

LESSON

2

Describing places and scenes

In the previous lesson we talked about describing people. In this lesson we are going to talk about describing places.

OBJECTIVE

By the end of this *LESSON* you should be able to:



write descriptions of places.

As we have said before, in order for you to write effective descriptions the language should be colourful to make the writing lively. We colour the language by using adjectives and adverbs. Read the description below:

The very name of Bali conveys an atmosphere of magic, and this island paradise amply fulfils all expectations. One of the reasons for Bali's position as Indonesia's number one tourist destination is undoubtedly its great scenic beauty of majestic mountains, calm lakes, luxurious green rice terraces and glorious beaches, but it's the unique charm of the Balinese themselves which makes a holiday in Bali so unforgettable. Their deep religious beliefs show in every aspect of their dance, the joy of their music, the colour and spectacle of their ceremony, their natural skills as artists and craftsmen, and their fantastic hospitality and friendliness. Bali's constant sunshine, combined with its rich, never-ending variety of new sights and experiences, will give you a memorable experience that will last a lifetime.

Did you enjoy reading the description of Bali, in Indonesia? We hope so.

Do you think the description would make you want to visit Bali? We would say yes, because the language is very colourful and there are a lot of adjectives and adverbs being used. Some examples are:

Great scenic beauty; majestic mountains; calm lakes; glorious beaches; unique charm; etc.

Now you are going to do some exercises.



EXERCISE 3

1. Imagine you are writing a description for a place you know quite well. What adjectives could you put before the following nouns to make them sound very attractive?

Mountains, people, beaches, food, sunshine

Mountains:.....

People:.....

Beaches:.....

Food:.....

Sunshine:

2. Answer the following questions about a shop or store in your town or village. After answering the questions, write a description of the shop or store you made notes about. Imagine that the description is going to be part of a handout for foreign visitors to your country.

What is the best-known shop or store in your town or village?

What information do you know about it?

Why is it well known?

What does it sell?

When is it open?

What do you like or dislike about it?

What kind of people work in the shop?

What is it like to be there?

Is it a place that tourists should visit? Why?

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Compare your answers with the ones at the end of the unit.



EXERCISE 4

Describe your house or a house you know in your home town. Include the following information:

Where the house is located

The number of rooms it has

How it is furnished.

Do not forget to use as many adjectives as possible to make your description very lively.

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EXERCISE 5

Write a description of a place you know. Use as many adjectives as you can to make the description lively.

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In order to check whether your descriptions are being effective and clear, look at the sample descriptions at the end of the unit.

LESSON

3

Describing events

In this lesson you are going to learn how to write descriptions of events.

OBJECTIVE

By the end of this *LESSON* you should be able to:



write descriptions of events.

What is an event? An event is something that happens, usually of importance. For example a concert, a play, Independence Day celebrations.

Read the description of the event of Ramadan that follows:

RAMADAN: THE MOSLEM HOLY MONTH

The month of Ramadan is a very special time for many Moslem people living in different countries around the world. It is a time for praying and thinking about God, or Allah. During this month Moslems do not eat or drink anything during the day. They have to get up early before the sun rises. In the evening once the sun is set, families and friends get together to share special food. Children do not have to follow this rule, but many like to do the same as their parents and older friends and relatives. Other people who need to eat to stay healthy are also allowed to eat normally.

Moslems celebrate the end of Ramadan with a big colourful festival called Eid. At Eid there are presents and different kinds of special food, and it is a time when many Moslems visit the holy city of Mecca in Saudi Arabia. The dates of Ramadan and Eid change every year because they depend on the cycle of the moon.

Did you understand the description of the Ramadan? If you are not Moslem, you now have a clear idea of what happens during the Moslem holy month. As you can see, Ramadan is an important event for Moslem people.

In order for you to describe an event you need first of all to think about the following issues:

- What is the event?
- When does it take place?
- How long does it take?
- What actually happens in the event?

Let us continue with the lesson by doing some exercises.



EXERCISE 6

Put the following descriptions of a wedding ceremony into the correct order.

1. The bride wore her grandmother’s veil and a new wedding dress which was made of white satin. She wore her sister’s necklace and carried a bouquet of blue flowers.
2. The bridegroom and the bride’s father were wearing traditional morning suits – a black jacket and grey pants.
3. Debbie and Frank had a traditional wedding last Saturday.
4. The couple were married in church and the bride’s parents had a reception for 100 people in their home.
5. So she had the bride’s traditional “something old, something new, something borrowed, something blue.” She had six bridesmaids. They wore long dresses of flowered blue lace.

