

# Students' Workbook

*by Nurul Lailatul Khusniyah*

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**Submission date:** 16-Mar-2023 11:45AM (UTC+0800)

**Submission ID:** 2038285040

**File name:** downloadfile.pdf (2.64M)

**Word count:** 47769

**Character count:** 259589

**STUDENTS' WORKBOOK**  
**EFFECTIVE FOR WRITING**



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**Dr. Hj. Nurul Lailatul Khusniyah, M.Pd**

**STUDENTS' WORKBOOK  
EFFECTIVE FOR WRITING**

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*Dr. Hj. Nurul Lailatul Khusniyah, M.Pd ~ iii*

**Students' Workbook  
Effective for Writing**

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ISBN : 978-623-317-221-9  
Cetakan 1 : September 2021

Penerbit:  
Sanabil  
Jl. Kerajinan 1 Blok C/13 Mataram  
Telp. 0370- 7505946, Mobile: 081-805311362  
Email: [sanabilpublishing@gmail.com](mailto:sanabilpublishing@gmail.com)  
[www.sanabil.web.id](http://www.sanabil.web.id)

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## DEAN FOREWORD

*Alhamdulillah*, segala puji hanya milik Allah SWT. Shalawat & Salam semoga senantiasa terlimpah pada teladan agung Nabi Muhammad SAW, beserta keluarga, sahabat dan pengikutnya sampai hari kebangkitan kelak. Berkat rahmat dan hidayah Allah SWT, program penulisan buku ajar dan referensi telah dapat dirampungkan.

Kewajiban dosen untuk menulis dan memproduksi buku, baik buku ajar maupun buku referensi sejatinya sudah diatur dalam UU Nomor 12 tahun 2012 tentang perguruan tinggi dan UU Nomor 14 tahun 2005 tentang Guru dan Dosen dan sejumlah regulasi lainnya. Pasal 12 UU No.12 tahun 2012 dengan tegas menyebutkan bahwa dosen secara perseorangan atau kelompok wajib menulis buku ajar atau buku teks yang diterbitkan oleh perguruan tinggi sebagai salah satu sumber belajar.

Kompetisi Buku Ajar dan Referensi (KOBAR) Fakultas Tarbiyah dan Keguruan (FTK) UIN Mataram tahun 2021 adalah upaya Fakultas untuk berkontribusi dalam implemementasi undang-undang di atas, dimana secara kuantitatif, grafik riset dan publikasi dosen PTKI masih harus terus ditingkatkan. Tujuan lainnya adalah meningkatkan mutu pembelajaran dengan mewujudkan suasana akademik yang kondusif dan proses pembelajaran yang efektif, efisien dengan kemudahan akses sumber belajar bagi dosen dan mahasiswa. Publikasi ini juga diharapkan *men-support* peningkatan karir dosen dalam konteks kenaikan jabatan fungsional dosen yang ujungnya berdampak pada peningkatan status dan peringkat akreditasi program studi dan perguruan tinggi.



Secara bertahap, Fakultas terus berikhtiar meningkatkan kuantitas dan kualitas penerbitan buku. Pada tahun 2019 berjumlah 10 judul buku dan meningkat cukup signifikan tahun 2020 menjadi 100 judul yang terdistribusi dalam 50 judul buku ajar dan 50 judul buku referensi. Ikhtiar Fakultas tidak berhenti pada level publikasi, namun berlanjut pada pendaftaran Hak Kekayaan Intelektual (HKI) dosen di Direktorat Jenderal Kekayaan Intelektual (DJKI) Kementerian Hukum dan Hak Asasi Manusia RI, sehingga tahun 2020 menghasilkan 100 HKI dosen.

Kompetisi buku ajar dan referensi tahun 2021 berorientasi interkoneksi-integrasi antara agama dan sains, berspirit Horizon Ilmu UIN Mataram dengan inter-multi-transdisiplin ilmu yang mendialogkan metode dalam *Islamic studies* konvensional berkarakteristik deduktif-normatif-teologis dengan metode *humanities studies* kontemporer seperti sosiologi, antropologi, psikologi, ekonomi, hermeneutik, fenomenologi dan juga dengan metode ilmu eksakta (*natural scincies*) yang berkarakter induktif-rasional. Buku yang dikompetisikan dan diterbitkan pada Tahun 2021 sejumlah 75 buku referensi dan 20 buku ajar untuk kalangan dosen. Disamping kompetisi buku untuk dosen, FTK UIN Mataram juga menyelenggarakan kompetisi buku bagi mahasiswa. Ada 20 judul buku yang dikompetisikan dan telah disusun oleh mahasiswa. Hal ini tentunya menjadi suatu pencapaian yang patut untuk disyukuri dalam meningkatkan kemampuan literasi dan karya ilmiah semua civitas akademika UIN Mataram.

Mewakili Fakultas, saya berterima kasih atas kebijakan dan dukungan Rektor UIN Mataram dan jajarannya, kepada penulis yang telah berkontribusi dalam tahapan kompetisi buku tahun 2021, dan tak terlupakan juga editor dari dosen

sebidang dan penerbit yang tanpa sentuhan *zaugnya*, *perfomance* buku tak akan semenarik ini. Tak ada gading yang tak retak; tentu masih ada kurang, baik dari substansi maupun teknis penulisan, di 'ruang' inilah kami harapkan saran kritis dari khalayak pembaca. Semoga agenda ini menjadi *amal jariyah* dan hadirkan keberkahan bagi sivitas akademika UIN Mataram dan ummat pada umumnya.

Mataram, Ocober 25<sup>th</sup>, 2021

Dean



**Dr. Jumarim, M.H.I**

NIP. 197612312005011006



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## AUTHOR FOREWORD

Praise and gratitude the author prays only to the presence of Allah Azza wa Jalla, because it is thanks to the abundance of His grace and gifts that this Reference Book with the title " " can be completed. Furthermore, shalawat and greetings are always poured out to the lord of nature Prophet Muhammad sallallaahu 'Alaihi Wasallam who guides us to the right path..

