

**THE UNIVERSITY OF THE AUTONOMOUS REGIONS
OF THE NICARAGUAN CARIBBEAN COAST
URACCAN**



SUBJECT MODULE: ACADEMIC WRITING I (COMMUNICATIVE)

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STUDY PLAN: 2018

KAMLA, BILWI

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INTRODUCTION:

The course **Academic Writing I** is designed to offer to the Sixth Level of Complementary English Courses students the knowledge and skills, to develop the writing as well for helping students understand the conventions of basic writing in English, specifically the expectations of the North American writing style. Teachers will serve as facilitators; mediators, and cultural informants, teachers will be an integral part of the classroom community whose primary responsibility is to serve as resource for the students.

Students will be produce short writing samples that feature their own experiences, their culture, and common topics associated with language learning, while adhering to English language writing norms. The teacher will use the students' writing in order to provide feedback and facilitate mini lessons according the needs of the students.

According to the curriculum 2010, of the Bachelor's degree in English Language Teaching and knowledge areas that comprise it, the course **Academic Writing I** is located in the area of specialization. This class is a prerequisite to be taken **Grammar II**.

The importance of this course is that students will meet the basic standards of English language writing as well students will be prepared for developing their writing skills in paragraphs and basic essay and letters, this will help them to solve different tasks that they will encounter in their career.

GENERAL OBJECTIVES

- 1) Students will learn techniques for organizing different types of letters and essay.
- 2) Students will be provided of tools for writing narratives about personal experiences and to make summaries of information about daily life and Develop intercultural and gender issues.
- 3) Students will use the skills in this course to continue to grow and develop their writing abilities.
- 4) Students will express opinions and points of view on a wide range of topics.
- 5) Students will be able to follow the norms of English language writing in order to answer questions in unique and meaningful ways.

Instructional Objectives: Students will be able to:

1. Provide English students with solid practice and use of grammar through the academic writing to express their ideas about different interactive activities based on everyday topics and issues by using the English language as a medium of communication and interaction.

Educational Objectives:

1. Develop professional future implementation of the transversal Axis of URACCAN University: multiculturalism, and gender, human rights autonomous rights, entrepreneurship, research and business development in their daily work.
2. Encourage future Graduated Students of different majors with a very professional respect for the cultural diversity of indigenous and ethnic communities, to their worldview, culture and the individual and collective human rights and the process of empowerment of Autonomous Regions of the Nicaraguan Caribbean Coast.
3. Encourage students to practice personal and academic responsibility, mutual respect and recognition of the capacities, rights and duties of men and women of our society through the teaching-learning process and the use of grammar in the English Language.

Unit I Getting organize: The key to good writing

Theme: Journal writing

What is a journal?

A journal is a record that can be used to detail everything from your feelings about a particular situation in your social life to your thoughts on a current event in the political world. Hence, journals serve a range of purposes. A journal is meant collect your ideas and observations on any number of things and put the happenings of each day into writing. In this way, you are able to better remember what you did, what you thought, and what was happening when you were younger.

Starting a Journal

To start a journal, you just need to be willing to write. You don't have to write well, you just need to want to do it. You don't even need to decide what to write, you just need to let your words flow. Once you've decided you want to create a journal, here is a list of instructions to guide you:

Set up a schedule of when you play to write in your journal. You want to turn your writing into a habit, so create a schedule. Pick a time and the days of the week you will want to write and create a timely calendar reminder, so you don't forget. By scheduling the same times, journaling will become a natural and regular part of your agenda that you can look forward to.

Find the right space to write.

When you're writing, it is helpful to be in a space where you can focus and concentrate. A quiet room with no distractions works best. Allow yourself to focus on your writing, without any interruptions. Make sure you are able to sit upright and are comfortable. An office or a study room is always great.

Close your eyes and reflect on your day.

You may not know what to write about and that's okay. Your journal can be about anything you want. A good way to begin writing is to close your eyes and think about what you're feeling.

Ask yourself questions.

What has happened that day? How did that make you feel? Are you excited about anything? Why? Reflect on the thoughts and feelings you've been having.

Dive in and start writing.

It is easy to begin sentences with, "I feel," or "I think," or "I wonder." Don't feel pressured to stick to any particular form or topic. The beginning of your journal writing can just be an introduction to your thoughts at the time. This is your personal space, so you should feel comfortable writing.

Time yourself.

Set a time for how long you want to write. Somewhere between 5-20 minutes is ideal, depending on how much you want to jot down. Setting a time will help you stay focused and stop you from getting carried away. It is easy to feel like you need to write down every detail and this will help prevent that.

Re-read your entry and add additional thoughts.

When you are finished writing a journal entry, go back and read through it. Once you have reviewed what you have written, add a couple sentences at the end about what you noticed or thought about your words. If you can, summarize your thoughts in a sentence or two. That is a great way to narrow in on topics.

It's a mistaken idea to think you have to be a gifted writer to keep a journal. Anyone can write short entries. It is so important to do this. Over time, our recall may fail us. Memories fade.

Keeping a journal or diary is a great way to chronicle events in your life. You will record not only the things that are happening, but also your thoughts about them. This allows you to sort out your feelings. Anyone who has kept a journal will attest to the benefit. It helps you grow. That inner part of you is on a spiritual journey and you need to spend time contemplating the lessons learned from daily living.

What you write in your journal is entirely up to you. It will vary from person to person. Some people keep it light. Some people write about deep matters of the heart. We all talk to ourselves. In essence, a journal is writing down that inner dialogue.

Your journal writing will also develop you as a writer. Think of it as your *writing laboratory*. You can try different things and different writing techniques. Don't worry about being "graded". No one needs to ever see your journal writing...unless you want them to.

Here are some suggestions that can make writing your journal a more meaningful experience:

- Write about the “journey” of your life. What is happening in your work, family and in the world around you and how does it make you feel?
- The things that are bothering you the most are great to journal about. It helps you get in touch your feelings and to clarify. Use your journal as a “sounding board”. Let it connect you to the message from your heart.
- You should also write about the joy and accomplishments in your life. Life has hills and valleys for us all. Don’t let it be all one-sided.
- Always write about the significant people in your life. You want to record your thoughts on the birth of your children, your parent’s 50th wedding anniversary, the kids going to college or into the military, the passing on of loved ones. At times this may be difficult, but if you honestly write down these thoughts you will cherish them down the road.

The 7 Surprising Benefits of Writing a Journal:

1. Journal writing helps you think things through
2. Journal writing is like having a personal therapist on retainer
3. Journaling gets you into the habit of writing regularly
4. Journal writing is an ancient practice
5. Reading old entries is illuminating
6. Journal writing helps you express gratitude
7. Journaling helps you find ideas to write about

EXAMPLE:

Today I got up. I really dreaded getting up because it’s Monday, and absolutely no one likes Monday. Even the cheerfulest, happiest people are grumpy on Monday. I got up, in short, because I had to. I stumbled to school thinking I wouldn’t survive it: rumor had it there was going to be a test in math, and I just knew English was going to be painful. Mr. Scott said yesterday that we’d be working on journals, and I hate them.

Much of the day was exactly like I anticipated: English was horrid: Mr. Scott jabbered on and on about journals and I just detest this thing. Math was okay: Mrs. Merck was in a good mood because the previous period had done really well on their test. Science was fun (we worked on rockets) and social studies was pretty interesting (we learned how laws are actually made), so all in all, it was a decent day.

It’s Easy to W.R.I.T.E.

Just try these five easy steps. You’ll be writing!

W – What do you want to write about? What’s going on? How do you feel? What are you thinking about? What do you want? Name it.

R – Review or **reflect** on it. Close your eyes. Take three deep breaths. Focus. You can start with “I feel...” or “I want...” or “I think...” or “Today....” or “Right now...” or “In this moment...”

I – Investigate your thoughts and feelings. Start writing and keep writing. Follow the pen/keyboard. If you get stuck or run out of juice, close your eyes and re-center yourself. Re-read what you’ve already written and continue writing.

T – Time yourself. Write for 5-15 minutes. Write the start time and the projected end time at the top of the page. If you have an alarm/timer on your PDA or cell phone, set it.

E – Exit smart by re-reading what you’ve written and reflecting on it in a sentence or two: “As I read this, I notice—” or “I’m aware of—” or “I feel—”. Note any action steps to take.

In summary....it’s easy to W.R.I.T.E.!

What topic?

Review/reflect

Investigate

Time yourself

Exit smart

Theme: Personal letter

A type of letter (or informal composition) that usually concerns personal matters (rather than professional concerns) and is sent from one individual to another.