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EXERCISE 7

Write a description about one of the following events. Use the tips provided in this lesson. Describe a traditional festival in your village or town, or one which you know about. Here are some examples: A religious ritual, a traditional wedding ceremony, a church service, a birthday party, a baby shower, a kitchen party.

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In order to check whether your descriptions are well done, compare your answers with the ones at the end of the unit.

SUMMARY

In this unit you have learnt how to write descriptions of people, places and events. In order to make descriptions lively you need to use colourful language, that is to say, you need to use a lot of adjectives and adverbs.



ANSWERS

EXERCISE 1

1. exciting
2. careless
3. terrifying
4. silently
5. depressing

EXERCISE 2

Here is an example of a description of someone in my own town.

One of the most famous persons in my town is the town mayor. She is a tall and slender lady. She is always extremely well dressed. She wears mostly grey and blue two-piece suits and high-heeled shoes. She has a light complexion and black hair. People say she is very efficient and enjoys her work a lot. She lives near the Health Centre in a beautiful small house.

EXERCISE 3

Here are some of the adjectives I thought of.

1. mountains: impressive, tall, rocky
people: wonderful, entertaining and sociable, friendly, kind
beaches: clean, sandy, golden
food: tasty, delicious, spicy
sunshine: warm, bright, cheerful
2. The best-known shop in my town is Johnny's place. It was opened 14 years ago by a local businessman. His name is John Libango. People call him Johnny and he named

the shop after himself. It is well known because there you can find all sorts of things. It sells food, clothes, souvenirs, traditional food ingredients and other things.

What I like most about the shop is the way the shop assistants deal with the customers. They are always friendly and helpful.

What I dislike about the shop is that sometimes it is too crowded and if you are in a hurry it is not the best place to do your shopping. The service can be pretty slow.

I would say that if tourists would like to try some of our traditional foods, the best place to go is Johnny's place.

EXERCISE 4

My flat is located in a tall building in the city centre. It has two bedrooms – one large and one small. The living room is quite large with space for sofas and a table.

The kitchen and bathroom are small.

There's no garden at the entrance to the building.

From the flat it takes two minutes to get to the city centre which is very convenient for shopping and entertainment. The building is modern and clean.

EXERCISE 5

The town of Victoria Falls is situated on the southern bank of the Zambezi river. It is 440 km from Bulawayo. The town is an important tourist centre and provides varied accommodation from fully equipped camping sites to four-star hotels.

The Victoria Falls National Park contains many species of mammals including monkeys and warhogs. Victoria Falls also serves as an administrative and commercial centre for northwestern Zimbabwe. For travellers who wish to cross into Zambia, there are customs and immigration facilities close to the Victoria Falls bridge.

The Victoria Falls themselves represent Zimbabwe's best-known geographical feature and attract tourists from all over the world. They form the biggest single curtain of falling water in the world.

EXERCISE 6

Debbie and Frank had a traditional wedding last Saturday. The bride wore her grandmother's veil and a new wedding dress which was made of white satin. She wore her sister's necklace and carried a bouquet of blue flowers. So she had the bride's traditional "something old, something new, something borrowed, something blue." She had six bridesmaids. They wore long dresses of flowered blue lace.

The bridegroom and the bride's father were wearing traditional morning suits - a black jacket and grey pants.

The couple were married in church and the bride's parents had a reception for 100 people in their home.

EXERCISE 7

Here is an example of what you might have written.

My friend celebrated her birthday last Saturday. She had a party at her house and invited all her friends. There were about 20 people altogether at the house.

She had arranged for her friends to bring their favourite CDs and music tapes, so we started by dancing to all our favourite tunes. There were some fast ones and some slow ones.

We were tired and thirsty after dancing energetically for an hour, so then we stopped to have a drink. Then the food was ready. We had delicious chicken and rice. There was plenty for all of us.

After eating we started dancing again and continued until it was time to go home.

UNIT 5




Writing Stories

INTRODUCTION

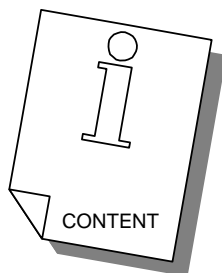
In this unit we are going to look at how to narrate simple stories. We will look at features that are necessary to make a good story, and we will continue by learning to write stories.