The textbook entitled Students' Workbook Effective for Writing is one of the worksheets that can be used by students to learn to write. This textbook can be used as a source of student learning in improving writing skills. Learning to write English is considered as one of the most difficult skills to learn. Therefore, this book provides exercises to learn to write English from basic to paragraph.

This textbook consists of two parts, namely learning basic sentences for writing, writing paragraphs, and writing various types of paragraphs. In the first part, students learn about the basic concepts of sentences, sentence types, sentence fragments, run-ons, punctuation and capitalization. These sections serve as basic knowledge in writing. The second stage is followed by writing paragraphs. So, in this section students learn the meaning of paragraphs, the initial writing process, topic sentences, unity and coherence, summaries and paraphrases, and plagiarism. This second part is a form of development of the basic learning process about writing. The third section deals with various types of paragraphs. At this stage, students implement basic knowledge of writing and paragraphs to be applied to various types of paragraphs such as descriptive, definition, process, narrative, and argumentation.

The author realizes that in the preparation of this book is still far from perfection. Therefore, the author expects constructive criticism and suggestions for the perfection of the

contents of this book. Finally, hopefully this book can be used as a reference in the world of education.

Mataram, 1<sup>st</sup> September, 2021

Nurul Lailatul Khusniyah



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**LESSON PLAN**  
**(Berdasarkan Permen Ristekdikti Nomor 44 Tahun 2015 Pasal 12)**

<b>Number Document :</b>	<b>Number Revision:</b>	<b>Date: 1 September 2021</b>
<b>Subject: English Writing</b>	<b>Semester:</b>	<b>Code:</b>
<b>Study Program : Pendidikan Bahasa Inggris (Tadris)</b>		
<b>Lecture :</b>		
<b>Learning Outcome</b>	<ol style="list-style-type: none"> <li>1. Become a citizen who believes and fears Allah SWT, is proud and loves the homeland, and has good morals, ethics and personality.</li> <li>2. Able to integrate understanding with Islam, science, technology, and civilization.</li> <li>3. Have the skills and abilities to make appropriate and professional decisions based on the results of analysis of information and data, and be able to choose alternative solutions independently and in groups in solving problems in the work environment they face in accordance with the context in order to obtain the best results.</li> <li>4. Have proficiency and ability to write English skills.</li> </ol>	
<b>Subject Learning Outcome</b>	<ol style="list-style-type: none"> <li>1. Have comprehensive knowledge and understanding of the process of writing English</li> <li>2. Have the ability to implement the competencies possessed in developing learning innovations in English Writing</li> <li>3. Develop the theme into a meaningful and comprehensive English text.</li> </ol>	
<b>Subject Description</b>	<p>After the students learn some materials of English writing, they are able to create a good sentence until paragraph and they apply it in types of paragraph. Besides that, they will understand's grammatical structural in writing and apply them. So, after the students finish this subject are expected to master in academic writing skills. Writing is be life style. They can use this skill in their life like as making report, review, and writing</p>	

No	Basic Competence	Topic	Learning Method	Time	Task	Indicators
1	Students are able to use the kinds of sentence	Basic sentence and kinds of sentences	Discussion Ask and answer Cooperative learning Learning based project	2 x 50 minutes	Do the task in worksheet	1. Pattern of simple sentence 2. Pattern of compound sentence 3. Pattern of complex sentence 4. Pattern of compound-complex sentence
2	Students are able to use fragments in writing	Fragments	Discussion Ask and answer Cooperative learning Learning based project	2 x 50 minutes	Do the task in worksheet	1. Fragment sentence concept 2. Error in fragment sentence
3	Students are able to identify and use the run-ons in writing	Run-ons	Discussion Ask and answer Cooperative learning Learning based project	2 x 50 minutes	Do the task in worksheet	1. identify run-on sentences 2. fix run-on sentences through the use of ending punctuation, semi-colons, and commas with conjunctions and subordinators
4	Students are able to know and apply the role of punctuation and capitalization	Punctuation and capitalization	Discussion Ask and answer Cooperative learning	2 x 50 minutes	Do the task in worksheet	1. identify the role of punctuation in the sentence

No	Basic Competence	Topic	Learning Method	Time	Task	Indicators
			Learning based project			2. identify the rule of capitalization in the sentence
5	Students are able to comprehend the concept of paragraph and part of paragraph	Paragraph	Discussion Ask and answer Cooperative learning Learning based project	2 x 50 minutes	Do the task in worksheet	1. Comprehending the paragraph 2. Comprehending part of paragraph
6	Students are able to choose and develop the idea in writing	Selecting and developing ideas	Discussion Ask and answer Cooperative learning Learning based project	2 x 50 minutes	Do the task in worksheet	1. Making freewriting activity 2. Comprehending brainstorming 3. Comprehending clustering
7	Students are able to apply the topic sentence in writing	Topic sentence	Discussion Ask and answer Cooperative learning Learning based project	2 x 50 minutes	Do the task in worksheet	1. Identify topic sentence 2. Create the effective topic sentence 3. identify topic and controlling idea in topic sentence
<b>8</b>	<b>Middle Test</b>					
9	Students are able to apply the unity and coherence in	Unity and coherence	Discussion Ask and answer	2 x 50 minutes	Do the task in	1. explain the unity and coherence of a paragraph



No	Basic Competence	Topic	Learning Method	Time	Task	Indicators
	text		Cooperative learning Learning based project		worksheet	2. analyze the unity and coherence of the given paragraph
10	Students are able to make summarize and paraphrase	Summarising and paraphrasing	Discussion Ask and answer Cooperative learning Learning based project	2 x 50 minutes	Do the task in worksheet	1. explain summarizing 2. explain paraphrase 3. making summarizing and paraphrase
11	Students are able to comprehend the concept of plagiarism in writing	Plagiarism	Discussion Ask and answer Cooperative learning Learning based project	2 x 50 minutes	Do the task in worksheet	1. Understand concept of plagiarism 2. Identify the plagiarism in text