Personal letters (alongside diaries and autobiographies) have been popular forms of personal communication since the 18th century. But as mentioned below, various innovations over the past several decades have contributed to a decline in the practice of personal letter-writing.

Types of Personal Letters

"When your message is very personal or you want to create a special connection to the person you are writing to, the best choice is a **personal handwritten letter**.

"The following are examples of types of personal letters you may wish to write:

- Happy-news letters sent for birthdays, anniversaries, graduations, life achievements, and all sorts of occasions.
- Correspondence that keeps you in touch with friends and relatives.
- Letters of introduction, initiating a relationship, or observing the etiquette of introduction. ...

- Personal letters of appreciation following a death in the family or sent in response to acts of kindness.”

Formatting

Many personal letters have four basic parts, and the information contained in these parts varies greatly depending on context. These parts can include **the heading, the opening, the body, the closing and the signature.**

The **heading** of the letter may have the most variation based on the purpose of the letter. For example, a letter of complaint's heading might include a return address and a date line, while a personal correspondence may only include the date.

The **opening** of the letter includes the opening salutation and information identifying to whom the letter is addressed, whereas the **body** of the letter contains all of the information to be communicated.

Finally, the **closing** of a letter contains the complimentary closing and the letter writer's **signature.**

Congratulations on graduation

July 21, 2016

Dear Josh

Your grandmother and I want to send our congratulations to you now that the only hurdle to graduation are the ceremony! It's hard for us to believe that our youngest grandson has graduated from college and has been accepted to veterinary school. Your parents have told us that Cornell University is a top vet school and was not easy to get into. We are so proud of you.

Your grandmother and I would like to make a little contribution to help you with the costs of your own apartment and vet school. If you have time, don't be afraid to stop by and visit us during a weekend day sometime. We'd love to hear about your new school and classes.

Love,
Grandma and Grandpa Miller

Best wishes letter

Misha Brown
Freeville OH

Dear Misha

I am writing because I wanted to take this time to tell you how lovely you looked at our church's fundraiser last Saturday; I barely had time to speak with you there.

I know it has been a hard winter for you, but I have heard that the future outlook for you and your family sounds encouraging and we are all wishing the best for you.

You should know that you have been a source of comfort and strength to me over the years, and I hope you know how appreciative I've been of that. If you need anything please give me a call.

Fondly
Sue

Theme: Sentence conveing // (dependent/independent clause)

Independent and dependent [clauses](#) are the building blocks of sentences. A single [independent clause](#) can be a [sentence](#), by itself. However, dependent clauses are used to make sentences more complete and more interesting. Using conjunctions and proper punctuation, dependent and independent clauses can be joined together to create interesting and complex compound sentences that are fun and engaging to read.

[Independent Clause](#) Defined

An [independent clause](#) is a clause that can stand on its own, by itself. It does not need to be joined to any other clauses, because it contains all the information necessary to be a complete sentences.

Independent clauses have three components:

1. They have a subject - they tell the reader what the [sentence](#) is about.
2. They have an action or predicate - they tell the reader what the subject is doing.
3. They express a complete thought - something happened or was said.

An [independent clause](#) can be as simple as a subject and a verb:

- Jim reads.

Jim is the subject. Reads is the action or verb. A complete thought was expressed - something was said, and the reader now knows that Jim likes to read.

Independent clauses can also be joined to other independent clauses, if the independent clauses are related. However, they MUST be joined using the proper punctuation.

- Jim read a book; he really enjoyed the book.

The first clause is an [independent clause](#). Jim is the subject, read is the action, book is the object.

The second clause is an [independent clause](#). He is the subject, enjoyed is the action and the book is the object.

The independent clauses are related, so they can be joined to create a complex [sentence](#). They are correctly joined by a semicolon.

- Jim read a book, he really enjoyed the book.

Again, we have two independent clauses, but the independent clauses are not joined properly. When two independent clauses are joined only by a comma, it is a grammatical error called a [comma splice](#).

Independent clauses can be quite complex, but the important thing to remember is that they stand on their own and make sense alone.

For more examples of independent clauses, check out [Examples of Independent Clauses](#).

[Dependent Clause](#) Defined

A [dependent clause](#) is a clause that does not express a complete thought.

A clause can be dependent because of the presence of a:

- Marker Word (Before, after, because, since, in order to, although, though, whenever, wherever, whether, while, even though, even if)
- [Conjunction](#) (And, or, nor, but, yet)

Dependent clauses MUST be joined to another clause, in order to avoid creating a [sentence fragment](#).

- Because I forgot my homework.

This is a [sentence fragment](#). We have a "because" but not a "why" or anything accompanying and following what happened "because" they forgot.

- Because I forgot my homework, I got sent home.

Here, the error is corrected. "I got sent home" is an [independent clause](#). "I" is the subject, "got" is the verb, "sent home" is the object. A complete thought is expressed.

Dependent clauses can become more complex if we add subjects, objects, and modifying phrases:

- Jim, who likes books, read a book.

Jim is the subject.

"Who likes to read" is a [dependent clause](#) that modifies Jim. It contains "likes" which is a verb.

Read is a verb.

A book is the object.

Like independent clauses, a [dependent clause](#) can also be complex. The important thing to remember is that the [dependent clause](#) does not stand on its own as a complete thought.

Directions: Identify each of the clauses as independent or dependent.

1. when Mr. Jones yelled
 Independent Dependent
2. I enjoy the opera
 Independent Dependent
3. unless it comes today
 Independent Dependent
4. although I lost the library book
 Independent Dependent
5. they're going on a picnic
 Independent Dependent
6. mom found it in the drawer
 Independent Dependent
7. the fifth graders sang
 Independent Dependent
8. when the movie is over
 Independent Dependent
9. I decided to go along
 Independent Dependent

10. the strength of the man might
 Independent Dependent
11. we're planning to have a party
 Independent Dependent
12. when I'm finished reading
 Independent Dependent

Answers

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 Independent Dependent
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12. when I'm finished reading

Independent Dependent

UNIT 2: Understanding Paragraphs

A paragraph consists of several sentences that are grouped together. This group of sentences together discuss one main subject. In U.S. formal academic English, paragraphs have three principal parts. These three parts are the topic sentence, body sentences, and the concluding sentence.

Theme: Topic sentence

A topic sentence usually comes at the beginning of a paragraph; that is, it is usually the first sentence in a formal academic paragraph. (Sometimes this is not true). Not only is a topic sentence the first sentence of a paragraph, but, more importantly, it is the most general sentence in a paragraph. What does "most general" mean? It means that there are not many details in the sentence, but that the sentence introduces an overall idea that you want to discuss later in the paragraph.

For example, suppose that you want to write a paragraph about the natural landmarks of your hometown. The first part of your paragraph might look like this:

My hometown is famous for several amazing natural features. First, it is noted for the Wheaton River, which is very wide and beautiful. Also, on the other side of the town is Wheaton Hill, which is unusual because it is very steep.

(Notice how the first sentence begins with "My hometown..." a few spaces to the right of the paragraph edge. This is an indentation. All paragraphs in English MUST begin with an indentation.)

Note how the first sentence, My hometown, Wheaton, is famous for several amazing geographical features, is the most general statement. This sentence is different from the two sentences that follow it, since the second and third sentences mention specific details about the town's geography, and are not general statements.

Here are some examples of sentences that cannot be used as topic sentences. Can you figure out why they are inappropriate?

1- My hometown is famous because it is located by Wheaton River, which is very wide, and because it is built near an unusually steep hill called Wheaton Hill.

2- There are two reasons why some people like to buy cars with automatic transmission and two reasons why others like cars with manual transmission.

3- Clouds are white.

The problem with sentence #1 is that it contains too many details. Topic sentences are general, and details should appear later in the paragraph. A better topic sentence would be like the one mentioned above, My hometown is famous for several amazing geographical features.

Sentence #2 is not appropriate as a topic sentence because it mentions two topics, not just one. Paragraphs are usually about one main thing and so their topic sentences should also be about only one main thing.

The problem with sentence #3 is that it is too general. It is also very boring! Would you like to read a paragraph with this topic sentence? Most people would not.

We can rewrite sentences #2 and #3 in the following ways to make it better:

There are two reasons why some people like to buy cars with automatic transmission.

Supporting sentences

Consider again the above-mentioned, short paragraph:

My hometown, Wheaton, is famous for several amazing natural features. First, it is noted for the Wheaton River, which is very wide and beautiful. Also, on the other side of the town is Wheaton Hill, which is unusual because it is very steep.

(Again, note how this paragraph is indented on the first line, about five or seven spaces in from the left-hand edge of the paragraph. Always remember to **indent** your paragraphs!)

