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Model Expository/ Argumentative Compositions

1. Why do people like to keep pets?

Let's
Analyse this question



- 'why' – this instruction word means that we need to provide **reasons**
- 'people?' - refers to **different individuals like children or adults**
- 'like to keep pets' - this means that they **love pets and they care for them at their home.**

This question requires students to explain a few reasons as to why different individuals love to have pets. The benefits of having pets need to be explained.

People like to keep different pets like fish, dogs, cats or hamsters. Some people love their pets very much and would do anything for them. Pets are adorable, they offer good companionship to their owners and make our lives interesting. People keep pets because of the many benefits they bring to them.

This is an introduction to the issue in the question. The third sentence provides the reasons that will be elaborated later on in the body paragraphs.

Pets are adorable and that is one reason as to why people like to keep them. Cute pets like hamsters and rabbits are nice to look at and take care of. It is also very interesting to see these pets play around in their cages or in the home. Such lovable pets bring life to a home.

This sentence brings across the reason that will be explained in this paragraph.

Secondly, some television programmes help us to relax after a tiring day. Comedy or entertainment programmes allow us to enjoy. 'Just for laughs' is one example of a programme that is humorous and enables us to laugh. Variety entertainment programmes like song and dance shows on MTV television helps to relieve our stress too.

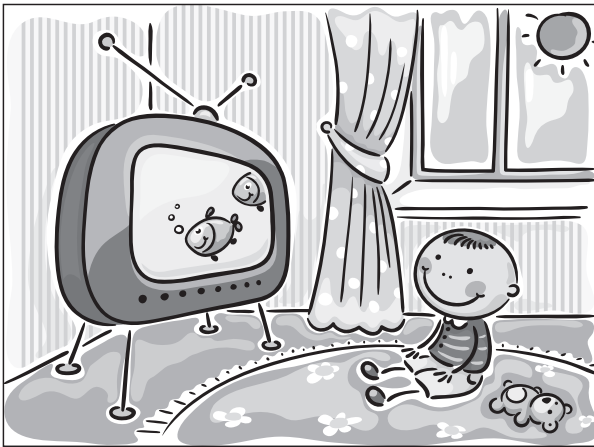
Another main idea is provided. Note the use of the connector 'secondly'. Such connectors provide better flow to the composition.

Two different examples are provided here to support the main point in this paragraph.

However, there are some programmes that are harmful. Programmes that contain a lot of violence can affect a person's mind. These include shows like the World Wrestling Federation (WWF) and even in some films, a lot of violence is depicted.

Now, the student is moving on to discuss the disadvantages. Note the use of the connector 'however', which signals this shift of focus.

The main idea is followed by examples.



Finally, there are also some programmes that impart wrong values to us. Some shows glamorise the value of leading a very lavish lifestyle or show people who lead very vain lives. Some programmes even show people having pre-marital sex. These negative values would especially affect children and teenagers.

This is the main idea of the paragraph.

These sentences show how some programmes impart different negative values.

As there are different types of television programmes, if viewers choose the good

7. Should parents give more freedom to their teenage children?

Let's Analyse this question



- 'should' - means it needs to be done
- 'parents' - this term refers to both the mother and father
- 'give more freedom' - students need to understand what freedom is and what it means to give more freedom. Freedom means the independence to do something.
- 'teenage children' - this refers to children aged between 13 and 19 years old.

This question is about whether parents should allow their children **more** independence to do what they want. 'More' suggests that parents already give them freedom but the amount of freedom needs to be increased. Students have to decide whether the freedom that the teenagers receive has to be increased. They also need to think of different areas that they need more freedom in (i.e. is it in deciding what to study, the friends to have and so on).

It is commonly said that teenagers are rebellious. Parents find it difficult to relate to their teenage children as during this period of their lives, teenagers become different and they want to do things on their own without telling their parents. While parents need to allow their teenage children space to explore and grow by giving them more freedom, they should also help them find a direction in life as teenagers are still not fully mature.

These opening sentences introduce the topic.

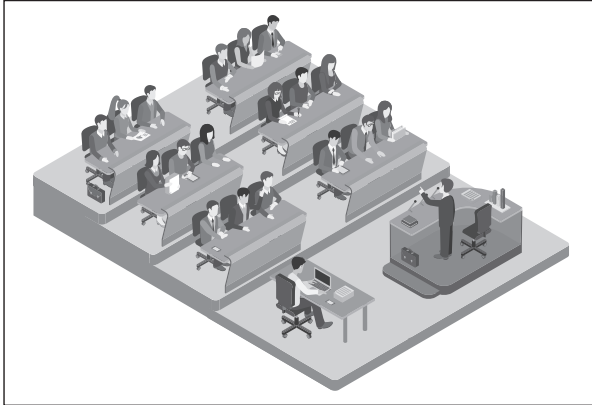
This sentence reveals the student's view in this question. The student thinks that more freedom should be given but parents should still advise.

Parents can give teenagers more freedom in some areas like the subjects they wish to study in school. For example, after Secondary two, students can decide whether they want to enter the Science or Arts stream. Parents can

The student identifies an area where teenagers can be given more freedom.

have more knowledge, we can make better decisions about different things. For example, knowledge of simple mathematics like money allows us to make wise decisions about how to spend and save.

An explanation and example support the point.



Secondly, it is important to be educated as that will help us to get a good job in future. Many jobs require one to be educated. If one is not educated, it will be difficult to find work. Some people who are uneducated or who did not have a proper education suffer in their lives. This explains why our parents encourage us to study well.

This is another main point. Note the use of the connecting word 'secondly'.

The explanation of the main idea is clear.

Finally, education allows us to learn good values that can be useful in our life. Through education, we learn what is good and bad. For example, in schools, there are moral education classes that teach values like honesty and compassion for others. These values are important for success in life. When students go out to do community projects, they also learn the value of helping others. Such good values will also help society to become a better place as people learn to help others.

This is the final main idea as signalled by the connecting word 'finally'.

An example is provided and explained to support the point.