OBJECTIVES

By the end of this unit you should be able to:

-  complete a story;
-  write a story about yourself;
-  write a story from a title.

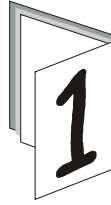
UNIT CONTENT



This unit is divided into three lessons

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|-----------------|--|
| Lesson 1 | Completing a story |
| Lesson 2 | Writing a story about your personal experiences |
| Lesson 3 | Writing a story from a title |

LESSON





Completing a story

In this lesson we are going to look at how to tell simple stories. A story is a number of actions, usually in the past tense.

OBJECTIVES

By the end of this *LESSON* you should be able to:

-  **organise a story;**
 -  **complete a short story.**
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When you plan your story you need to make sure that the order of actions is clear and easy to follow. Actions are usually connected by using words which show when something happened, such as:

then
after that
suddenly
soon
first, second, third
in the end
in the beginning

These words are the signposts in the story that help the reader to keep the events clear in time.

You can also use words that show the writer's attitude – these show how the writer is feeling about the event:

unfortunately
sadly
luckily
happily

A story often follows a pattern:

- Background information and scene setting
- First actions
- Later actions or consequences
- Final result

Each section of the story should be in a different paragraph.

Now we are going to look at an example of elements which divide a story.

Everybody likes a good story! But what makes a good story? The items of a good story are:

The plot: The plot is the series of events in a story in the order in which they happen. You need a clear idea of what you are trying to do, what kind of story you are going to write. Is it a happy or sad story?

Characters: You have to be able to picture the characters – see them, hear them, believe in them.

The setting: The setting is where the events take place. It gives the stage for the characters, a place where they can develop. In some types of story, the setting is particularly important – for instance in a ghost story.

A very simple story, such as “*My First Day at School*” can be a good story if the writer creates interesting characters, and a setting in which “they come to life.”

Now read the story below. It is a story based on a proverb:

A man called Temeka arrived at a certain village from a far away place. It was the beginning of the rainy season. The chief of the village gave him a piece of land on which to grow crops for himself. A neighbour lent him a hoe and another gave him maize seeds to plant. For the first time in his life Temeka learnt how to use a hoe. He saw some people digging with the hoe to get soil to plaster their huts. He watched as others worked in the fields, planting and weeding with the hoe.

“I have never seen such a thing as a hoe,” said Temeka.

When he was settled in the village he bought his own hoe and used it in his field. One day Temeka accidentally cut his foot with the hoe while he was digging in the field. He got a fright. “O-o-o!” he cried, hopping about on one foot. “My foot! My foot! I have to go to the hospital for treatment. My foot! Maybe the doctor will cut it off. O-o-o.” Temeka went on loud and long. The neighbours came and looked at the wound.

“It’s not a deep cut, Temeka,” said one man. “It will soon heal.” But Temeka was worried. He kept grumbling to himself:

“Dangerous! The hoe is a dangerous implement. I shall never use a hoe again.” And with that he threw his hoe down in the middle of the field. From that day Temeka dug holes with a stick before sowing seeds and weeded his field by hand, which took a very long time. As a result, his crops were very poor and he had little to eat at harvest time.

When he was forced to go round the village begging for food, the people told him:

“You have a hoe, Temeka, you must use it. Cutting yourself with a hoe while you are working is an accident. It does not mean that you must stop using the hoe. That accident does not happen every day. Now because you did not use your hoe, you have no food.”

There is a proverb which says: “He who cuts himself with a hoe is the one who works in the fields.” Sometimes we make mistakes when we try to do something. That does not mean that we must give up trying.

(AIEMS –English materials –Zambia)

Did you enjoy reading the story? It is an interesting story, isn’t it?

The story follows the sequence stated at the beginning of the lesson.

1. The scene: the story takes place in a village/farm, during the rainy season.
2. The main characters are Temeka and the other farmers.
3. The action that led up to the main event of the story was Temeka cutting his foot with a hoe.

4. The story is developed in the next paragraphs.
5. The story ends with a proverb, stating the general thoughts of the writer.

We hope you are following and enjoying the lesson. Now you are going to do some exercises.