No	Basic Competence	Topic	Learning Method	Time	Task	Indicators
12	Students are able to make descriptive paragraph through themes and it's context	Descriptive paragraph	Discussion Ask and answer Cooperative learning Learning based project	2 x 50 minutes	Do the task in worksheet	<ol style="list-style-type: none"> <li>Understand concept of descriptive paragraph</li> <li>Make a descriptive paragraph</li> </ol>
13	Students are able to make definition paragraph through themes and it's context	Definition paragraph	Discussion Ask and answer Cooperative learning Learning based project	2 x 50 minutes	Do the task in worksheet	<ul style="list-style-type: none"> <li>Understand concept of definition paragraph</li> <li>Make a definition paragraph</li> </ul>
14	Students are able to make process paragraph through themes and it's context	Process analysis paragraph	Discussion Ask and answer Cooperative learning Learning based project	2 x 50 minutes	Do the task in worksheet	<ul style="list-style-type: none"> <li>Understand concept of proses paragraph</li> <li>Make a process paragraph</li> </ul>

No	Basic Competence	Topic	Learning Method	Time	Task	Indicators
15	Students are able to make narrative paragraph through themes and it's context	Narrative paragraph	Discussion Ask and answer Cooperative learning Learning based project	2 x 50 minutes	Do the task in worksheet	<ul style="list-style-type: none"> <li>• Understand concept of narrative paragraph</li> <li>• Make a narrative paragraph</li> </ul>
16	Students are able to make argumentative paragraph through themes and it's context	Argumentative paragraph	Discussion Ask and answer Cooperative learning Learning based project	2 x 50 minutes	Do the task in worksheet	<ul style="list-style-type: none"> <li>• Understand concept of argumentative paragraph</li> <li>• Make a argumentative paragraph</li> </ul>

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#### **ASSESSMENT**

1. Assessment Aspect
  - a) Attitude
  - b) Knowledge
  - c) Skills

Attendance of at least 80% is a prerequisite for passing the course

3. Bobot Penilaian

- a) Bobot Nilai Tugas Terstruktur dalam perkuliahan = 20 poin
- b) Bobot Nilai Partisipasi dalam Diskusi & Tanya Jawab = 10 Poin
- c) Bobot Nilai Ujian Tengah Semester (UTS) Laporan Analisis Jurnal Inovasi Pemb. Fisika = 30 Poin
- d) Bobot Nilai Ujian Akhir Semester (UAS) Proyek Inovasi Pembelajaran Fisika (Presentasi+lesson Plan + produk) = 40 Poin
- e) Nilai Akhir =  $(\text{Poin Nilai Tugas Terstruktur}) + (\text{Poin Nilai Partisipasi}) + (\text{Poin Nilai UTS}) + (\text{Poin Nilai UAS})$

**PART 1**  
**Effective Sentence for**  
**Writing**

*Dr. Hj. Nurul Lailatul Khusniyah, M.Pd ~ 1*

## CHAPTER 1

### BASIC SENTENCE

In this chapter;

The students will comprehend about;

1. Concept of sentence and the pattern of sentence
2. The role of subject in English sentence
3. The role of verb in English sentence as predicate
4. Complete thought has completed the sentence pattern.

What Do You Think?



<https://www.vectorstock.com/royalty-free-vector/social-network-activity-design-vector-9885325>

1. Make a sentence based on the picture!
2. Explain the pattern of sentence

Sentence is the basic unit of written communication. It must build using correct grammatical in English. It has role that uses in writing. In this chapter explains subject, verb, and predicate that are as basic element in the sentence. It takes from Brandon & Brandon and Susan.<sup>1,2</sup>

<sup>1</sup> Lee Brandon and Kelly Brandon, *Paragraphs and Essays With Integrated Readings Eleventh Edition* (MA: Wadsworth, Cengage Learning, 2011).

<sup>2</sup> Susan Anker, *Real Writing with Readings Paragraphs and Essays for College, Work, and Everyday Life Fifth Edition* (Boston: Bedford/St. Martin's, 2010).

A complete sentence in written standard English must have these three elements;

- a. Subject
- b. Verb
- c. Complete thought<sup>1</sup>

Another suggest that two most important parts of any sentence are the subject and the verb.

#### A. Subject<sup>1</sup>

Subject has a main role in sentences building. Subject is **who** or **what** causes the action or expression a state of being.

Example;

The woman left for work.

Subject    Verb

The subject *woman* and the verb *left* indicate the basic content of the sentence while providing structure.

The simple subject of a sentence is usually a single noun or pronoun.

Example;

The judge's reputation for order in the courtroom is well known

Simple subject

The complete subject is the simple subject with all its modifiers that is, with all the words that describe or qualify it.

Example

The judge's reputation for order in the courtroom is well known

Complete subject

To more easily understand and identify simple subjects of sentences, you may want to review the following information about nouns and pronouns.

#### Nouns

Nouns are naming words. Nouns may name persons, animals, plants, places, things, substances, qualities, or ideas—for example, *Bart*, *armadillo*, *Mayberry*, *tree*, *rock*, *cloud*, *love*, *ghost*, *music*, *virtue*



## Pronouns

A **pronoun** is a word that is used in place of a noun.

- Pronouns that can be used as subjects of sentences may represent specific persons or things and are called personal pronouns:

I                      we  
you                    you  
he, she, it          they

Example: They recommended my sister for the coaching position.

### Subject

- Indefinite pronouns refer to nouns (persons, places, things) in a general way:

each      everyone      nobody      somebody

Example: Everyone wants a copy of that paragraph.

### Subject

- Other pronouns point out particular things:

**Singular:** *this, that*

**Plural:** *these, those*

*This* is my treasure.