When a reader reads a topic sentence, such as *My hometown, Wheaton, is famous for several amazing natural features*, a **question** should usually appear in the reader's mind. In this case, the question should be like, "What are the natural features that make Wheaton famous?" The reader should then expect that the rest of the paragraph will give an answer to this question.

Now look at the sentences after the topic sentence. We can see that the second sentence in the paragraph, *First, it is noted for the Wheaton River, which is very wide and beautiful*, indeed gives an answer to this question. That is, the second sentence gives some explanation for the fact that Wheaton is a famous town. Similarly, we can see that the third sentence also gives some explanation for the fact that Wheaton is famous by giving another example of an "amazing natural feature," in this case, Wheaton Hill.

The second and third sentences are called **supporting sentences**. They are called "supporting" because they "support," or explain, the idea expressed in the topic sentence. Of course, paragraphs in English often have more than two supporting ideas. The paragraph above is actually a very short paragraph. **At minimum, you should have at least five to seven sentences in your paragraph.** Here we can see our paragraph about Wheaton with a few more supporting sentences in **bold** font:

My hometown is famous for several amazing natural features. First, it is noted for the Wheaton River, which is very wide and beautiful. Also, on the other side of the town is Wheaton Hill, which is unusual because it is very steep. **The third amazing feature is the Big Old Tree. This tree stands two hundred feet tall and is probably about six hundred years old.**

Theme: Controlling idea.

A good writer makes sure that topic sentences (and theses) contain clear "controlling" ideas. But, what exactly is a "controlling" idea?

A "controlling" idea is an idea that makes a reader ask a question. Any time a topic sentence has a good "controlling" idea, the reader will have his or her curiosity raised.

In effect, the reader will say (in the mind) questions such as How? or In what way? or What does that mean?

Examples of good "controlling" idea topic sentences:

It is difficult to read English for someone who has used Farsi. (Why is it difficult? How is it difficult?)

Yesterday, I had an unusual experience on the bus. (What experience did you have? Why was it unusual?)

Example of a topic sentence with NO "controlling" idea:

Last year, my wife and I went to visit Banff, Alberta. (A fact, but I have no questions to ask you; if you had said, "had fun in Banff," then I would have questions for you!

Consider again the above-mentioned, short paragraph:

My hometown, Wheaton, is famous for several amazing natural features. First, it is noted for the Wheaton River, which is very wide and beautiful. Also, on the other side of the town is Wheaton Hill, which is unusual because it is very steep.

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Theme: Concluding sentences

In formal paragraphs you will sometimes see a sentence at the end of the paragraph which summarizes the information that has been presented. This is the concluding sentence. You can think of a concluding sentence as a sort of topic sentence in reverse.

You can understand concluding sentences with this example. Consider a hamburger that you can buy at a fast-food restaurant.* A hamburger has a top bun (a kind of bread), meat, cheese, lettuce, and other elements in the middle of the hamburger, and a bottom bun. Note how the top bun and the bottom bun are very similar. The top bun, in a way, is like a topic sentence, and the bottom bun is like the concluding sentence. Both buns "hold" the meat, onions, and so on. Similarly, the topic sentence and concluding sentence "hold" the supporting sentences in the paragraph. Let's see how a concluding

sentence (in **bold font**) might look in our sample paragraph about Wheaton:

My hometown is famous for several amazing natural features. First, it is noted for the Wheaton River, which is very wide and beautiful. Also, on the other side of the town is Wheaton Hill, which is unusual because it is very steep. The third amazing feature is the Big Old Tree. This tree stands two hundred feet tall and is probably about six hundred years old. **These three landmarks are truly amazing and make my hometown a famous place.**

Notice how the concluding sentence, *These three landmarks are truly amazing and make my hometown a famous place*, summarizes the information in the paragraph. Notice also how the concluding sentence is similar to, but not exactly the same as, the topic sentence.

Not all academic paragraphs contain concluding sentences, especially if the paragraph is very short. However, if your paragraph is very long, it is a good idea to use a concluding sentence.

Unit 3: Explaining a process

Explaining a process is usually used when you describe how to do or make something, for example, how to bake a cake or change a bicycle tire. It can also be used to explain how something happens, for example, how people in your area prepare for a wedding.

Using Signal Words

Read the following paragraph. It tells how to make popcorn. The signal words have been left out. Write the appropriate signal words in the blanks.

It is very easy to make good popcorn, first, put three tablespoons of oil in a large heavy pot. , heat the oil on a high flame until one kernel of popcorn pops when you drop it into the hot oil. When the oil is hot enough, pour ~ cup of popcorn into the pot and cover it with a lid. _____, reduce the flame to medium and begin to shake the pot gently. Continue shaking the pot until all the corn has popped. _____, empty the popcorn into a large bowl and add melted butter and salt.

Recognizing the Order of a Process

1. The sentences below describe the process of making a chocolate sundae, but they are not in the correct time order. Use the signal words to help you put the steps in the right order.

___ Next, cover with whipped cream. ~

1 Chocolate sundaes are one of the easiest desserts to make.

___ Finally, sprinkle chopped nuts on the whipped cream and top the whole thing off with a cherry.

___ Then pour two tablespoons of hot fudge sauce over the ice cream.

___ First, put one scoop of your favorite brand of ice cream in a dish.

Now write the ordered steps in paragraph form.

2. Put these steps in the right order.

___ Then make a fist with one hand and grasp the fist with your other hand. Put your hands just below his rib cage.

1 The Heimlich maneuver is a method that anyone can use to help someone who is choking on a piece of food.

___ Finally, press your fist into the victim's abdomen with a quick upward movement.

___ The first thing you should do is stand behind the choking person and put your arms around his waist.

If the person is still choking, you may need to repeat the maneuver.

Now write a paragraph.

Getting Started

- First, you must decide how much you are planning to write.
- Complicated processes or events require long explanations.
- You should choose a topic that fits the length of composition you plan to write. For example, you would need a book-length composition to explain how to craft a violin. However, you could explain how to change a violin's strings in a page or two.

Making Notes

Before you begin to write, make a list of the important parts of the process. Consider the following areas:

- What tools, supplies, or materials do you use to complete the process?
- Be sure to define any special vocabulary your reader needs to know.
- Where does the process usually take place?
- How long does it take to complete the process?
- What kind of examples or comparisons can you use to explain what you are doing clearly?

Organizing Your Notes

- Group the parts of the process that should be together.
- Organize the points chronologically (in order of time).

Writing Your Explanation

- Begin with a good topic sentence or sentences which state clearly what you will be explaining. **For example:** Christmas is one of the most important celebrations of the year for my family, and so our preparations are spread out over the month or so before Christmas.
- Continue writing in chronological order.
- Use transitional expressions to smooth the flow of your writing and show connections between the parts of your explanation.
- Keep asking yourself if you have included all the important details.

Revising Your Writing

After you finish your first draft, go back, reread what you have written, and ask yourself the following questions:

- Have I started with a clear statement that tells what this composition is about?
- Have I defined the terms my readers will need to understand the process?
- Have I used paragraphs for the major points?
- Have I used chronological order to make it easy for my reader to follow the process?
- Have I used transitions to show how ideas and steps are related?
- Have I used examples to explain my process?
- Have I used a variety of sentences?

Theme: Supporting the topic sentence

A **paragraph** is a series of sentences that are organized and related to a single topic. There are three parts to a paragraph. The **topic sentence** is usually found at the beginning of the paragraph. The **topic sentence** captures the **main idea** of the paragraph. The second part of a paragraph is the **body** of the paragraph, the **supporting sentences**. The sentences in the **body** of the paragraph provide **details** to support the topic. The last sentence in the paragraph is the **concluding sentence** which **summarizes** the paragraph.

DIRECTIONS - Read the paragraphs below and choose the sentence that belongs in the blank. Only one sentence goes with the topic or main idea. Remember, the **body** of the

paragraph supports the [topic sentence](#). THEN, think about the reason. Why is that the correct sentence choice?

1) **Martin Luther King, Jr. was a strong leader. He was born on January 15, 1929 in Atlanta, Georgia. He went to college to become a minister, like his father was. Dr. King became a leader and civil rights advocate.**

_____ On April 4, 1968, Dr. Martin Luther King Jr. was shot and killed. Today we honor Dr. Martin Luther King Jr. by celebrating his birthday as a national holiday.

