

The following guidelines should aid in the process of Expository Writing. Teachers and students should analyze these reports with the following guiding principles to understand the different elements of Report Writing.

What is an Expository Essay?

The word "expository" is derived from the root word *expos* and the main objective of an Expository Essay is to inform the reader of the facts regarding an activity or incident. Expository Essays or reports explain a topic in a logical, straightforward manner, without the bells and whistles of Narrative Writing. They are intended to present a fair, balanced analysis of a subject based on facts - with references to the writer's opinions or emotions.

Do Expository Writings have to be dull and uncreative?

Students must understand that Expository Writing does not limit their creativity or imaginations and that an Expository Essay should be just as interesting as a Narrative Essay. In fact, it has been noted that "all worthwhile writing is creative in one way or the other". Students should therefore be encouraged to apply creativity and style in Expository Writing.

Creativity can be applied to Report Writing as follows:

1. Through imagination - where the student is required to create an incident or situation for which they are to write a report. Similar to Narrative Writing, students should create an interesting report that will engage the reader.

2. By varying the language and writing styles - through multiple forms of sentence construction, expressions and vocabulary.

Use of First Person, Second Person and Third Person Pronouns in Report Writing:

Third person pronouns, *He, She, It and They*, are the most widely used for Report Writing.

Second Person Pronouns, the singular and plural, "*You*", should never be used, except in a quotation.

There is no specific rule that restricts the use of First Person Pronouns, *I and We*, but they are not necessary and should be avoided as much as possible. The advice is that it requires a higher level of literary skills to incorporate first person in Report Writing due to the following issues:

1. Good writing requires consistency. Students should not mix first, second, and third person. As third person is the most common form of Expository Writing, it is difficult to present a report purely in first person format.
2. Similarly, mixing second and first person is an easy trap to fall into, and confuses your statement. For example, the following statement contains both first and second person. "I usually wonder if you are a professional singer".
3. An essay with too many "I," "me," and "mine" can be distracting to a reader. It can create the impression that the writer is more interested in himself than the subject

Comparing Expository and Narrative Essays

	<i>Narrative</i>	<i>Expository</i>
Purpose	Tell a story	Give description
Author's intent	To entertain	To inform
Reader's intent	To be entertained	To learn or be informed
Facts or Fiction	Fiction or Facts	Facts only
Order of details	Not fixed	Chronological; Organized
Writing Style	Story Telling	Descriptive
Language	Abstract or Concrete	Concrete
Uses	Story books, Novels, Poems	Textbooks, Newspaper
Other details	A story with characters; things happen in a certain place and time; has a beginning, middle and end; has a problem that gets solved	Written to provide information about people, things or events; give facts such as dates and places; usually a sequence of details

The following details can support your Expository Writing:

Comparison: Discusses elements such as people, places, things, or events that are similar. For example in "Report 17" the students' actions were compared in the statement: *As they retraced their journey back home, some discussed the highlights of the day, while others took turns at viewing the numerous pictures on Paul's camera.*

Contrast: Discusses elements such as people, places, things, or events that are different. For example in "Report 16" the students' behaviours were contrasted in the statement: *As the morning recess bell rang, all the students noisily bolted out of their classrooms while Saiesh quietly took his "Hardy Boys" storybook with him.*

Transitional Words and Phrases: Transitions between paragraphs are necessary to keep your essay flowing smoothly, to make it clear to the reader when you switch from one topic to the other and to indicate the logical relationships between ideas within the paragraph. Examples include: on the other hand, as soon as, at the same time, however, suddenly, in spite of. In most cases transitional words are followed by a comma. For example, the following extracts from "Report 7", contain one transitional phrase and one transitional word as underlined. *Within minutes, there were dozens of police officers and mall security in the store". Meanwhile, another bandit approached the cashiers and announced that it was a hold-up.*

Quotations: Use quotations to emphasise or support a point; ensure your quotations are relevant to your topic; use quotations sparingly. Remember that quotes should reinforce what you have to say and not substitute for your writing; be certain that the connection between your quotation and your controlling idea is clear. If necessary, comment on the quotation to make the connection which you intend; quote exactly and accurately. In “Report 3” the simple quotation is used in the following sentence: *Michael and his parents toasted and wished each other “Happy New Year”.* In “Report 5” a longer quotation is used as follows: *The announcer advised that Minshall was portraying the message that “Mas has become more of a Street Party and less about the Artistry and Theatre. He was answering the call for change and revival of the latter.”*