EXERCISE 1

Put the following actions into the correct order:

1. We had to watch the match on TV.
2. On the big day we left home by car, feeling very excited because we had been looking forward to going to the football match for a long time.
3. We waited for three hours unable to move.
4. We drove for an hour without any problems, but then we reached the town where the match was going to be played.
5. In the end, we turned round and went home.
6. There were hundreds of cars all going the same way, and suddenly we got stuck in a traffic jam only thirty minutes away from the stadium.
7. Sadly our team lost anyway.
8. My family has always supported Bafana-Bafana football team.
9. We were very excited when we learnt that they were coming to Windhoek to play.

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Check your answers at the end of the unit.



EXERCISE 2

Read the following beginning of a story and complete it. Write one paragraph.

Mrs. Sannon was a horrible teacher and was often really nasty to the students. She was very thin and old. She always wore a charcoal grey suit. At a distance, just from seeing the colour of the suit you were able to identify her. Her black hair was pulled into a tight bun on the back of her head, and she would peer at the class through dusty round glasses which perched on the end of her nose. Often, she carried a stick, which she would rattle against the blackboard, or slap on the desks of unsuspecting pupils.

One day when my friend walked into class

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Compare your answer with the one at the end of the unit.



EXERCISE 3

Write a short story which has the following ending:

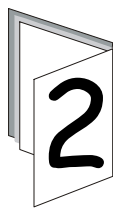
A few days later I received a telephone call from the police, and I was so shocked that I couldn't say anything. The robber was my neighbour!

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Compare your answer with the one provided at the end of the unit.

LESSON



Writing a story about your personal experiences

In the previous lesson we talked about the features of a good story. In this lesson you are going to learn how to write a short story about yourself. Most of what we have said in Lesson 1 applies to this lesson too.

OBJECTIVE

By the end of this *LESSON* you should be able to:



write a short story about your personal experiences (what happened to you).

As a reminder, the following is what we said about story writing:

Stories are actions arranged in the order in which they happened. The actions are usually connected by words like “after that,” “then,” “finally.”

A story often follows a pattern. The pattern is:

- Introduction.
- First actions.
- Later actions or consequences.
- Final result.

Now read some more guidelines on how to organise a story:

How to organise your story:

First paragraph: Introduction

- Give an idea of where the story happened and when.
- Introduce some of the main characters.
- Say what led up to the main events.

Next paragraphs: Actions

- Give the details of the story.

Conclusion: Final result

- Say what happened in the end.
- Briefly mention any general thoughts you had as a result of what happened in the story. Say how it affected your life or way of thinking.

The following points will assist you when writing a story:

Details: describe the people, where the story is taking place, say how people did things, their movements, their faces.

Senses: mention what people saw, heard, smelt, tasted, touched, how things felt.

Colour: mention colours where necessary.

Thoughts and feelings: say what people thought and felt. Mention their fears, excitement, amusement, pleasures, etc.

Now read the following story:

A holiday friendship

On my last holiday, I decided to go away on my own. I decided to go to Durban, so I packed my things and started my adventure. Durban is a wonderful city and it is on the coast.

However my holiday suddenly went wrong when a rough-looking man came up and threatened me with a knife. He wanted me to give him money, but I had left most of it at the youth centre, so he took my watch and my rings and then ran away. I was frightened to death.

For the next few days it was difficult to relax and I wondered about going back home. Suddenly my luck changed. I met a young man at the disco. He asked whether he could join me at the table. I said yes. He was tall and handsome. We chatted a lot and became very good friends. From that day onwards, we met on the beach every day and spent our time swimming and sunbathing. In the evenings we went back to the disco where we first met.

My holiday in Durban had a terrible start, but a wonderfully happy end!

Did you enjoy reading the story? It is quite interesting isn't it? The story follows the format stated above. Now do some practice.



EXERCISE 4

Write a story of half a page starting with the following

I will never forget the night when

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EXERCISE 5

Write a story **ending** with the words:

“Next time perhaps, I will not be so lucky.” Write about one page.

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Compare your answers with the ones provided at the end of the unit.

LESSON

3

Writing a story from a title

In this lesson you are going to learn how to write stories from titles. The features of this kind of story are the same as the ones provided in Lessons 1 and 2.

When writing your story, try to imagine how the reader will react to it. Will your reader find the story amusing or exciting – or boring? You should also use all the guidelines provided in Lessons 1 and 2.

OBJECTIVE

By the end of this *LESSON* you should be able to:



write a story from a title.