[1. Martin had a white childhood friend who was not allowed to play with him after they started attending different schools.](#)

[2. His nonviolent leadership and powerful speeches gained him respect from the American people.](#)

[3. We should all honor and respect Martin Luther King Jr. for the work he has done.](#)

Explanation:

2) **Harriet Tubman was a runaway slave from Maryland who became known as the "Moses of her people."** _____

_____ **The Underground Railroad was a secret network of safe houses where runaway slaves could stay on their journey north to freedom. She later became a leader in the abolitionist movement, and during the Civil War she was a spy with for the federal forces in South Carolina as well as a nurse.**

[1. Over the course of 10 years, and at great personal risk, she led hundreds of slaves to freedom along the Underground Railroad.](#)

[2. There should be a national holiday to celebrate Harriet's achievements.](#)

[3. As a small child, she was a slave and frequently subjected to severe whippings.](#)

Explanation:

3) **Born Edward Kennedy Ellington, Duke Ellington was one of the founding fathers of jazz music.** _____

_____ **A pianist, bandleader, arranger, and composer, Ellington and his band played together for 50 years. Some of Ellington's most famous songs include "Don't Get Around Much Anymore," "Sophisticated Lady" and "In a Sentimental Mood."**

[1. While vacationing in Asbury Park, Duke heard of a hot pianist named Harvey Brooks.](#)

[2. He played for the royalty and for the common people and by the end of his fifty-year career, he had played over 20,000 performances worldwide.](#)

3. He started playing the piano at the age of seven, and by the time he was 15, he was composing.

Explanation:

4) William Edward Burghardt Du Bois was a noted scholar, editor, and African American activist. Du Bois was a founding member of the National Association for the Advancement of Colored People (NAACP -- the largest and oldest civil rights organization in America). _____

He made significant contributions to debates about race, politics, and history in the United States in the first half of the 20th century, primarily through his writing and impassioned speaking on race relations. Du Bois also served as editor of *The Crisis* magazine and published several scholarly works on race and African American history. By the time he died, in 1963, he had written 17 books, edited four journals and played a key role in reshaping black-white relations in America.

1. He immigrated to Ghana in 1961 and joined the Communist Party there.

2. Throughout his life Du Bois fought discrimination and racism.

3. William Edward Burghardt Du Bois was born in Massachusetts on February 23, 1868.

Explanation:

5) Born Frederick Augustus Washington Bailey to a slave mother and a white father he never knew, Frederick Douglass grew up to become a leader in the abolitionist movement and the first black citizen to hold high rank (as U.S. minister and consul general to Haiti) in the U.S. government.

Frederick Douglass once told a group of African American students from a school in Talbot County, Maryland, "What was possible for me is possible for you. Do not think because you are colored you cannot accomplish anything. Strive earnestly to add to your knowledge. So long as you remain in ignorance, so long will you fail to command the respect of your fellow men." He won world fame when his autobiography was publicized in 1845. Two years later he began publishing an antislavery paper called the North Star.

1. A brilliant speaker, Douglass was asked by the American Anti-Slavery Society to engage in a tour of lectures, and so became recognized as one of America's first great black speakers.

2. Frederick was born a slave in February 1818 on Holmes Hill Farm, near the town of Easton on Maryland's Eastern Shore.

3. Frederick's mother, Harriet Bailey, worked the cornfields surrounding Holmes Hill.

Explanation:

6) Langston Hughes was one of the most important writers and thinkers of the Harlem Renaissance, which was the African American artistic movement in the 1920s that celebrated black life and culture. Hughes's creative genius was influenced by his life in New York City's Harlem, a primarily African American neighborhood. _____

Hughes, like others active in the Harlem Renaissance, had a strong sense of racial pride. Through his poetry, novels, plays, essays, and children's books, he promoted equality, condemned racism and injustice, and celebrated African American culture, humor, and spirituality.

1. His literary works helped shape American literature and politics.

2. His father didn't think he would be able to make a living as at writing, and encouraged him to pursue a more practical career.

3. In 1923, Hughes traveled abroad on a freighter to the Senegal, Nigeria, Cameroons, Belgium Congo, Angola, and Guinea in Africa, and later to Italy and France, Russia and Spain.

Explanation:

Recognizing Irrelevant Sentences

The following paragraphs each contain one sentence that is irrelevant. Cross out that sentence and be prepared to explain why it does not belong in the paragraph.

1. Cats make wonderful house pets. They are very loving and friendly. They are also clean. They don't eat much, so they are not expensive. Many people are allergic to their hair. They look beautiful.

2. There are several reasons why many American women are waiting until they are thirty years old or older to have their first baby. Some women have good jobs and want to continue their careers. Many American couples have two children. Other women don't want the responsibility of having children until they are older. Still others are waiting until they are financially secure before they start a family.

3. Running has many positive effects on the body. First of all, it increases the efficiency of the heart and lungs. Running also helps the body develop greater physical endurance. However, many people prefer swimming. Finally, it helps the body become more mechanically efficient.

4. The Japanese automobile industry uses robots in many phases of its production process. In fact, one large Japanese auto factory uses robots in all of its production stages. Some Japanese universities are developing medical robots to detect certain kinds of cancer. Another automobile factory in Japan uses robots to paint cars as they come off the assembly line. Furthermore, most Japanese factories use robots to weld the parts of the finished car together.

S. The packaging of many products is very wasteful. Often the packaging is twice as big as the product. Packaging is used to protect things that are breakable. Many food items, for example, have several layers of extra packaging. Most of these extra layers are absolutely useless.

Theme: Facts

Vicki is having some friends over for dinner this evening. She has no food in the house, and she has no cash, either. Here is a list of things that she has to do, but they are not in the right order. Number them so they are in a logical order.

___ Buy food for dinner.

___ Go to the bank.

___ Make dinner. 1

___ Return home.

___ Clean the house.

___ Go to the grocery store.

Margaret read a gardening catalog and decided that she wanted to plant a vegetable garden. She has to do many things before she can enjoy the harvest. Read the list and put the items in a logical order.

___ Plant the seeds.

___ Pick the vegetables from the garden.

___ Order the seeds from the catalog.

___ Prepare the soil.

___ Keep the garden free of weeds.

Read the sentences and put them in order.

A)

___ From his home in Mexico, he flew to New York City.

___ From there he went to Europe and then to the Far east.

___ Jose took a trip around the world.

___ After traveling through the Far east, he went to South America and finally back home to Mexico.

B)

___ Even more of the resolutions were broken as the year went on.

___ On January 1, Tim made ten New Year's resolutions.

___ When the year ended, he realized that he had not kept a single resolution.

___ By the time the month was over, he had broken half of the resolutions.

C)

___ As the family became larger and larger, finding names became harder and harder.

___ Susan and Tom Beck were very eager to start a family.

___ At last, when the tenth child was born, they couldn't think of a name at all.

___ When their first child was born they decided upon a name very easily.

Theme: Examples

ACTIVITY

A. Read the following sentences about San Francisco. Two of the sentences are topic sentences, and the rest are supporting sentences. Put a T in front of each topic sentence, and an S in front of each supporting sentence.

1. ___ San Francisco is usually warm and pleasant during the day.
2. ___ Some of the country's most famous restaurants and hotels are in San Francisco.
3. ___ There are many things to see and do in San Francisco.
4. ___ The city has many interesting tourist attractions.
5. ___ There are many excellent art galleries.
6. ___ The weather in San Francisco is very pleasant.
7. ___ It is never too hot or too cold.
8. ___ The nightlife is exciting.
9. ___ San Francisco has a ballet company, an opera house, and a symphony orchestra.
10. ___ It is cool and breezy at night.
11. ___ The winters are mild and it rarely snows.

B. Write the two topic sentences on the lines provided. Then list the relevant supporting sentences under the topic sentences.

A Topic sentence

Supporting sentences

B Topic sentence

Supporting sentences

Each point is followed by three statements that provide relevant, on-target support and three that do not. In the spaces, write the letters of the three relevant statements of support.

1. Point: I'm a perfect example of someone who has "math anxiety."

- A. I feel dread every time I sit down to take our Friday math quiz.
- B. Fear of math is almost as widespread as fear of public speaking.
- C. During my last math test, I "froze" and didn't even try to answer most of the questions.
- D. I also have a great deal of anxiety when I sit down to write a paper.
- E. I turned down a summer job as a salesclerk because I would have had to figure out how much change customers should get back.
- F. I used to be afraid to raise my hand in class, but now it's easier for me to answer questions.

Items that logically support the point: _____

2. Point: Elephants are very intelligent animals.

- A. For years, hunters shot elephants to obtain the ivory from their tusks.
- B. Like chimps, elephants can recognize their reflections in mirrors.
- C. Elephants tear off branches of trees to use as fly swatters.
- D. Elephants have been seen keeping vigil over their dead companions.
- E. An elephant can live as long as sixty-five years.
- F. Elephants should not be forced to perform in circuses.