Statistics: Numbers are powerful. This is one of the reasons why statistics can be such persuasive pieces of evidence. However, this same power can also make numbers and statistics intimidating because we often accept them as gospel, without ever questioning their accuracy or appropriateness. Always ensure that your statistical evidence come from reliable sources. In “Report 5” statistical data is used as follows: *According to national tourism data, Trinidad and Tobago attracts approximately fifty-thousand tourists annually for carnival.*

1. **Descriptive:** The writer describes a topic by listing characteristics, features and examples. Details are provided about how something looks, feels, tastes, smells, makes one feel, or sounds. Cue words: for example; the characteristics are
2. **Sequential or Process:** The author lists items or events in numerical or chronological order. Cue Words: first; second; third; next; then; finally
3. **Compare / Contrast:** The author explains how two or more things are alike or different. A comparison essay discusses the similarities between two things, while the contrast essay discusses the differences. Cue words: different; in contrast; alike; same as; on the other hand
4. **Cause / Effect:** The author focuses on the relationship between two or more events or experiences. The essay could discuss both causes and effects, or it could simply address one or the other. A *cause* relates to the reasons why something happened. An *effect* is what happens after a specific event or circumstance. Cue words: reasons why; if..then; as a result; therefore; because
5. **Problem / Solution:** The author states a problem and lists possible solutions for the problem. It may also take the form of a question-and-answer format in which the author poses a question and then answers it. Cue words: the problem is; the dilemma is; puzzle is solved; question..answer

Steps in Writing the Expository Essay

Expository Essays are structured exactly like any other essays with three major sections as follows:

1. An ***introductory paragraph*** containing the context and a sound thesis statement;
2. Main ***body paragraphs*** which begin with a topic statement and contain supporting evidence, which help to prove your statement;
3. A ***conclusion paragraph*** that restates your thesis statement, summarises your main points and wraps up your essay.

The length can vary from essay to essay. The most important feature to remember when writing an Expository Essay is that you should not write about your own personal opinions and stick to the relevant details.

Identify your audience. Who will be reading your Expository Essay and what are their expectations? List the things that you will need to keep in mind about your readers as you write the Expository Essay:

- If you are writing your essay for a class assignment, consider what your instructor will expect you to include in your essay.
- If you are writing your essay for an examination, consider what your examiner will expect you to include in your essay

The five-Paragraph Approach to Report Writing

The most common length for an Expository Essay is five-paragraphs. This should be the minimum length but an Expository Essay can be longer if additional body paragraphs are required.

A five-paragraph essay should include the introduction paragraph, three body paragraphs and the conclusion paragraph. Each body paragraph should discuss a piece of supporting evidence that supports your essay. Even if your essay is longer than five paragraphs, the same principles still apply.

Note:

The thesis statement is the main idea of your report written in one sentence in the introductory paragraph. It is usually the last sentence in the first paragraph. The thesis statement tells the reader what the rest of the paper is about. A thesis statement is a fact you want to prove or a fact you want to explain. The rest of your paper's job is to prove or explain what you just wrote in your thesis statement.

The topic sentence begins each paragraph in the body of the paper and explains why the thesis statement is true. The topic sentence shows only what that paragraph is about.

There is only one thesis statement. However, there is one topic sentence for each body paragraph you write.

Let us use "Report 5" to understand each section of the Expository Essay. The relevant parts of "Report 5" will be presented in *italics*.

Introduction (Paragraph 1)

Your introduction should include the general ideas you plan to develop in your essay. It should provide an overview of the key elements of your essay and give the reader an insight into your essay.

Begin with an engaging sentence. From the onset, your introduction should address your topic. In "Report 5" the engaging sentence is: *According to national tourism data, Trinidad and Tobago attracts approximately fifty-thousand tourists annually for carnival.*

Provide context. After your opening statement, offer enough information to guide your readers through your essay. Consider what your readers will need to know to understand the rest of your essay. For example:

- If you are writing about an event, summarise the important details of the events.
- If you are writing about a *person*, name the person and provide a brief biography.