Now look at the following title of a story:

“The robbery”

If you were to write a story for this title what would be your main points? One way of writing it would be:

1. Writing the introduction.
2. Saying what happened.
3. Writing about people’s reactions to what happened.
4. A final remark to end the story.

Now read the story:

The robbery

Last Saturday I went shopping. I needed a lot of things, so I decided to go to a shopping mall because there I could find everything I needed.

When I got there, I went to a clothes shop because I was looking for an evening dress. I was busy having a look at different dresses when suddenly I heard a noise. Three men with masks and guns had entered the shop and were pointing their guns at us. They told us to lie down on the floor and not move.

Everyone was frightened. The thieves were taking everything they wanted, including the money from the cashier.

Then, I heard another noise. After a minute I knew it was the police. The thieves panicked and they threatened to kill everyone. But they gave up after realising that the police had surrounded the whole building.

I was so horrified by this experience that it took me a long time to go back to that shop again.

We hope you found the story interesting. Let us divide the story in the parts described above:

1. **Introduction**

Last Saturday I went shopping. I needed a lot of things, so I decided to go to a shopping mall because there I could find everything I needed.

2. **Saying what happened**

..... suddenly I heard a noise. Three men with masks and guns had entered the shop and were pointing their guns at us

3. **Writing about any actions taken, how people felt**

Everyone was frightened.

Then, I heard another noise. After a minute I knew it was the police.....

4. **A final remark to end the story**

I was so horrified by this experience that it took me a long time to go back to that shop again.

Do the following exercises.



EXERCISE 6


Write the story of your favourite film or book. Write about 300 words.

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A series of horizontal dotted lines for writing, spanning the width of the page. There are 28 dotted lines in total, evenly spaced from top to bottom.

SUMMARY

In this unit you have learnt how to write stories. In Lessons 1 and 2 you were introduced to guidelines on how to write stories. You should take these guidelines into consideration when you are writing your stories. We hope you have found this unit interesting and that it will help you to tell simple stories.



ANSWERS

EXERCISE 1

My family has always supported Bafana-Bafana football team. We were very excited when we learnt that they were coming to Windhoek to play. On the big day we left home by car, feeling very excited because we had been looking forward to going to the football match for a long time. We drove for an hour without any problems, but then we reached the town where the match was going to be played. There were hundreds of cars all going the same way, and suddenly we got stuck in a traffic jam only thirty minutes away from the stadium. We waited for three hours unable to move. In the end, we turned round and went home. We had to watch the match on TV. Sadly our team lost anyway.

EXERCISE 2

Ending the story

One day when my friend walked into class a bit late, Mrs. Sannon, without talking to her or trying to find out why she was late, just hit her so hard that my friend fell on the ground and fainted. She was taken to the School Health Centre and had to rest for a few days before she was fit to go back to school. Mrs. Sannon felt very bad. The headmaster told her that education is not about hitting people, but educating people on academic issues and how to behave. Mrs. Sannon learnt the lesson. Now she does not carry a stick or hit us with it anymore. When we are wrong, she talks to us in a good manner. After the incident, almost everything about her changed. Now she's one of the best teachers we have in our school.

EXERCISE 3

One day, as soon as I got home from work, I found that somebody had broken into my house while I was out. I was too surprised to do anything when I found out, so I was just standing and thinking what I should do next. After a few minutes, I phoned the police. Then I checked what the robber had stolen from my house. I found that he had stolen my cheque book, my rings which were made of gold and some clothes. Then the police arrived and they asked me for some details of the robbery. They said they would tell me if they found out who the robber was.

A few days later I received a telephone call from the police, and I was so shocked that I couldn't say anything. The robber was my neighbour!

EXERCISE 4

I will never forget the night I was coming from the cinema. I was walking home and it was very late. It was raining quite hard and there was no one else about. Suddenly I heard footsteps behind me. They were coming closer and closer. I panicked and started to run. The footsteps ran too. They were right behind me, and then... someone grabbed me by the arm. I started to scream but the person said: "I'm sorry, I didn't mean to frighten you. I think you left this scarf in the cinema." He was holding out my pale blue scarf. I took it and thanked him and he turned around and walked back the way he had come. I felt rather stupid.

EXERCISE 5

Last week I went for a picnic with my friends and family at Luna Park Garden. We arrived there at about 13.00 hours, and the plan was to stay there the whole afternoon.