*These* are my jewels.

*That* is your junk.

*Those* are your trinkets.

- Still other pronouns introduce questions:

*Which* is the best iPod?

*What* are the main ingredients in a Twinkie?

*Who* understands this computer command?

### Language Note:

To be the subject of a sentence, a pronoun must stand alone

*This* is a treasure. [Subject is *this*; pronoun stands alone.]

This *treasure* is mine. [Subject is *treasure*. *This* is an adjective—a word that describes a noun; *This* describes *treasure*.]

### Compound Subjects

A subject may be compound. That is, it may consist of two or more subjects, usually joined by *and* or *or*, that function together.

6

*Example;*

*Steven, Juan, and Alicia* attended the seminar. [Note the placement of commas for three or more subjects.]

#### Implied Subjects

A subject may be implied or understood. An imperative sentence a sentence that gives a command—has *you* as the implied subject.

*Example*

(You) Sit in that chair, please.

(You) Now take the oath.

(You) Please read the notes carefully.

#### Trouble Spot: Prepositional Phrases

A prepositional phrase is made up of a preposition (a word such as *at, in, of, to, with*) and one or more nouns or pronouns with their modifiers: *at the time, by the jury, in the courtroom, to the judge and the media, with controlled anger.*

Be careful not to confuse the subject of a sentence with the noun or pronoun (known as the object of the preposition) in a prepositional phrase. The object of a preposition cannot be the subject of a sentence.

*Example;*

The car with the dents is mine.

#### **Subject Prepositional phrase**

The subject of the sentence is *car*. The word *dents* is the object of the preposition *with* and cannot be the subject of the sentence.

#### Trouble Spot: **The** Words *Here* and *There*

The words *here* and *there* are adverbs (used as filler words) and cannot be subjects.

*Example;*

There is no problem.

**subject**

Here is the issue.

**subject**

The **subject** of a sentence is the person, place, or thing that primarily acts, experiences, or is described in a sentence. The subject of a sentence can be a noun or a pronoun. To find the subject, ask yourself, **Who or what is performing the action in the sentence?**<sup>3</sup>

**Person as Subject**    Isaac arrived last night  
(**whom** is the sentence about? *Isaac*)

**Thing as Subject**    The restaurant has closed  
(**What** is the sentence about? The restaurant)

**Language Note:**

English sentences always have a subject because the verb does not always have an ending that identifies the subject.

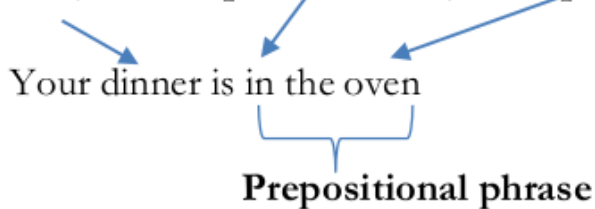
A **compound subject** consists of two or more subjects joined by *and*, *or*, or *nor*.

**TWO SUBJECTS**            Kelli and Kate love animals of all kinds.

**SEVERAL SUBJECTS**    The baby, the cats, and the dog play well together.

A **preposition** connects a noun, pronoun, or verb with other information about it. A **prepositional phrase** is a word group that begins with a preposition and ends with a noun or pronoun, called the **object of a preposition**. The subject of a sentence is *never* in a prepositional phrase.

**Subject    Preposition    Object of preposition**



---

<sup>3</sup> Ibid.

**Subject    Preposition**

↓                      ↙  
One of my best friends races cars



**Prepositional phrase**

Although you might think the word *friends* is the subject of the sentence, it isn't. *One* is the subject. The word *friends* cannot be the subject because it is in the prepositional phrase *of my best friends*. When you are looking for the subject of a sentence, cross out the prepositional phrase.

### **B. Verb**

Every sentence has a **main verb**, the word or words that tell what the subject does or that link the subject to another word that describes it. Verbs do not always immediately follow the subject: Other words may come between the subject and the verb. There are three kinds of verbs: **action verbs**, linking verbs, and helping verbs. Verbs show action or express being in relation to the subject of a sentence.

## Types of Verbs

**1. Action verbs** indicate movement or accomplishment in idea or deed. Someone can "consider the statement" or "hit

the ball." An **action verb** tells what action the subject performs. To find the main action verb in a sentence, ask yourself: **What action does the subject perform?**

Here are other examples:

She *sees* the arena.

He *bought* the book.

They *adopted* the child.

He *understood* her main theories.

**Being verbs** indicate existence. Few in number, they include *is, was, were, am,* and *are*.

The movie *is* sad.

The book *was* comprehensive.

They *were* responsible.

I *am* concerned.

We *are* organized


## 2. Linking Verbs


A **linking verb** connects (links) the subject to another word or group of words that describes the subject. Linking verbs show no action. The most common linking verb is *be* (*am, is, are,* and so on). Other linking verbs, such as *seem* and *become*, can usually be replaced by a form of the verb *be*, and the sentence will still make sense.

To find linking verbs, ask yourself: **What word joins the subject and the words that describe the subject?**

**Example;**

  
The bus *is* late.

  
I *feel* great today. (I *am* great today.)

  
My new shoes *look* shiny. (My new shoes *are* shiny.)

  
The milk *tastes* sour. (The milk *is* sour.)

Some words can be used as either action verbs or linking verbs, depending on how the verb is used in a particular sentence.

**ACTION VERB** Justine smelled the flowers.

**LINKING VERB** The flowers smelled wonderful.

*Common Linking Verbs*

Forms of BE	Forms of SEEM and BECOME	Forms of Sense Verbs
Am	seem, seems, seemed	look, looks, looked
Are	become, becomes.	appear, appears,
Is	became	appeared
Was		smell, smells, smelled
Were		taste, tastes, tasted
		Feel, feels, felt

### 3. Helping Verbs

A helping **verb** joins the main verb in a sentence to form the **complete verb**. The helping verb is often a form of the verbs *be*, *have*, or *do*. A sentence may have more than one helping verb along with the main verb.