Remember that your context should lead up to your thesis statement.

Provide your thesis statement. Your thesis statement is a single sentence at the end of the introduction that states your main point.

They attended the Calypso Tents, Demarche Gra, J'ouvert, Panorama and Carnival in Port-of-Spain., but their greatest experience were J'ouvert and Mas Parade on Carnival Tuesday.

Body Paragraphs (Paragraphs 2, 3, 4)

Each body paragraph should discuss a piece of evidence that supports your thesis.

Begin each paragraph with a topic sentence. The topic sentence introduces the main idea of the paragraph and represents one piece of evidence that supports your thesis.

Paragraph 1 topic sentence: *On Carnival Tuesday, they awoke before 3:00am to join the J'ouvert Posse from San Juan and then they joined the Mas bands at daybreak.*

Paragraph 2 topic sentence: *After 3:00pm everyone stood around the stage to see the display of the big Mas Bands.*

Paragraph 3 topic sentence: *At about 6:30pm the crowds started to scream and cheer louder than usual as Peter Minshall's band was approaching the stage.*

Elaborate on your supporting evidence. Once you stated your topic sentence, provide specific information to support it. Offer two to three pieces of evidence for each paragraph in your essay. Information from other paragraphs should not be repeated.

The supporting evidence for paragraph 1 are: *There were dozens of music trucks along the streets of Port-of-Spain leading the different Mas Bands. Each Band consisted of hundreds of persons. The Bands paraded up the streets of Port-of-Spain and then around the Queen's Park Savannah, where the competition took place. Each Band performed their act across the huge stage where they were judged.*

The other two body paragraphs should follow a similar pattern with a topic sentence and supporting evidence.

Conclude and transition into your next paragraph
There should be a smooth transition from one body paragraph to the next. Each body paragraph should conclude by summarising the main point while showing how it works with the next point.

Paragraph 2 and 3 of "Report 5" are connected as follows:
Each Band performed their act across the huge stage where they were judged. {end of paragraph 1}
{start of paragraph 2} *After 3:00pm, everyone stood around the stage to see the display of the bigger Mas Bands.*

Conclusion (Paragraph 5)

The conclusion of a five-paragraph report should typically have five sentences.

Restate and rephrase your thesis statement. The first sentence of your concluding paragraph should rephrase and restate your thesis statement, based on the evidence provided in the essay body paragraphs.

The original thesis statement in paragraph 1 was: *They attended the Calypso Tents, Demarche Gra, J'ouvert, Panorama and Carnival in Port-of-Spain, but their greatest experience were J'ouvert and Mas Parade on Carnival Tuesday*

The restated thesis statement in paragraph 5 was: *The various events that Trinidad carnival presented ensured that the carnival season was packed with activities, but Carnival Tuesday offered a full day of ongoing festivities.*

Note that the second statement really duplicates the information in the original thesis statement, written differently, but also hinting at the information you included in the body of the essay.

Summarise and review your main ideas of each Body Paragraph. Your conclusion should not have any new information. Use one sentence to summarise each main point presented in each of your essay's body paragraphs.

Parts of the Expository Writing

- How the ideas in the Introduction, Body and Conclusion are presented
- Understanding the Thesis Sentence, Context, Topic Sentence, Supporting Evidence and Final Statement
- How to begin and end paragraphs
- Transitioning from one line to the next and from one paragraph to another. The use of transitory words such as – However, Nonetheless, Furthermore, In spite of, Immediately, Suddenly, Fortunately
- Use of appropriate words and expressions to set the mood of the story

Report 1

The car in which you were travelling to school got in an accident.

Write a report about the accident.

On the morning of Monday 6th January, 2017, approximately 8:30am, Sandra's school car driver, Ms Stephanie Joseph, stopped to drop her off at the Felicity Hine Primary School. Mrs. Joseph parked in the drop-off zone and was waiting for Sandra to enter the school compound, when a black Sports Utility Vehicle (SUV) hit her car from behind causing severe damage.