Items that logically support the point: _____

3. Point: Drinking coffee can be bad for people.

- A. Some people don't like the taste of decaffeinated coffees.
- B. Coffee in the evening can interfere with sleep at night.
- C. As addictions go, coffee is less dangerous than tobacco.
- D. Too much coffee can cause the hands to shake.
- E. Drinking too much coffee can lead to a faster heartbeat and light-headedness.
- F. Most coffees cost under five dollars a pound.

Items that logically support the point: _____

4. Point: Workers in early American factories led difficult lives.

- A. The average work day was twelve hours long.
- B. Early factory workers were paid pennies an hour.
- C. Female factory workers often worked in textile mills.
- D. The first American factories were built in the late 1700s.
- E. All workers on power machines risked accidents that could maim or kill.
- F. Labor unions have greatly improved conditions in today's factories.

Items that logically support the point: _____

5. Point: Some people have very poor telephone manners.

- A. They never identify themselves, but just begin the conversation.
- B. They often make their calls on cordless phones.
- C. They have an unlisted telephone number.
- D. They conduct conversations with people around them at the same time they're talking on the phone.
- E. Some people don't like to talk on the phone.
- F. They often call around 6 p.m., which is most people's dinner hour.

Items that logically support the point: _____

Here is another activity that will sharpen your ability to decide whether evidence truly supports a point. Each point below is followed by three items of information. Put a check (!) next to the one item that logically supports the point.

1. Point: That child is very curious.

- _____ A. 1He was reciting the alphabet when he was only three years old. 2By age seven, he was doing math at a fourth-grade level. 3He skipped third and fifth grades.
- _____ B. 1His favorite word is "NO!" 2He doesn't start picking up his toys until the fifth or sixth time he is told. 3Mealtime is a battle to get him to eat properly.
- _____ C. 1He has taken apart all the clocks in the house to see how they work. 2He borrowed his father's hammer to break rocks because he "wanted to see what they looked like inside." 3He is forever asking questions that start with "How" and "Why."

2. Point: Aunt Isabel is my least favorite relative.

- _____ A. 1When we meet, she always has something critical to say, such as "What have you done with your hair?" or "You look terrible in that color." 2She calls my sister "the

smart sister” and me “the dumb one.” 3On my birthday, she said, “I didn’t think you wanted a present.”

_____ B. 1She works as a billing clerk at a hospital. 2She dropped out of high school, but earned her GED and then attended community college. 3She’s held the job for more than 15 years and has been the hospital’s “Employee of the Month” a number of times.

_____ C. 1Isabel is about five foot seven and is a little on the heavy side. 2She wears her hair very short and always has on long dangly earrings. 3She’s almost 50 but looks younger. 4She wears very little makeup—just some mascara and sometimes lip gloss.

3. Point: Our biology teacher is lazy.

_____ A. 1He has his top students present the lessons to the class so he doesn’t have to do anything. 2If someone is having trouble in class, he tells him or her to get help from one of the other students. 3So he doesn’t have to grade papers, he allows us to grade each other’s homework and test papers, even midterm and final exams.

_____ B. 1His favorite saying is, “There is no such thing as partial credit. 2Either the answer is right or it isn’t.” 3We can expect at least two hours of biology homework every night, and more on weekends and holidays. 4Even the best students in class have trouble finishing his tests before the end of the period, and the average grade for his class is a C.

_____ C. 1He always arrives exactly on time for class; you could set your watch by him. 2He predictably begins with two or three questions, then lectures for most of the period, and with five minutes to go, writes on the board exactly what he wants us to read before the next class.

4. Point: Margo is a very rude worker.

_____ A. 1She can barely stay awake while at work. 2Almost every day, she arrives at the store a few minutes late, having slept till the last minute. 3She works in slow motion, and it takes her so long to do any one thing that people never ask for her help. 4If she didn’t spend the day pumping herself full of caffeine, she probably would not be able to move at all.

_____ B. 1She keeps customers waiting while she talks with a coworker. 2When someone asks her about a sale item, she snaps, “If it isn’t on the shelf, we don’t have it!” 3When her boss isn’t watching her, she answers the telephone by saying, “Yeah, what do you want?”

_____ C. 1She can answer the phone, ring up a customer’s purchases, and count large amounts of money all at the same time. 2She often volunteers to help customers bring their bags to their cars. 3She does not mind taking time to answer a customer’s question or help someone stock a shelf.

5. Point: Greg is irresponsible.

_____ A. 1He gives up his bus seat to elderly commuters. 2When he sees people carrying heavy packages or struggling with squirming children, he rushes to open doors to help them out.

_____ B. 1No matter how much trouble I'm having with my English assignment, he refuses to do any of it for me. 2He says that between his own homework and his job, he doesn't have time. 3But he always gets B's, and I have trouble getting C's. 4Furthermore, when I need someone to cover for me at work so that I can see my girlfriend, he's always too busy with something else to help me out.

_____ C. 1He never pays his bills on time. 2When he borrows things, he returns them damaged, or not at all. 3He is usually late for appointments, if he even remembers them at all.

Theme: Physical description

Prewriting a Paragraph

The prewriting stage is when you think carefully and organize your ideas for your paragraph before you begin writing. There are six steps involved in this process. They are the following:

1. Think carefully about what you are going to write. Ask yourself: "What question am I going to answer in this paragraph or essay? How can I make this paragraph interesting? What facts can be stated to support this topic?"
2. Write your answers to the above questions and do not need to spend a lot of time doing this. Just write enough to help you remember why and how you are writing.
3. Collect facts related to your topic. Write down facts that will help you answer your questions.
4. Write down your own ideas. Ask yourself: What other things can I include about this topic? Why should people be interested in this topic? Why is this topic important?
5. Find the main idea of your paragraph: Chose the most important point. If you cannot decide which is the most important one, just choose one and stick to it throughout your paragraph.
6. Organize your facts and ideas to develop your topic, find the best way to tell the reader about it. Decide which facts will support the main idea.

Writing a Paragraph

The writing stage is when you turn your ideas into sentences and you communicate them. Some important steps are the following:

- Write a topic sentence, some supporting sentences, and one closing sentence
- Make sure that the sentences are clear, simple, and they express what you really mean
- Focus on the main idea of your paragraph
- Re-read what you wrote and see if the idea is clear and you can read it with ease

Editing a Paragraph

The editing stage is when you check your paragraph for mistakes and correct them. Do not forget to do the following:

- Check your grammar and spelling
- Read your text again and make sure each sentence makes sense
- See if your paragraph is interesting to read

Punctuation Rules

One of the most important aspects to take into consideration when you write is punctuation. It will tell your reader when to stop or when to change the interpretation of your paper. Speakers use intonation and writers use punctuation. Some of the most common marks in English are the following:

■ **Period**

- Use a period after a statement or command.

Turn on the television.
We are studying English.

- Use a period after most abbreviations.

Mr.
Ms.
Dr.

Exceptions:

UN
NATO
IBM
AIDS

■ **Question Mark**

Use a question mark in an interrogative statement. In a direct quotation, the question mark goes before the quotation mark.

He said, "Are you coming home?"

■ **Comma**

- Use a comma before a conjunction (and, or, so, but) that separates two independent clauses.

She wanted to learn to cook, so she decided to buy herself a book.

- Don't use a comma before a conjunction that separates two incomplete sentences.

She worked in the library and studied at night.

- Use a comma to separate interrupting expressions from the rest of the sentence.

Do you know, by the way, what time it is?

- Use a comma after yes and no in answers.

Yes, my father is a doctor.

- Use a comma to separate an opposite form the rest of the sentence.

Mr. Smith, the new teacher, really knows how to teach.

Would you like to try a taco, a traditional Mexican dish?

■ Quotation Marks

- Use quotation marks at the beginning and at the end of exact quotations.

He said, "I'm going to get married."

- Use quotation marks before and after titles of stories, articles, songs, and TV shows.

Do you want to watch "Friends" on TV?

My favorite song is "Disappear" by INXS.

Capitalization Rules

We use a capital letter in the following cases:

1. First words

- Capitalize the first word of every sentence.
- Capitalize the first word of a quotation.

2. Personal Names

- Capitalize the names of people including initials and titles of address.

- Capitalize family words if they appear alone or followed by a name.

Let's go, Dad.
Where's Grandma?

- Do not capitalize family words with a possessive pronoun or article.

My uncle
An aunt

- Capitalize names of God.