Helping verb + Main verb = Complete verb

Sharon was listening to the radio as she was studying for the test.

[The helping verb is *was*; the complete verbs are *was listening* and *was studying*.]

*Common Helping Verbs*

Forms of BE	Forms of Have	Forms of Do	Other
Am	have	do	can
Are	has	does	could
Been	had	did	may
Being			might
Is			must
Was			should
Were			will
			would

## Verb Phrases

Verbs may occur as single words or as phrases. A **verb phrase** is made up of a main verb and one or more helping

1 verbs such as the following:

is	was	can	have	do	may	shall
are	were	could	had	does	might	should
am		will	has	did	must	
		would				

Here are some sentences that contain verb phrases:

The judge *has presided* over many capital cases.

His rulings seldom *are overturned* on appeal.

## Trouble Spot: Words Such as *Never, Not,* and *Hardly*

6 *Never, not, hardly, seldom,* and so on, are modifiers, not verbs.

The attorney could *not* win the case without key witnesses.

[*Not* is an adverb. The verb phrase is *could win*.]

The jury could *hardly* hear the witness.

[*Hardly* is an adverb; *could hear* is the verb phrase.]

## Compound Verb

Verbs that are joined by a word such as *and* or *or* are called compound verbs

6 As a district attorney, Sumi *had presented* and *had won* famous cases.

She *prepared* carefully and *presented* her ideas with clarity.

We *will go* out for dinner or *skip* it entirely.

## Trouble Spot: Verbals

Do not confuse verbs with verbals.

Verbals are verb like

words in certain respects, but they do not function as verbs. They function as other parts of speech. There are three kinds of verbals.

An infinitive is made up of the word *to* and a verb. An infinitive provides information, but, unlike the true verb, it is not tied to the subject of the sentence. It acts as a noun or describing unit.

Example;

He wanted *to get* a bachelor's degree.

*To get* a bachelor's degree was his main objective.

(In the first example, the word *wanted* is the verb for the subject *He*. The word *get* follows *to*; *to get* is an infinitive.)

## Gerund

A gerund is a verblike word ending in *-ing* that acts as a noun.

Example;

*Retrieving* her e-mail was always an exciting experience.

She thought about *retrieving* her e-mail.

*Retrieving* in each sentence acts as a noun.

## Participle

A participle is verblike word that usually has an *-ing* or an *-ed* ending.

Examples;

*Walking* to town in the dark, he lost his way.

*Wanted* by the FBI, she was on the run.

The *starved* dog barked for food.

In the first example, the word *walking* answers the question *when*. In the second example, the word *wanted* answers the question *which one*. In the third example, *starved* describes the dog. *Walking*, *wanted*, and *starved* are describing words; they are not the true verbs in the sentences



### C. Complete Thoughts

A **complete thought** is an idea, expressed in a sentence, that makes sense by itself, without other sentences. An incomplete thought leaves readers wondering what's going on.

Incomplete Thought	because my alarm didn't go off
Complete Thought	I was late because my alarm didn't go off
Incomplete Thought	the people who won the lottery
Complete Thought	The people who won the lottery were Old

To determine whether a thought is complete, ask yourself: **Do I have to ask a question to understand?**

Incomplete Thought	in my wallet [You would have to ask a question to understand, so this is not a complete thought.]
Complete Thought	I was late because my alarm didn't go off My ticket is in my wallet.

### D. Exercises

#### Task 1.

**Underline the Subject in each sentence.**

**Write N if the subject is a Noun**

**Write P if the subject is a Pronoun**

- \_\_\_\_\_ The security guard locked all of the doors
- \_\_\_\_\_ We drove to the supermarket
- \_\_\_\_\_ She stayed in the hospital for one week
- \_\_\_\_\_ The apple tree has many ripe apples
- \_\_\_\_\_ The car needs a new battery
- \_\_\_\_\_ They moved to Arizona
- \_\_\_\_\_ Mr. Sullivan is a farmer
- \_\_\_\_\_ It feels like summer today
- \_\_\_\_\_ Ms. Chadwick is a good beautician
- \_\_\_\_\_ He went to Delgado College
- \_\_\_\_\_ You have a beautiful family
- \_\_\_\_\_ The living room is very dusty

## Task 2

Write A Subject in each sentence.

Use one of the Nouns or Subject Pronouns in the box

SUBJECTS	
Photographer	gardener
They	horses
Mrs. Foster	we
It	students
Light	she

1. The \_\_\_\_\_ planted some new bushes.
2. \_\_\_\_\_ live next to the O'learys
3. \_\_\_\_\_ has six children.
4. The \_\_\_\_\_ are having a car wash to raise money
5. \_\_\_\_\_ is a good teacher
6. \_\_\_\_\_ looks cloudy outside
7. The \_\_\_\_\_ are grazing in the field
8. \_\_\_\_\_ joined the Columbus Deaf Club.

## Task 3<sup>4</sup>

Identify the subject and the predicate in the following sentences.

1. The sun was shining brightly.  
Subject : \_\_\_\_\_  
Predicate : \_\_\_\_\_
2. The dogs were barking loudly.  
Subject : \_\_\_\_\_  
Predicate : \_\_\_\_\_

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<sup>4</sup> <https://www.englishgrammar.org/subject-predicate-worksheet/>

3. The pretty girl was wearing a blue frock.  
Subject : \_\_\_\_\_  
Predicate : \_\_\_\_\_
4. My younger brother serves in the army.  
Subject : \_\_\_\_\_  
Predicate : \_\_\_\_\_
5. The man and his wife were working in their garden.  
Subject : \_\_\_\_\_  
Predicate : \_\_\_\_\_
6. My mother and my aunt are trained classical dancers.  
Subject : \_\_\_\_\_  
Predicate : \_\_\_\_\_
7. You don't have to wait for me.  
Subject : \_\_\_\_\_  
Predicate : \_\_\_\_\_
8. We will no longer tolerate this.  
Subject : \_\_\_\_\_  
Predicate : \_\_\_\_\_
9. The little tree was covered with needles instead of leaves.  
Subject : \_\_\_\_\_  
Predicate : \_\_\_\_\_
10. A rich merchant was passing by the shoemaker's window.  
Subject : \_\_\_\_\_  
Predicate : \_\_\_\_\_

**Task 4.**

**Identifying the Verb (Action, Linking, or Helping Verb + Main Verb)**

In the following sentences, underline each subject and double-underline each verb. Then, identify each verb as an action verb, a linking verb, or a helping verb + a main verb.

