrates in five large areas called gyres.

Topics for science-related essays should be specific, factual, and objective. Paragraphs should say more about the topic

Supporting sentences

- Sentences that support the topic
 - Reasons, examples, details...
 - In science: objective facts

Examples: specific facts that support the topic.

Plastic garbage in the ocean covers *millions of square miles* in five large areas called gyres. There are two areas of concentrated debris in the Pacific ocean, two in the Atlantic, and one in the Indian Ocean (Bowring et al. 2014).

Plus: Credit given to the source

Supporting sentences

- Sentences that support the topic
 - Reasons, examples, details...
 - In science: objective facts

Plastic garbage in the ocean concentrates in five large areas called gyres. There are two areas of concentrated debris in the Pacific ocean, two in the Atlantic, and one in the Indian Ocean (Bowring et al. 2014). "Gyre" means movement in a circle. These areas of garbage are caused by the ocean's movement.

Reason

Definition

Concluding sentence

- Signals the end
 - Restates the topic *OR* summarizes the support

Plastic garbage in the ocean concentrates in five large areas called gyres. There are two areas of concentrated debris in the Pacific ocean, two in the Atlantic, and one in the Indian Ocean (Bowring et al. 2014). "Gyre" means movement in a circle. These areas of garbage are caused by the ocean's movement.

Much of the plastic litter on the earth is concentrated in these five major gyres.

✦ Unity

- A paragraph has *one* topic.
- Every sentence relates to the topic.
- If a sentence does not support the topic, take it out.

❖ Coherence

- All sentences fit together.
 - Logical order
 - Repeat key words
 - Be consistent
 - Add transition words

❖ Coherence

- Logical order
 - By time: Earliest events first, later ones later
 - By importance: Most important idea first
 - By topic: All sentences about one topic together

The engine and the transmission are both necessary to how a car operates. The engine does... Engine parts are... An engine...

The transmission does... Transmission parts include...

Together, the engine and transmission allow the car to operate.

❖ Coherence

- Repeat key words
 - Pronouns (*it, she, they*) are ambiguous.
 - Repeat words that name important ideas.
 - How many times?...難しい
 - If reader could be confused, repeat the key word.
 - If topic becomes unclear, repeat the key word.

❖ Coherence

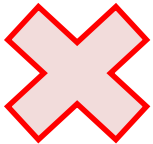
- Be consistent
 - Same tense for same time
 - Same pronoun for same thing/person

A scientist must know many things. When she was in the lab, she used many techniques. Then when they write about what they discover, she often writes in English.

❖ Coherence

- Be consistent
 - Same tense for same time
 - Same pronoun for same thing/person

A scientist must know many things. When she was in the lab, she used many techniques. Then when they write about what they discover, she often writes in English.



She & they both mean "a scientist".

❖ Coherence

- Be consistent
 - Same tense for same time
 - Same pronoun for same thing/person

A scientist must know many things. When she was in the lab, she used many techniques. Then when they write about what they discover, she often writes in English.

Present tense:

know
discover
writes

Same time or
different time?
わかりにくい!

Past tense:

was
used

❖ Coherence

- Add transition words
 - First, next, later (time or order)
 - For example, For instance (examples)
 - Similarly, likewise, furthermore (same idea)
 - On the contrary, otherwise (opposite idea)
 - For that reason, because (cause & effect)
 - In conclusion, To summarize (conclusion)

Paragraphs and essays

- Paragraph: basic unit of academic writing
 - Essays are made of paragraphs.
 - *but also*
 - Essay are like paragraphs (with a few extras).

Paragraphs and essays

Paragraph

- Topic sentence →
- Supporting sentence →
- Supporting sentence →
- Supporting sentence →
- Concluding sentence →

❖ Unity

❖ Coherence

Essay

- (Introduction paragraph)

- Thesis statement
- Supporting paragraph
- Supporting paragraph
- Supporting paragraph
- Concluding paragraph

❖ Unity

❖ Coherence

Essay

- Introduction paragraph
 - Starts general, moves toward the focus
 - Ends with the thesis statement
- Supporting paragraphs
 - Support the thesis
 - *Are paragraphs*
- Concluding paragraph
 - Summarizes points about the thesis
 - Chance for a “last comment”, loosely related

Multi-paragraph essay

- **Introduction paragraph**
 - Starts general: Get reader's attention
 - Move toward the focus
 - Ends with the thesis statement
- Thesis statement: Main idea of all the paragraphs
 - "Topic sentence" for the whole essay

Multi-paragraph essay

- **Supporting paragraphs**
 - Support the thesis
 - Are paragraphs
 - Each has a topic sentence
 - Each has unity, coherence
 - Usually don't have a conclusion

Multi-paragraph essay

- **Concluding paragraph**
 - Summarizes points about the thesis
 - Say thesis again in different words
 - OR*
 - Summarize topic of each supporting paragraph
- Chance for a “last comment”, loosely related

Essays and paragraphs

Paragraph

- Topic sentence
- Supporting sentence
- Supporting sentence
- Supporting sentence
- Concluding sentence

❖ Unity

❖ Coherence

Essay

- (Introduction paragraph)
 - Thesis statement
- Supporting paragraph
- Supporting paragraph
- Supporting paragraph
- Concluding paragraph

❖ Unity

❖ Coherence

Paper 1

- Choose one class topic.
 - *Impact craters*
 - *Extremophiles*
 - *Butterfly migration*
 - *Pacific garbage patch*
 - *Mendelian genetics*
- Write a lab report *or* an essay.
 - One or two pages
 - Maximum 5 points for English
 - topic sentence, unity, coherence, etc.
 - Maximum 5 points for science
 - clear purpose & conclusion, enough evidence, etc.