Suddenly, there was the screeching sound of tyres followed by a loud bang, as an SUV collided with Mrs. Joseph's car from the rear. The morning was very wet and rainy and there was a lot of traffic in both directions. Mrs. Joseph remained in her car for a few minutes. When she opened the door and came out, she was holding her neck as she walked towards the rear of the car.

Together, the drivers investigated the damages to both vehicles. As Mrs. Joseph approached the SUV, the other driver, Mr. Hansley Guppy, joined her. Mrs. Joseph's car was a Toyota Corolla and was much lower than the SUV, a Honda CRV. The SUV received a minor dent to the lower part of the front bumper. However, the Corolla sustained more damage to the rear bumper was badly dented and the rear left light was cracked. Soon afterwards, other Passers-by, including parents and students, stopped to view the damages.

Within minutes, there was a huge pile-up of traffic and motorists slowed down. Coincidentally, a police vehicle was passing at the same time. Two police officers came out and

The car accident

directed the traffic, encouraging the motorists to keep driving.
A third policeman conversed with Mrs. Joseph and Mr. Guppy,
perusing their driver's license and vehicle insurance. He
advised them to go to the police station to report the accident.
Before leaving, Mrs. Joseph informed Sandra that she had a
slight neck pain and will be visiting the doctor. At 9:15am
both cars drove away and the traffic flowed smoothly once
again.

The accident was unexpected and unpredictable, causing
injury to Mrs. Joseph and inconvenience to commuters. The
morning was showery and busy with a lot of vehicles on the
road. As Mrs. Joseph's vehicle was lower than the SUV, it
sustained more damage. The police officers were able to keep
the situation under control and managed the flow of traffic.
The accident caused inconvenience to motorists and passers-
by, but the swift arrival of the police officers ensured that the
flow of traffic speedily returned to normal.

Report 4



Your class went on a field trip to the zoo. While there, an incident occurred.

Write a report about the trip.

On Friday 20th January, 2017, the standard four class Don Miguel Hindu Primary School went on a field trip to the Emperor Valley Zoo when an incident occurred. They were enjoying the tour of the wide variety of animals around the zoo, when one of the monkeys escaped from its cage. The monkey caused a commotion as it scampered all over and presented a real challenge to the zoo keepers who tried to recapture it.

The class boarded the chartered red-band maxi-taxi and arrived at the zoo at promptly 9:30am. The twenty-four students and their teacher, Ms. Ramsingh, paid the entry fee and began to explore the zoo. Their first stop was at the pond where three alligators lay motionless in the shallow water. Then they walked past the toucans towards the fish collection. Different varieties of fishes were kept in aquariums inside an enclosed area. After viewing the giraffes, tigers and macaw they headed towards the cages that housed the monkeys.

As it was approaching midday, the zoo keepers were feeding the monkeys when a Red Howler managed to escape. The monkey swung from cage-to-cage and eventually moved towards the adjacent lion cages. This created turmoil as the lions were aggravated by the noisy monkey. The four lions began to roar uncontrollably, attracting many of the zoo visitors. Meanwhile the zoo keepers were trying relentlessly to direct the monkey back to its cage. It completely ignored them, taking advantage of its freedom. The monkey was enjoying

An incident at the zoo

the attention from the on-lookers. It continued flipping, dancing around and performing tricks to keep its audience entertained. The students were screaming with excitement as the monkey dodged the zoo keepers.

Then, two animal catchers came with a huge net. After several attempts to catch the monkey, they cleverly positioned themselves and threw the net over it. The monkey began to scamper about aimlessly. However, the catchers pulled tightly on the ropes attached to the net and eventually had the monkey confined. They returned the monkey safely to its cage. The students completed touring the zoo and were returned safely to school.

The monkey's escape was amusement for the onlookers, but caused distress to the zoo keepers. The children were able to visit many of the animals prior to the monkey escaping. The escaped monkey provoked the lions and the scene became the center of attraction. After various attempts, the zoo keepers were able to capture the monkey and return it to its cage. Even though the monkey had been in captivity for some time, it enjoyed its freedom for the short time that it was out of its cage.