The weather was really nice, sunny and not very hot, so it was promising to be a wonderful outing. We had lunch at about 14.30 hours. Soon after the meal, the weather suddenly changed. It became dark and it started to rain heavily. We had to leave the place running. When I got home, I realised that I had left my keys at the park. The rain had stopped. I decided to go back to the park and check for my keys. Luckily I found them where I thought I had left them. Next time perhaps, I will not be so lucky.

EXERCISE 6

Title of film: Dirty Harry

This is a thriller set in San Francisco and stars Clint Eastwood as inspector Harry Callahan. He is known as "Dirty Harry" because he gets all the tough cases and uses his own special methods. The film opens with a young woman swimming in a pool on the top of a tall building. A gunman shoots and kills her from the top of a nearby skyscraper. Dirty Harry is given the case and finds a note from the killer, demanding \$100,000. The killer, who calls himself Scorpio, threatens to kill again unless he receives the money.

The mayor wants to pay the money but Callahan disagrees. As the money is not paid, Scorpio kills a young black boy. He escapes a trap set by Callahan and kidnaps a little girl. This time he asks for \$ 200,000.

Callahan almost manages to trap Scorpio and wounds him with a knife. Later on, he tracks him to a football stadium and forces Scorpio to tell him where the girl is. The girl is found dead. However, Scorpio is released because of the way Callahan got his confession.

Even though the case is closed, Callahan tracks Scorpio waiting for his next move. Scorpio then hijacks a school bus full of young children. After an exciting battle, the inspector kills the criminal. It is an exciting and sometimes brutal film.

EXERCISE 7

The Fake Taxi Driver

When we arrived at Cape Town, we were two hours late because our train had been held up by the bad weather. Outside the station it was raining hard and there was a long queue of people waiting for taxis. As we were about to join it, a young man pulled up in his car and asked us where we wanted to go. Although it was not an official taxi, the car was new and shiny and the young man looked clean and respectable; so we decided to accept his offer. When we told him that we did not have a hotel, he said he could take us to one which was clean and cheap.

He put our luggage in the boot and we drove off to the hotel. On the way, we chatted and he pointed out any interesting sights. We could hardly believe our luck and thought of all the people we had left queuing in the cold. When we got to the hotel, he told us that he would wait while we checked in. After we had found out that the hotel was full, we went down the steps only to find that our driver and our luggage had disappeared. Needless to say, we never saw him again.

UNIT 6



Writing Arguments and Discussions

INTRODUCTION

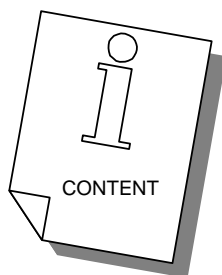
In this unit you are going to learn how to write pieces of writing which put forward a point of view. We call these types of writing arguments or discussions. In the first two lessons we will look at arguments and after that we will look at discussing a topic.

OBJECTIVES

By the end of this unit you should be able to:

-  write arguments;
-  write a discussion of a topic.

UNIT CONTENT



This unit is divided into three lessons

Lesson 1 **Writing an argument**

Lesson 2 **Writing arguments (continued)**

Lesson 3 **Discussing a topic**

LESSON



Writing an argument

In this lesson you are going to learn how to put forward a point of view in a convincing way and write an argument.

OBJECTIVE

By the end of this *LESSON* you should be able to:



write an argument.

The word argument is used in different ways. Read the examples below:

1. Reducing pollution is a good argument for recycling tins.
2. My nieces nearly hit each other during their argument over who should wash the dishes.
3. Neto presented a clear argument on why we should support the campaign.

In the first example, argument is used to mean “reason.” In the second example, argument means a “dispute” and in the third sentence it means a whole lot of reasons combined to support one point of view.

In this lesson we are going to look at an argument as a way of putting forward a point of view in a convincing way: The following type of language is often used:

I think

I think that because.....

In my opinion

When you write an argument you compose a piece of writing in which you put forward your point of view and your reasons for holding it.

In order to develop and support an argument you need information. You can get this information from texts, newspaper articles, magazines, etc. If you are to put forward a convincing argument you need to structure your information clearly.

You also need to consider different points of view when you write an argument. The next thing you need to do is to decide on your own point of view. Are you in favour or against the issue being discussed?

Now look at some ideas for and against elephant hunting provided below.