Helping verb + main verb

**EXAMPLE:** Bowling was created a long time ago.

1. The ancient Egyptians invented bowling.
2. Dutch settlers were responsible for bowling's introduction to North America.
3. They bowled outdoors on fields of grass.
4. One area in New York City is called Bowling Green because the Dutch bowled there in the 1600s.
5. The first indoor bowling alley in the United States opened in 1840 in New York.
6. Indoor bowling soon became popular across the country.
7. The largest bowling alley in the United States offers more than a hundred lanes.
8. Visitors to Las Vegas can bowl there.
9. Most people would not think of bowling as more popular than basketball.
10. However, more Americans participate in bowling than in any other sport.

#### **Task 5 Identifying Subjects and Prepositional Phrases**

In each of the following sentences, cross out any prepositional phrases, and underline the subject of the sentence.

**EXAMPLE:**

The head ~~of the company~~ earned a high salary.

1. A company without a chief executive officer conducted a search to find a new leader.
2. The policy of the corporate board was to find an experienced CEO.
3. The people on the short list of candidates had all run other companies.
4. Their work at other businesses had not always made the companies more successful.
5. One man from a bankrupt firm had earned a ten-million-dollar salary.
6. His payments in stock options had been even higher.

7. His appearance before the members of the board did not convince them.
8. One member of the board suggested looking further.
9. The workforce within the company included many talented executives.
10. A vice president from the marketing division became the company's new CEO.

### **Task 6 Identifying Complete Sentences**

In this essay, underline the subject of each sentence, and double-underline the verb. Correct five incomplete thoughts.

(1) Space travel fascinates my grandpa Bill. (2) He watches every space movie at least a dozen times. (3) Before 1996, he never even thought about the moon, Mars, or beyond. (4) He was too old to be an astronaut. (5) Now, however, he is on board a satellite. (6) It analyzes particles in the atmosphere. (7) He has the company of millions of other people. (8) And me, too. (9) Truthfully, only our names travel to Mars or beyond. (10) We are happy with that.

(11) In 1996, the Planetary Society flew the names of members into space. (12) Using the Mars *Pathfinder*. (13) At first, individuals signed a paper. (14) Then, Planetary Society members put the signatures into electronic form. (15) Now, people submit names on the Internet. (16) By filling out a form. (17) The names go on a microchip. (18) The next spacecraft to the moon will have more than a million names on board. (19) Some people have placed their names on a spacecraft going past Pluto and out of our solar system. (20) Their names are on a CD. (21) Which could survive for billions of years.

(22) Grandpa and I feel good about our journey into space. (23) In a way, we will travel to places only dreamed about. (24) After signing up, we received colorful certificates to print out. (25) To tell about our mission. (26) My certificate hangs on my wall. (27) My grandpa and I travel proudly into space.

### Task 7

Write the simple subject, without modifiers, in the first blank; write the verb in the second blank. Some sentences have compound subjects, compound verbs, or both; some sentences have an implied (“you”) subject.

1	Questions	Simple subject	Verb
1	Every afternoon Joyce watches her favorite soap opera, <i>The Blameless and the Doomed</i> .		
2	Never again will Jose order the mystery meat stew.		
3	Jack and Jill should have been more careful on that hill.		
4	Maybe you and I will learn to tango.		
5	In Key West is the southernmost point of the United States.		
6	Several of the players are already stretching and warming up.		
7	Please knock three times on the window.		
8	Al Franken, a former <i>Saturday Night Live</i> comedian, was elected senator in Minnesota		
9	Before long he will discover the sunken treasure and become famous		
10	Whom can we persuade to clean the skunk’s cage?		
11	There is plenty of borscht for everyone.		

12	How will you crack the code?		
13	The boxers, just before the fight, touched gloves and returned to their corners of the ring.		
6			
14	In no time at all, Snow White had cleaned the whole cottage.		
15	Many of the ice skaters were injured during the last race.		
16	Has he ever wished upon a star?		
17	Please bring me flies for my Venus fly trap.		
18	His response to her marriage proposal was to ask if he would get a diamond ring.		
19	In the jar floats a lone pickled egg.		
20	Write your name on the paper.		

### Task 8

**Simple subject** - main word or word group that tells whom or what the sentence is about.

**Complete subject** – all the words that tell whom or what a sentence is about.

The simple subject can also be the complete subject at times.

**Simple subject:**

The beautiful **painting** of the vase was being sold for \$500.

**Complete subject:**

**The beautiful painting of the vase** was being sold for \$500.

**Directions:** Label the underlined word(s) *SS* for simple subject or *CS* for compound subject.

Example: SS The animals at the Jackson Zoo are treated well.

1. \_\_\_\_ The scrumptious chocolate cupcake was begging me to eat it.
2. \_\_\_\_ The display of model cars on the table was very valuable.
3. \_\_\_\_ Amy Farrah Fowler doesn't dress with much style.
4. \_\_\_\_ The winning ticket was accidentally thrown into the garbage.
5. \_\_\_\_ Amazingly, the mouse escaped the trap with no injuries.
6. \_\_\_\_ Last week, Mrs. Peterson and her wonderful husband renewed their wedding vows.
7. \_\_\_\_ The dried and crumbled leaves made a mess on the floor.
8. \_\_\_\_ A map of Australia was displayed above the trophy table.
9. \_\_\_\_ A new restaurant opened in town last month.
10. \_\_\_\_ A lone flower stood in the abandoned field.