Allah
Jesus Christ

3. Place names

- Capitalize the names of countries, states, provinces, cities, lakes, rivers, islands, mountains

Mexico
Mt. Everest
the Amazon
Lake Ontario

- Do not capitalize the names of seasons

summer
spring
fall
winter

Theme: Personal experience

Tips for Writing a Paragraph

Characteristics of a good paragraph:

- **Topic sentence**, which includes the topic and a controlling idea.
- **Supporting ideas** (usually 3 - 6), which support the topic sentence.
- **RENNS** (reasons, examples, names, numbers, senses), which develop the supporting ideas by giving details and explanation.
- **Optional concluding sentence**, which expresses the importance of the information in the paragraph, *may* summarize the supporting ideas if the paragraph is long, or provides a transition to the next paragraph of the essay.
- **Unity**, which means that all sentences in the paragraph directly support the topic sentence.

- **Coherence**, which means that all the information of the paragraph is well-organized, logically ordered and easy to follow. This is accomplished by:
 - Repetition of key words and phrases (often from the topic sentence)
 - Parallel grammatical structure
 - Transition words and phrases.

Process of Writing a Paragraph:

1. Compose your topic sentence. Think of a topic and a controlling idea that will narrow the topic enough to support it well in one paragraph.
2. Brainstorm supporting ideas. Choose 2 - 6 supporting ideas that do a good job supporting your topic sentence.
3. Write your paragraph in topic outline form as follows. Don't actually write sentences in the outline, except for the topic sentence.

Topic sentence:

A. Supporting idea 1.

1.

2.

3.

B. Supporting idea 2.

1.

2.

3.

C. Supporting idea 3.

1.

2.

3.

Concluding sentence:

4. Put your supporting ideas in a logical order.
5. For each supporting idea, think of RENNS that further explain the idea. For balance, each supporting idea should have about the same number of RENNS.
6. Think of a concluding sentence.
7. Write your paragraph using sentences. Use the coherence strategies to make your paragraph easy to follow.

Here is an example done in class.

The students brainstormed and came up with a good topic sentence and supporting ideas:

Topic sentence: Choosing a college or university can be difficult.

Supporting ideas: 1. Good Location, 2. Affordability, 3. Good preparation for major

They then decided to order these supporting ideas according to importance, as shown in the outline below.

Next, they put this information into outline form and added some RENNS for each supporting idea.

Topic sentence: Choosing a college or university can be difficult for high school graduates.

- A. Good preparation for your major
 - 1. Thorough, solid curriculum
 - 2. Qualified professors
- B. Affordability
 - 1. Ability to pay tuition and living expenses
 - 2. Possibility of scholarships
- C. Good Location
 - 1. Study environment
 - 2. Possibilities of part time job in major

Concluding sentence: Students should consider these points carefully so they can choose the most appropriate college or university for them.

Finally, the class wrote the paragraph using sentences and tried to make the paragraph coherent using different coherence strategies.

Choosing a college or university can be difficult high school graduates. The most difficult part is finding a university that prepares them well for their future career. In order to get a good job, the curriculum that is taught must be thorough and up-to-date. In addition, the professors must be highly qualified and respected in their fields. Another difficulty in choosing a university or college is affordability. Students need to be able to pay not only the tuition fees but also the living expenses. Fortunately, some institutions might be able to offer scholarships if students cannot afford the fees. Of course, a good location is also very important when choosing a school. The environment should be safe and quiet to facilitate studying. Moreover, there should be possibilities near the school for part time or summer jobs related to major to provide some practical work experience. High school graduates should consider all of these points carefully so they can choose the most appropriate college or university for them.

Unit 4: Explanation Paragraphs

Theme: Process Paragraph

A process paragraph is an instructional block of text that explains how to perform an action. It may also serve as an explanation for how an event occurred. The paragraph usually begins with an introductory summary that is followed by sequential steps in an instructional or a chronological way, depending on the subject matter.

Example:

There are many steps to making pancakes. First, collect your ingredients. You will need, flour, sugar, milk, and eggs. You will also need a frying pan. Next, mix a cup of flour with half a cup of sugar. Add a teaspoon of salt. After that, mix the eggs and milk in a separate bowl. Add a tablespoon of oil. Then mix the liquids and solids together until you have a smooth batter. Pour some batter into a frying pan. Wait for the pancake to start to bubble. Then flip it over. Last, take the pancake out of the pan.

You Be the Editor

Read the following paragraph. It has nine errors. Find the errors and correct them. Then, rewrite the corrected paragraph.

It is not difficult to remove the shell from a lobster if you follow these step.

First, you should to put the lobster on it's back and remove the two large claws and tail section. After that, You must also twist off the flippers at end of tail section. After these are twisted off, use you fingers to push the lobster meat out of the tail in one piece. Next. remove the black vein. From the tail meat. Finally, before you sit down to enjoy your meal, break open the claws with a nutcracker and remove the meat.

Following directions

Study this list of useful vocabulary:

| | |
|--------------------------------|----------------------------------|
| turn left | go straight until you turn right |
| come to | --on the left |
| go straight on the right | go as far as |
| on the corner | until you come to |
| across the street from | next door to |
| one block, two blocks, etc. | between ___ and |
| go north | go past |
| go south | in the middle |
| go east | on the left side |
| go west | on the right side |
| continue | |

[

Look at the map and give directions.



Theme: Definition / Clarification Paragraph

The purpose of clarification writing is to explain. The writer informs an audience of a subject and clarifies it. In the clarification mode, you must write as if your audience knows very little to nothing about your subject.

WHAT ELEMENTS DO CLARIFICATION PAPERS POSSESS?

- The author focuses on their topic consistently and does not go off prompt.
- The author gives two to three reasons to support why they chose their topic.
- Each reason has quality and plentiful elaboration (elaborating details can be experiences, emotions, events).
- The essay has a "flow" to it -- it has a strategy that moves the paper toward the conclusion.

In recent times criminal activity has increased drastically on the city's outskirts. These are not the criminal actions of petty thieves and muggers, but that of organised gangs with a hierarchical command structure and an extensive resource base ...

The first sentence in this paragraph is the topic sentence, introducing what this paragraph is going to be talking about. The second sentence is a *clarifying* sentence, which tells the reader a little more information about exactly what the topic sentence is about. In this case, it *clarifies* that we're discussing large-scale organized crime rather than low level crime.

Unit 5: Comparing and Contrasting

Theme: Comparison/ contrast paragraphs

Comparison Paragraphs Organized by Similar Points

Consider the following paragraph:

My hometown and my college town have several things in common. First, both are small rural communities. For example, my hometown, Gridlock, has a population of only about 10,000 people. Similarly, my college town, Subnormal, consists of about 11,000 local residents. This population swells to 15,000 people when the college students are attending classes. A second way in which these two towns are similar is that they are both located in rural areas. Gridlock is surrounded by many acres of farmland which is devoted mainly to growing corn and soybeans. In the same way, Subnormal lies in the center of farmland which is used to raise hogs and cattle

Contrast Paragraphs: A contrast paragraph discusses the differences between (at least) two things.

Even though Arizona and Rhode Island are both states of the U.S., they are strikingly different in many ways. For example, the physical size of each state is different. Arizona is large, having an area of 114,000 square miles, whereas Rhode Island is only about a tenth the size, having an area of only 1,214 square miles. Another difference is in the size of the population of each state. Arizona has about four million people living in it, but Rhode Island has less than one million. The two states also differ in the kinds of natural environments that each has. For example, Arizona is a very dry state, consisting of large desert areas that do not receive much rainfall every year. However, Rhode Island is located in a temperate zone and receives an average of 44 inches of rain per year. In addition, while Arizona is a landlocked state and thus has no seashore, Rhode Island lies on the Atlantic Ocean and does have a significant coastline.

Theme: Similarities: Of Person, places, things, ideas.

The purpose of a description is to create a picture using words. The most important part of writing a description is using clear and effective words that create exactly the picture you want.

Describing objects

Be on time with these accurate and elegant Swiss watches. Both the man's and the woman's have black leather bands and gold faces. The face of the man's watch is 1 ¼ " and the face of the woman's is ¾ ". Both watches have a one-year guarantee. \$180. Stock number 387-6359.

We use *as* + adjective/adverb + *as* to make comparisons when the things we are comparing are equal in some way:

John is as old as Manuel.

Corn Island is as beautiful as Granada.

Theme: Differences: Of Person, places, things, ideas.

The Language of Contrast

Ann and Beth are identical twins. Of course, they are alike in many ways. They are the same age, the same height, and the same weight. They also have the same color eyes and hair. However, they are also different in many ways. Study the following patterns:

- | | |
|------------------------------|--------------------------------------|
| 1. Ann is funnier than Beth. | 2. Beth is more serious than Ann. |
| Ann is busier than Beth. | Beth is more athletic than Ann. |
| Ann is nicer than Beth. | Beth is more interesting than Ann. |
| Ann is cuter than Beth. | Beth is more creative than Ann. |
| Ann is smarter than Beth. | Beth is more sophisticated than Ann. |

Now study these patterns. We use -est and most to contrast three or more things.