FOR	AGAINST
a) In your opening paragraph you need to state your point of view.	
On balance, I am in favour of elephant hunting, because I think there are strong arguments for it.	I am very much against elephant hunting. I think elephant hunters are putting the species in danger of disappearing.
b) Continue your composition by putting forward an argument for a view that is opposite of your own. This gives you a chance to answer that opinion later.	
Some people argue that the species needs to be protected.	Elephant hunters argue that there are many elephants in the world.
c) Explain the evidence that is put forward to support that opinion.	
They say that elephant hunting needs to be controlled so that the species is not endangered.	They say elephants should be hunted because we need their trunks and teeth to make different things.
d) Then, go on to put forward your point of view about that particular aspect of the argument. You are comparing, so use phrases like “however” and “on the contrary.”	
However, I believe that there is evidence that there are many elephants and they will never disappear.	On the contrary, I believe that there is evidence that uncontrolled elephant hunting can endanger the species.
e) Give evidence to support your view.	
Last year there was an elephant census in Tanzania and it was reported that in an area of about 500 sq km there were about 2,000 elephants.	There is an area called Gorongosa where it has been reported that all the elephants have disappeared because of uncontrolled hunting.

From the table above you can see how an argument is structured. First we give our point of view. Then we mention an opposing view and explain it briefly. Then we explain our point of view and give evidence to support it.

Is everything clear? If not study the lesson again. Now you are going to do some exercises:



EXERCISE 1

Do you think school children should wear school uniforms?

Write an argument either for or against wearing a school uniform

FOR	AGAINST
a) State your point of view.	
b) Put forward an argument for a view that is opposite to your own.	

c) Explain the evidence that is put forward to support that opinion.

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d) Put forward your point of view. Use comparative words to start, e.g., “However,” “On the contrary.”

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e) Give evidence to support your point of view.

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Compare your answers with the ones at the end of the unit.



EXERCISE 2

Write an argument for or against the idea of boarding schools. Should they be abolished?
Write about three to four paragraphs.

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Compare your composition with the one at the end of the unit.

LESSON



2

Writing arguments (continued)

This lesson is a continuation of the previous one. In the last lesson you learnt how to write an argument.

OBJECTIVES

By the end of this *LESSON* you should be able to:

-  take information from a passage to support your point of view.
 -  write a well-organised argument.
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As we said in Lesson 1, in order to form your point of view on a certain issue, you need to get information. Let us look at the following topic:

Should sex education be taught in schools?

Now read the passage which gives information about this topic:

The Copperbelt Health Education project has announced plans to develop education on “sexuality and relationships” in schools, with a call to adults to display sensible behaviour for children to follow, to slow down the spread of AIDS.

New director, Sister Lynn Walker, told the press that without responsible sex behaviour among adults all efforts to combat AIDS would be useless as children would lack good examples.

Presently sex education focuses on the study of genital parts of the body without moral and spiritual issues being considered. Now the project will include religious and traditional education, and will approach sexuality through English and History lessons as well. The sexuality of the whole person will be examined with an emphasis on moral and traditional codes.

“Very often sex education was given through Biology or Home Economics which made it a less important subject. Sex education should be delivered as a subject on its own so that children are educated from the early stages of schooling.”

Sister Walker noted that since 25% of women attending ante-natal clinics in Lusaka were HIV positive, everything should be done to keep the greater number, who are HIV negative, free of the AIDS virus.

“Very often, we talk about negative aspects and say many kids will be born HIV positive. But it is a hopeful sign that the larger proportion of women are not HIV positive.”

Women gathering at under-five clinics would, for example, be target groups. Stressing that home-based care and hospital care of HIV patients ought to go hand in hand, not as alternatives, Sister Walker said HIV negative persons also needed education on activities that could lead to a life free of AIDS.

We hope you have understood the passage. If there are some words which you do not know, look the meanings up in your dictionary. Now you are going to use the information provided in the passage to support an argument.



EXERCISE 3

Write an argument in favour or against the teaching of sex education as a separate subject in schools.

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Compare your composition with the one at the end of the unit.

LESSON

3

Discussing a topic

In this lesson you are going to learn how to discuss topics. You have already learnt in the previous lessons how to put forward your point of view.

OBJECTIVE

By the end of this *LESSON* you should be able to:



write a composition discussing a topic.

A discussion is a piece of writing where you present and compare different points of view. The aim of a discussion is to present both sides of an argument.