**Directions: Underline the complete subject. Circle or highlight the simple subject.**

**Example:**

The devilish grin on her face made her look guilty.

11. Another of my favorite people just walked into the room.
12. The fabulous new show about a cartoon chicken is hilarious.
13. The president of the student council gave a speech at our program last week.
14. A person of interest is being investigated for breaking the school windows.
15. Many of the people at the game were disappointed.
16. A grand opening is being held at the mall next weekend.
17. My cousin from Louisiana drives a school bus.
18. My friends and I played Twister at the birthday party.



## CHAPTER 2

### KINDS OF SENTENCES

In this chapter;

The students will comprehend about;

5. Pattern of simple sentence
6. Pattern of compound sentence
7. Pattern of complex sentence
8. Pattern of compound-complex sentence

**What Do You Think?**

#### Do this activity!<sup>5</sup>

Activity 1: sentence doctors

Can be done in a whole class or small group context.

- Prepare three or four sentences from a familiar shared text. Display enlarged sentences with some words removed (initially leave spaces to indicate missing words) or with jumbled word order.
- Inform students which text the sentences are from but that there are some mistakes and today they need to be sentence doctors.
  - Try to include a sentence that could be fixed in more than one way.
  - Try to include a sentence that has lost the key idea, e.g. “Hush was (missing word - invisible)”
- Read the sentences aloud together and ask students to contribute ideas for fixing the sentences.
- Record any coherent suggestions and display.
- Be prepared to explain any suggestions that do not make sense, students (particularly EAL/D) will need support to understand why words need to be grouped in certain ways to express certain ideas.
- Re-read the shared text to find the original sentences and compare these with students’ suggestions.

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<sup>5</sup> <https://education.nsw.gov.au/teaching-and-learning/student-assessment/smart-teaching-strategies/literacy/writing/early-stage-1/sentence-structure/is-my-sentence-complete>

## Activity 2: making sentences

This exercise can be a whole lesson, a regular literacy activity, a lesson break or writing warm-up to support students' familiarity with making sense through word order and organising ideas.

- Use sentences from familiar or everyday texts cut up into words and reconstruct them to make meaning.
- Use simple or compound sentences to differentiate the activity for your students' learning readiness.
- Include or remove sentence punctuation to differentiate the activity for your students' learning needs.

**Variation:** students add words and conjunctions to join ideas to the assembled text and form a compound sentence.

**Variation:** students attempt to complete this activity in pairs or individually once they are familiar with it.

**Extension:** use a sequence of 2-3 sentences from familiar or everyday texts cut up into words and reconstruct them to make meaning.

## Learn this Material Carefully!

A sentence is a statement that express a complete idea. Sentences from the building blocks of written communication. They include affirmative statement negative statement, and questions. A complete sentence must have a subject and a verb.<sup>6</sup> In here, sentences are nice little packages of words that some together to express complete thoughts. We can categorize sentences based on different criteria,<sup>9</sup> and one way to categorize them is based on their structure.<sup>7</sup>

A sentence is a group of words that (a) contains at least one subject and one verb and (b) express a complete thought. There are four kinds of sentences in English: (1) simple, (2) compound, (3) complex, and (4) compound-complex. This chapter adapted from the Hague.<sup>8</sup>

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<sup>6</sup> Alice Savage and Masoud Shafiei, *Effective Academic Writing 1 The Paragraph* (New York: Oxford University Press, 2007).

<sup>7</sup> <https://www.english-grammar-revolution.com/sentence-structure.html>

<sup>8</sup> Ann Hogue, *First Steps in Academic Writing Second Edition* (New York: Pearson Education Inc, 2008).

### A. Simple Sentence

A simple sentence is a sentence that has one subject-verb pair. The word *simple* in "simple sentence" doesn't mean "easy." It means "one subject-verb pair."

The subject in a simple sentence may be compound: 1

Example:

My brother and I are completely different.

The verb in a simple sentence may be compound:

Example;

They laughed and cried at the same time.

However, each sentence is a simple sentence because it has only one subject verb pair.

Analyze the simple sentences in the left column and their "formulas" in the right column. There are many variations, but each sentence has only one SV pair.

Simple Sentences	"Formulas"
<u>My younger sister</u> <u>speaks</u> English well. S                    V	S V
<u>My mother and father</u> <u>speak</u> English well S                    S            V	S S V
<u>My mother and father</u> <u>speak</u> and <u>write</u> English well S                    S            V            V	S S V V
<u>My parents</u> <u>will retire</u> soon S            V	S V
Then <u>they</u> <u>will move</u> into a smaller apartment or S            V <u>live</u> with my older brother and his family V	S S V

8

Use this chart to help you remember the meanings of *and* and *or* in a simple sentence.

+ +	Use <i>and</i> to join two or more items in a positive sentence I love tacos, pizza, and egg rolls.
- -	Use <i>or</i> to join two or more items in a negative sentence I don't like hot dogs or hamburgers.
T? F?	Also, use <i>or</i> to connect choices. Is this sentence true or false? Do you want to stay home or go out tonight?

8

There may be several correct ways to combine the sentences. However, there are a few rules to follow.

- I. Don't repeat words if possible. For example, in example 1 below, don't repeat *I am*.

  1. You may omit words, but don't leave out any important information.
  2. You may change words. For example, you may change a noun to a pronoun or make a singular word plural.
  3. You may add words. For example, in example 2, you need to add the connecting word *and*.

Your goal is to write smooth, grammatically correct sentences that contain all the information but do not repeat any of it.

#### Example 1

- a. I am a man.
- b. I am famous.

Combined sentence: I am a famous man.