1. Janie is the nicest person in the class. Jim is the tallest man in the class. Cathy is the busiest person in the class.
2. This is the most important chapter in the book. This is the most valuable diamond in the store. This is the most expensive car in the parking lot.

We use **comparative adjectives** to describe people and things:

- This car is certainly **better** but it's much **more expensive**.
- I'm feeling **happier** now.
- We need a **bigger** garden

We use **than** when we want to compare one thing with **another**:

- She is two years older **than** me.
- New York is much bigger **than** Boston.
- He is a better player **than** Ronaldo.
- France is a bigger country **than** Britain.

Superlative adjectives:

We use **the** with a superlative:

- It was **the happiest day** of my life.
- Everest is **the highest mountain** in the world.
- That's **the best film** I have seen this year.
- I have three sisters, Jan is **the oldest** and Angela is **the youngest**.

Read the following paragraph.

When Michael was vacationing in Farmington last month, he ate lunch at the City Avenue Cafe and dinner at the famous French restaurant, Chez Robert. His lunch was the worst meal he had ever eaten, but fortunately, his dinner was the best meal he had ever eaten. The Cafe was dirty and noisy; however, Chez Robert was clean and quiet. The waitresses at the Cafe were rude and the light were so bright that they bothered his eyes. On the other hand, the waitresses of Chez Robert were polite and attentive, and the only light in the dining room came from candles. Michael will always remember his delicious dinner at Chez Robert, but he can't wait to forget his terrible lunch at the City Avenue Cafe.

A. Underline the expressions of contrast.

B. Make a list of the differences between the two restaurants:

The Language of Comparison

ACTIVITY 1

Study the following patterns of comparison:

A. Affirmative sentences

(2) With OTHER VERBS John is a student. George is a student. Japan exports cars. Germany exports cars.

a. John is a student and George is too. b. John is a student and so is George.

B. Negative Sentences

(1) With BE

a. Japan exports cars and Germany does too. b. Japan exports cars and so does Germany.

The blue dress isn't expensive. The green dress isn't expensive.

a. The blue dress isn't expensive, and the green dress isn't either.' b. The blue dress isn't expensive, and neither is the green dress.

(2) With OTHER VERBS Owls don't sleep at night. Mice don't sleep at night.

a. Owls don't sleep at night, and mice don't either. b. Owls don't sleep at night, and neither do mice.

Unit 6: Analyzing Causes and Effects

Cause/effect paragraphs generally follow basic paragraph format. That is, they begin with a topic sentence and this sentence is followed by specific supporting details. For example, if the topic sentence introduces an effect, the supporting sentences all describe causes.

Content: Cause paragraph answer the question “why”

In recent decades, cities have grown so large that now about 50% of the Earth's population lives in urban areas. There are several reasons for this occurrence. First, the increasing industrialization of the nineteenth century resulted in the creation of many factory jobs, which tended to be located in cities. These jobs, with their promise of a better material life, attracted many people from rural areas. Second, there were many schools established to educate the children of the new factory laborers. The promise of a better education persuaded many families to leave farming communities and move to the cities. Finally, as the cities grew, people established places of leisure, entertainment, and culture, such as sports stadiums, theaters, and museums. For many people, these facilities made city life appear more interesting than life on the farm, and therefore drew them away from rural communities.

Notice how each supporting sentence is a cause that explains the effect mentioned in the topic sentence. In the chart below are the main ideas of the above paragraph, to help you understand the relationships better:

Effects of Alcohol

Letting alcohol take control over your life has many negative effects on a person and the people around them. One important effect is the damage you can do to your body. Drinking can lead to severe illness and even eventual death; some health consequences to consider might be liver disease, kidney failure and, for pregnant women, the loss of their unborn child. Another detriment is that an addiction could lead to drinking and driving; possibly causing a fatal car accident for either yourself and/or an innocent bystander. Another concern to consider is the relationships alcohol can destroy. Alcohol abuse can have very serious effect on a person's temperament, which can lead to spousal and even child abuse. Alcohol often is the number one cause in divorce and spending time in jail. It can also affect relationships outside of the family; many people have lost life-long friends whether it is due to foolish arguments and behavior or possibly death. Lastly, drinking has negative effects on self-esteem and rational thinking. People become more self-centered, develop low self-esteem, doing things or behaving in ways that they would not normally. They have little or no regard to the outcomes of what is said or done when they grow reliant on getting that alcohol high. The negative effects of alcohol abuse are overwhelming when considering the many consequences that drinkers and the people around them have to deal with.

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| EFFECT (Topic Sentence) | CAUSES (Supporting Sentences) |
|--|--|
| Cities have grown very large. [There are several reasons for this.] | Factory jobs attracted people. |
| (Cities have grown very large.) | Better schools attracted families to move to the city. |

(Cities have grown very large.)

Places of leisure, entertainment, and culture made city life appear more interesting.

Notice also how the topic sentence is followed by the "focusing" or "prediction" sentence. There are several reasons for this. Such sentences help the reader anticipate the organization of the paragraph or essay.

Theme: Effect paragraphs answer the question “what”

Effect paragraphs are the opposite of cause paragraphs. They describe the effects of a given thing or event.

Pollution which is one of the biggest problems facing the world today has many effects on human life. First of all, pollution is bad for people's health. For example, smog, caused by car's exhaust fumes and factory emissions, can lead to lung diseases in humans. Also, food and water can be polluted by poisonous chemicals, and this can cause cancer in the people who consume them. Another effect of pollution is the destruction of human habitat. Thus, an oil spill can make an area where people previously lived uninhabitable. Another example is the nuclear disaster in Fukushima, Japan, which made it impossible for people to live in a large area around the site of the explosion. Finally, pollution can also have a negative effect on people's psychology. People who live in a clean, unspoiled landscape like the Swiss Alps will tend to be more positively affected by their environment than people who live in a polluted city such as London. To sum up, pollution has many negative effects on the lives of humans.

Unit 7: Writing Summaries

Content: Purpose of a summary: Inform, Purpose, Persuade

Summaries require a special kind of writing. A good summary gives only main ideas. It does not include details. Before you begin to write, you should think about who, when, where, why, what, and how.

In writing the summary, let your reader know the piece that you are summarizing. Identify the title, author and source of the piece. You may want to use this formula:

In "Title of the Piece" (source and date of piece), author shows that: central idea of the piece. The author supports the main idea by using _____ and showing that _____.

Here is a sample summary:

In the short story "[The Secret Life of Walter Mitty,](#)" author James Thurber humorously presents a character who fantasizes about himself as a hero enduring incredibly challenging circumstances. In his real life, Walter Mitty lives an ordinary,

plain life; he is a husband under the control of an overbearing, critical wife. Thurber uses lively dialogue to give readers an understanding of Mitty's character. The story takes place over a period of about twenty minutes; during this brief time, Mitty drives his wife to the hairdresser and runs errands that his wife has given him while he waits for her. In between his worrying that he is not doing what she wants him to do, he daydreams about himself as a great surgeon, brilliant repair technician, expert marksman, and brave military captain. This story shows that fantasy is often a good alternative to reality.

Remember:

- Do not rewrite the original piece.
- Keep your summary short.
- Use your own wording.
- Refer to the central and main ideas of the original piece.
- Read with who, what, when, where, why and how questions in mind.
- Do not put in your opinion of the issue or topic discussed in the original piece. Often, instructors ask students to put their opinions in a paragraph separate from the summary.

Purpose of a summary:

"The purpose of a **summary** is to give a reader a condensed and objective account of the main ideas and features of a text. Usually, a summary has between one and three paragraphs or one hundred to three hundred words, depending on the length and complexity of the original essay and the intended [audience](#) and purpose.

Example Summary

Paragraph

- Today, pornography attempts to make its audience focus their fantasies on specific people. The "Playmate of the Month" is a particular woman about whom the reader is meant to have particular fantasies. In my view, this has a more baneful effect on people--makes them demented, in fact, in a way that earlier pornography didn't. Today's pornography promises them that there exists, somewhere on this earth, a life of endlessly desirable and available women and endlessly potent men. The promise that this life is just around the corner--in Hugh Hefner's mansion, or even just in the next joint or the next snort--is maddening and disorienting. And in its futility, it makes for rage and self-hatred. The traditional argument against censorship--that "no one can be seduced by a book"--was probably valid when pornography was impersonal and anonymous, purely an aid to fantasizing about sexual utopia. Today, however, there is addiction and seduction in pornography.

