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Prev Article Next Article 3 Point Thesis Statement Examples What Is The Thesis Statement? The thesis statement consists of one sentence. This sentence is in the introductory paragraph of an article. You can put the Thesis statement at the end or beginning of the introductory paragraph. It is generally preferred to be put at the end. So what is the purpose of the thesis statement sentence? It is to give general information about the subject you will write about. When someone reads your thesis statement sentence, they should understand what you are writing about. What Should You Pay Attention To When Writing Thesis Statement? A thesis statement does not mean any sentence. Now we'll tell you what to look for when writing your Thesis statement. You need to write from general to specific and show your side clearly. The subject you are talking about should be clearly stated. The thesis statement should be considered as the main idea. Your Thesis statement sentence should differ depending on the topic you are going to write about. The Thesis statement will be a guide for you. As you write your article, you should go back and read it often. So you can complete the article without going beyond the subject. You must give specific reasons and goals. Below you will see thesis statement examples and their explanations. Children's use of social media is a highly debated issue. Parents are divided into two on this issue. Many people think that social media does not hurt children. Children should not use social media because they are influenced by seeing unreal lives. As you can see in our example, we stated that we would argue that children should not use social media. We said that the reason for this is that they were affected by seeing the lives that are not real. Now the reader knows what to advocate for the rest of the article. They also learned why we defended this idea. Nature holidays and sea holidays are quite common holiday types. However, people often can't decide which one is more enjoyable. Actually, the answer to this question depends on what you expect. I think a sea holiday should be preferred because while you are on a sea holiday, you can also be in touch with nature. You see a comparison here. Sea holidays and nature holidays are compared. In his thesis statement, the author clearly explained why you should choose a sea vacation. He or she will write the rest of the article adhering to this. Since an optional topic is mentioned here, I think is used in the thesis statement sentence. This is an example of how the thesis statement sentence varies by subject. Books should not be read digitally because there can be too much distraction. Reading books digitally has become quite common in recent years. This, unfortunately, reduces the efficiency of the books. Any notification is a distraction. That's why we should prefer to read the books directly. In this example, we put the thesis statement first. This method is also frequently preferred. Again, we mentioned a specific reason in our example. We will explain this reason in more detail in the development paragraphs. A thesis statement provides us with a guide at this point. We need to look at the thesis statement for the entire article and explain the distractions one by one. That's why it's important to set a proper thesis statement. A debate has been raised these days when we are experiencing the Covid-19 process. Distance education or better face-to-face education? In fact, both methods have their good and bad sides. It seems quite difficult to choose. Face-to-face education should be applied because it feels more realistic and less distracting. We have made our side clear in the Thesis statement. We have presented two different reasons to choose face-to-face education. It is necessary to focus on these two reasons in development paragraphs. The thesis statement can occur for two or three reasons. If you provide more than one specific reason, you should mention them in the article. The reader will expect to see them. Prev Article Next Article In this engaging saying goodbye activity, students practice phrases for ending a conversation and saying goodbye by putting sentences from three conversations in the correct order. Student A starts each conversation by looking at their sentences and reading the most suitable one for the ending of the conversation. The student then puts number 1 next to the sentence. Student B listens and looks for a suitable reply and then reads that reply to their partner, putting number 2 next to the sentence and so on. When the students have finished, they move on to the second conversation. This continues until all three conversations have been completed. Afterwards, each pair reads the three conversations to you. Finally, students go through the conversations and underline the language for ending a conversation and saying goodbye. In this small talk questions activity, students learn and practice how to keep a small talk conversation going by asking questions. Students begin by reading through information on small talk and looking at examples of small talk topics and questions. Students then write questions of their own for six small talk topics. In pairs, students then practice making small talk using the topics on the cards and the questions from the worksheet. Students take it in turns to pick up a card and start talking about the small talk topic shown. Their partner responds with a question and the two students try to keep the conversation going for one minute. After one minute, the other student picks up a card and the students create small talk on the next topic and so on. Afterwards, there is a class feedback session to find out which small talk topics were the easiest and hardest to talk about. In this communicative small talk activity, students make small talk and try to find things they have in common with their classmates. This activity can also be used as an icebreaker to help students become better acquainted with one another. First, students complete the worksheet with information about themselves by writing one answer in each box. Students then walk around the class speaking to one another about the various topics on the worksheet and asking the related questions. When two students find something that they have in common with each other, they write one another's name down in the space provided. Finally, students share what they have in common with one another. In this useful small talk activity, students complete questions and statements that can be used to start a conversation and then use the conversation starters to practice making small talk. Students start by completing statements and questions for each small talk topic on the worksheet by writing words in gaps. Students then find a partner and use the conversation starters to practice making small talk. Students make small talk with their partner for two minutes using the three questions and statements from the first topic on their worksheet. After two minutes, students find a new partner and make small talk again using the questions and statements from the second topic and so on. Afterwards, students discuss the topics and share any interesting information they discovered about their classmates. In this small talk board game, students practice asking small talk questions and making true statements with both of us or neither of us about things they have in common with a partner. Students take it in turns to pick up a card and read the task on the card to the whole group, e.g. 'Find a food that neither you nor your partner like eating'. The students in both teams then talk with their partner and race to find a shared opinion, habit, dislike, etc, according to the task on the card. Students do this by asking small talk questions, e.g. 'What food do you dislike eating?' The first team to create a grammatically correct and believable true sentence with both of us or neither of us, rolls the dice and moves their counter along the board accordingly, e.g. 'Neither of us like eating shellfish'. If a team makes a grammar mistake or creates a sentence that appears untrue, the other team can steal the win by creating a correct sentence of their own. The first team to reach the finish wins the game. In this small talk role-play, students take on the role of people attending a school reunion and practice interacting with one another. First, students prepare a character for the role-play by completing personal information on a card. Each student is also given a small talk card that contains a secret topic they want to talk about and the reason for talking about it. The card also contains a question they must answer. Students then take on the role of the person on their two cards and go around talking to the other people in their group. Students introduce themselves to each person and make small talk for a few minutes before moving on to speak to someone else. As they talk to each person, students introduce the small talk topic on their card. Afterwards, students guess what small talk topic each person wanted to talk about and what their reason was for doing so. Students then reveal the truth and give feedback about the questions on their small talk cards. In this free small talk lesson, students learn techniques for keeping a conversation going and making small talk. Students begin by learning how to use echo questions and echo words to show interest, encourage someone to speak and direct a conversation. Students then move on to learn words and phrases for showing attention and agreement. After that, students practice asking follow-up questions to help keep a conversation going. After completing exercises covering each method, students read dialogues in pairs and identify examples of each technique. Students then practice the small talk techniques in the lesson by taking it in turns to start a conversation with a partner. Students keep each conversation going for at least two minutes by asking five follow-up questions and using the other small talk techniques from the lesson. In this fun small talk role-play and game, students practice common responses that convey interest in a conversation. First, in pairs, students create a small talk dialogue that includes at least ten of the showing interest expressions from the cards. When the pairs have finished, they practice reading their dialogues and then role-play them in front of the class. Afterwards, pairs join together to make groups of four. Students then take it in turns to pick up a card and make a statement that will elicit the expression on the card. The first student to reply using the correct expression wins and keeps the card. The student with the most cards at the end of the game wins.

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