When structuring this type of writing the words and phrases below will be helpful. They will help you compare one view with another.

However

On the other hand

Equally

But

On the contrary

On the whole

Despite this

Whereas

In my opinion

The opposite

Now look at the following discussion composition. The topic of the composition is:

More and more young people are taking drugs. Why is this so and what can be done about the problem?

Although everybody knows that drugs are dangerous and can ruin lives, there are many people who have become addicted to them.

Some people take drugs because they make them feel good. There are other people who take drugs because they feel lonely and unhappy, or they want to escape from their problems and unsatisfactory situations.

It is said that there is no solution to the drug problem. On the contrary, there are many things we can do to stop the use of drugs. In my opinion the government should punish severely people who sell drugs. Moreover, they should warn people how dangerous drugs are and how they harm people. In addition to this, the government should build a lot of hospitals for people who are addicts.

On the whole, I think people should consider this problem much more and try to improve the situation.

We hope you have seen how a discussion composition can be structured.

Here is the structure you should follow when discussing a topic:

1. State the problem.
2. Put forward one side of the argument with evidence.
3. Put forward the other side of the argument with evidence.
4. Give a balanced judgement.

<ol style="list-style-type: none">1. State the problem More and more young people are taking drugs. Although everybodyaddicted to them.2. Put forward one side Some people take drugs.....3. Put forward the other side It is said that there is no solution4. Give a balanced judgement On the whole
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Now do some exercises.

SUMMARY

In this unit you have learnt how to write arguments and discussion compositions. We have said that arguments are ways of putting forward a point of view in a convincing way and discussion compositions are compositions whereby you present and/or compare different points of view. In the final part of a discussion a balanced judgement of the topic is given.

CONGRATULATIONS!

You have now completed Module 3 of your distance education course. We hope that you have enjoyed working through the module and you now feel more confident with your writing skills. If there is any unit or lesson you think you did not comprehend fully, please review it or discuss with your tutor.



ANSWERS

EXERCISE 1

You will have written in one column only, either for or against school uniforms.

FOR	AGAINST
a) State your point of view.	
I think wearing a school uniform is sensible, because then nobody can wear better clothes than anybody else.	I think it is unnecessary for schoolchildren to wear school uniforms because they should not have to look like everybody else.
b) Put forward an argument for a view that is opposite to your own.	
Some people think it is not a good idea because their children look just like everyone else.	Some people think it is a good idea for children to wear school uniforms so that no one can wear better clothes than anybody else.
c) Explain the evidence that is put forward to support that opinion.	
They go on to say that their children cannot indicate their own personality through what they wear.	They argue that school uniforms stop children trying to dress better than the other children.
d) Put forward your point of view. Use comparative words to start, e.g., "However," "On the contrary."	
On the contrary, I do not think that it is through their clothes that children can indicate their personality. The way they talk, the sense of belonging to a group and place, the sense of identity, are also very important for the development of their personality.	However I think that children should be allowed to dress as they like within reason. They must learn to be responsible and choosing their own clothes will help them to learn responsibility. We should let them indicate their personality by the clothes they wear.

e) Give evidence to support your point of view.	
Studies have shown that the development of a child's personality depends on the environment in which he or she lives.	Experience from many schools shows that allowing children to wear their own clothes does not cause problems and children make sensible choices about what to wear.

EXERCISE 2

In my opinion boarding schools are essential. Some people say they should be abolished because they are too expensive. The government spends a lot of money providing free food for the students. The parents pay almost nothing.

However I think boarding schools are essential because some children live too far away. There is no day school near their homes. If there were no boarding schools they would not be able to go to school.

Boarding schools allow children to concentrate on their studies. They do not have to go home and help with other duties at home. They can spend all their time on their studies and exchange ideas with other students.

EXERCISE 3

Here is a possible answer.

I am very much in favour of teaching sex education as a separate subject in school.

Some people say that if we introduce sex education in school as a separate subject, we will make sex more important. The children will be more curious about their sexuality and therefore start experimenting at a very early age.

However I believe that we must start teaching our children all about their sexuality together with religious and moral education and traditional education. We must emphasise the moral and traditional ways of dealing with sex, and this can be done only if sex education is a separate subject.

It is not enough to teach sex education as a science. A scientific approach will teach the facts but will not educate children to behave responsibly. Already 25% of women are infected by the HIV virus. We must do everything possible to reduce that number.