Midge Decter

Summary:

- Decter argues that because pornography is more realistic now, using photographs of people with names and identities, it is more harmful to its readers and viewers, who can easily grow dissatisfied and frustrated with fantasies.

Fisherman and the Fish

Once upon a time an old man and his wife lived on the shore of the blue sea. They were poor and lived in an old mud hut. He made a living by fishing, while his wife spun cloth. One day he caught a small golden fish in his net. The fish begged him, "Let me go, old man. I will reward you for my freedom by giving you anything you desire." The fisherman was astonished and frightened because he had never before heard a fish speak. He let the fish go and said kindly to her, "God bless you, golden fish. I don't need anything from you."

The fisherman went home and told his wife the wonderful thing that had happened to him at the shore. But she cursed angrily him and said, "You are such a fool not to make a wish! At least you could have asked for a watering-trough, since ours is broken."

The old man returned to the seashore, where little waves were rushing up onto the sand. He called out to the golden fish. She swam up and asked, "What do you need, old man?" He bowed and replied that his wife cursed at him because she needed a new trough. The fish comforted him and promised to grant his wish.

When the fisherman returned home he saw the new trough. But his wife shouted at him, "'You are such a fool! Go back to the fish! Ask for a new house."

The fisherman went back to the sea, where the water and sky had become overcast. He called the fish, who swam up to where he was standing. He apologized and said that his snappish wife wanted a new house. The fish comforted him and promised to fulfill his wish.

When he returned, he saw a nice new cottage with a gate. But his wife shouted even louder, "You are such a fool! Go back to the fish! I do not want be an ordinary peasant, I want be a noblewoman!"

The poor old fisherman went to the sea. The waves were beginning to rise and beat on the shore, and the sky had become even darker. He called the golden fish, who swam up and asked him what he wanted. He bowed humbly and explained, "Don't be angry, Your Majesty Golden Fish. My wife has gone mad; she wants be a noblewoman." The fish comforted him.

And what did he see when he returned home? The hut had become a great house. His wife was wearing an expensive sable jacket and had a kokoshnik (headdress) of brocade. She had on pearl necklaces and gold rings. There were many servants bustling around her. She hit and slapped them. The fisherman

said, "Greetings, Milady, I hope you are satisfied now." She didn't deign to answer him, but instead ordered him off to live in the stable.

Several weeks later, the wife ordered her husband to appear before her and instructed him to go to the sea again, saying, "I am still subject to the rule of those above me! I want be queen of all the land!" The old man, frightened, said, "Are you crazy, old woman? You have no concept of courtly manners. Everybody will make fun of you." At these words his wife glowered with rage, slapped his face, and ordered him to obey.

The old man went down to the seashore. The water was roiling, the sky and sea had become almost black. He called the golden fish. When she swam to the shore, he bowed and said that his wife now wanted to be queen of the land. The fish comforted him and let him go home.

When the fisherman arrived, he found a great palace, inside which his wife was seated on a throne. Boyars and other noblemen were her servants. Around her stood menacing guards. The old man was terrified, but approached the queen and said, "Greetings, Your Majesty. I hope you are happy now." She did not even look at him, and her guards drove him out.

Several weeks later the queen sent for the old fisherman and again ordered him to go to the sea--this time to ask the golden fish to become her servant and make her Empress of Land and Sea. The fisherman was so terrified of her that he did not even protest. He submissively went back to the sea.

A terrible storm was raging there, with lightning, thunder, and giant waves crashing against the shore. The old man yelled as loud as he could and the fish rose out of the waves. He explained to her what his wife wanted now. This time the golden fish did not reply, but turned and swam away out to sea. After waiting a long time in vain for any answer, the fisherman returned home--where he found his old mud hut, his poor old wife and a broken trough in front of her.

JOURNAL

Saturday, October 6, 2007

What a busy day today! I never had a moment's rest. The day started with my alarm clock blaring at 7am. I had to be at the Smith's house by 8am to baby-sit. I really didn't want to wake up so early on a Saturday, but I'm saving money to buy a new iPod and couldn't say no to an all-day babysitting job.

When I arrived at the Smith's house, both kids were already awake. Madison was watching cartoons in living room and Jacob was playing with his Legos in his bedroom. The kids were hungry so I made them some oatmeal in the microwave and we all ate breakfast together.

We had to leave right after breakfast for Jacob's soccer practice. Luckily, the Smiths only live a couple blocks from the soccer field so we just walked there. It was a lot of fun watching Jacob play soccer. He's very talented. I was worried that Madison might be bored, but she stayed busy by playing her Gameboy while Jacob practiced.

When practice was over, we went back to the house to make lunch. It's always a breeze to make lunch for the Smith kids because they love chicken nuggets and French fries. All I had to do was pull the food out of the freezer and bake it in the oven.

After lunch, I planned a special surprise for the kids...I took them to see the new Disney movie. The movie theater is a few miles away from their house so I had to call my mom to pick us up in her car and drive us there. The kids loved the movie; they couldn't stop laughing. I have to admit that I thought it was pretty funny too. The only bad part was that the theater had the air conditioning cranked up and it was freezing cold!

My mom picked us up again after the movie and took us back to the Smith's house. We had only been back for a few minutes when Mrs. Smith came back home. I didn't expect her home so soon, but she was back early because the power went out at her office.

It worked out very well though because as soon as I left the Smith's, Danielle called to see if I wanted to go to the mall. I checked in at home to make sure it was ok and then met Danielle at her house.

While we were at the mall, we definitely "shopped 'til we dropped". I bought a t-shirt, a sweater, a pair of jeans, and some flip flops. I know that I won't need the flip flops for much longer since it's already October, but they were on clearance and I couldn't pass them up.

Finally after all that shopping, we headed home because I was exhausted. Today was a fun day, but I can't wait to sleep in tomorrow!

LOVE LETTER

1735 Stanton Ave.
Richmond, VA 22045

May 15, 2017

My Dear Cheryl,

Loving you is so easy.

There are so many reasons why I love you...

The little things you do, the simple gestures you make, the feelings and thoughts that

you share with me. I adore the way you look, the way you move, and your infectious smile.

There are so many things to love about you!

Do you know I love it when you daydream and you think no one is watching?

Do you know I love the way your eyes sparkle when you tell a funny story?

Do you know that I love the shape of your ears?

Do you know I love to watch you sleep?

I could go on and on.

It's important to me that you know that I love you - and how much I love you.

So whatever it is that you are doing, thinking or saying, as you go about your day -- know that I am there with you, loving you.

Much Love,

Nathan

APOLOGY LETTER

175 Pitkin Park Road
Apt. No. 7
Montpelier, VT
05602-2950

April 10, 2017

Martin Gavin
175 Pitkin Park Road
Apt. No. 15
Montpelier, VT
05602-2950

Dear Martin:

Re: Parking Garage Problem

Please regard this as a letter of apology for the recent problems that I caused you by moving your belongings in the parking garage without your permission.

Believe me, I had no intention of causing you any problems. Over the long weekend I decided to rearrange my space in the garage and install some new shelving on the front wall opposite my parking space. While I was at it I thought I would also tidy up the entire garage. It was during that process that I noticed that your boxes of books were stored, what I thought was, dangerously close to the electric heating element. So, I took the liberty of moving those boxes to the other side of the garage. It didn't occur to me at the time that this would block the entry and exit on the passenger side of your vehicle.

After you brought this to my attention Monday evening I immediately moved your boxes back to where they were stored originally. As you suggested, by stacking them carefully I was able to place them so that there was sufficient safe clearance from the heating element. I trust you will find everything in order now.

I'm really sorry that I didn't check with you first before moving your belongings. I can now see how it would have upset you to return after the holiday weekend and find your belongings moved for no apparent reason. All I can say is that it won't happen again.

Sincerely,

Jeff Gibson

FAREWELL LETTER

August 12, 2017

Dear Friends:

As a number of you already know I have recently accepted a position with another company and will be leaving at the end of this week. Please consider this to be my sincere goodbye to each and every one of you.

I want you all to know that I am truly leaving here with mixed feelings; happy about my new career opportunity, but sad to be leaving such a great company where I have so many wonderful friends and colleagues. The last three years as a member of the Sys Tek team was the best period of my career so far. I learned a great deal and worked with many people with whom I am sure I will remain friends for a long time. I can only wish that my new job will give me such rewarding experiences and supportive friends.

Thank you so much for making my time at Sys Tek a truly enjoyable one. I invite any of you who would like to keep in touch, to speak to me before I leave on Friday and I will be happy to give you my new phone and e-mail co-ordinates.

My very best wishes for the future go out to each and every one of you.

Yours sincerely,

Jason Hurley