*I am a man and I am famous* is a grammatically correct sentence, but a native speaker would not write it because a native speaker would not repeat the words *I am*. Another possible sentence is *I am a man who is famous*, but this sentence contains unnecessary words.

## Example 2

- a. I have white hair.
- b. I have a long white beard.

Combined sentence: I have white hair and a long white *beard*.

You must keep the word *white* in the expressions *white hair* and *a long white beard* because it is important information

1

**A simple sentence** consists of one independent clause and no dependent clauses. It may contain phrases and have more than one subject and/or verb. Examples;<sup>9</sup>

1. The *lake looks* beautiful in the moonlight. [one subject and one verb]
2. The *Army, Navy, and Marines sent* troops to the disaster area. [three subjects and one verb]
3. *We sang* the old songs and *danced* happily at their wedding. [one subject and two verbs]
4. My *father, mother, and sister came* to the school play, *applauded* the performers, and *attended* the party afterward. [three subjects and three verbs]

1

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<sup>9</sup> Brandon and Brandon, *Paragraphs and Essays With Integrated Readings Eleventh Edition*.

## A. More about Simple Sentences<sup>10</sup>

### Simple Sentence

#### Definition

a sentence that consists of just one independent clause

#### Example

The prisoner escaped.

#### Example with a compound subject

The prisoner and his friend escaped.

#### Example with a compound subject and compound predicate

The prisoner and his friend escaped but were later caught.



A simple sentence is not always a short, basic sentence like the four examples shown above. A simple sentence could have a compound subject (i.e., a subject with two or more simple subjects). For example:

- Jack likes walking.  
(This is a simple sentence with one simple subject ("Jack").)
- Jack and Jill like walking.  
(This is a simple sentence with a compound subject made up of two simple subjects ("Jack" and "Jill").)

A simple sentence could also have a compound predicate (when two or more verbs share the same subject). For example:

- Jack likes fishing.  
(This is a simple sentence with a normal predicate, i.e., there's just one main verb ("likes").)

<sup>10</sup> [https://www.grammar-monster.com/glossary/simple\\_sentence.htm](https://www.grammar-monster.com/glossary/simple_sentence.htm)

- Jack likes fishing but hates hunting.  
(This is a simple sentence with a compound predicate. The subject "Jack" is the subject of two verbs ("likes" and "hates").)
- Jack likes walking and fishing but hates running and hunting.  
(This is still a simple sentence with a compound predicate. The subject "Jack" is still the subject of two verbs ("likes" and "hates"), but you can see how a simple sentence could start to get quite busy.)

Here's an example of a simple sentence with a compound subject, a compound predicate, and direct objects with more than one item.

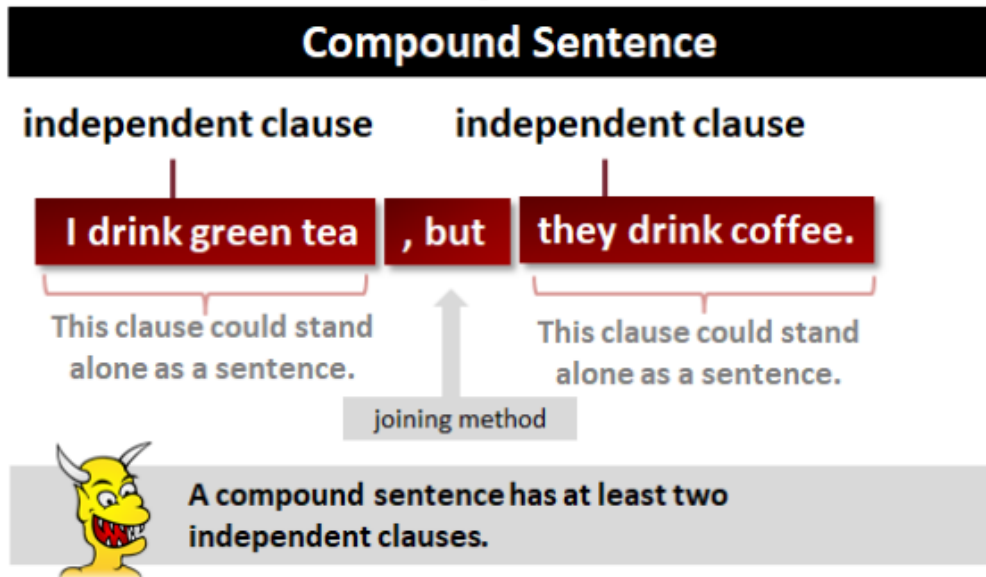
- Jack and Jill like walking and fishing but hate running and hunting.  
(This is still a simple sentence. There are no dependent clauses.)

Here is a real-life example of a busy simple sentence:

- Wolves and European brown bears developed a fear of humans too late and became extinct in the British wilds and the forests and mountains of Europe in medieval times.

## B. Compound Sentence

The main formula of compound sentence;<sup>11</sup>



**1**  
A compound sentence consists of two or more independent clauses with no dependent clauses. Take, for example, the following two independent clauses:<sup>12</sup>

Example;

He opened the drawer. He found his missing disk.

Here are two ways to join the independent clauses to form a compound sentence.

1. The two independent clauses can be connected by a connecting word called a coordinating conjunction. The coordinating conjunctions are *for*, *and*, *nor*, *but*, *or*, *yet*, *so*. (Remember the acronym FANBOYS.)

Examples;

He opened the drawer, *and* he found his missing disk.

He opened the drawer, *so* he found his missing disk.

<sup>11</sup> [https://www.grammar-monster.com/glossary/compound\\_sentence.htm](https://www.grammar-monster.com/glossary/compound_sentence.htm)

<sup>12</sup> Brandon and Brandon, *Paragraphs and Essays With Integrated Readings Eleventh Edition*.



1

Use a comma before the coordinating conjunction (FANBOYS) between two independent clauses (unless one of the clauses is extremely short).

2. Another way to join independent clauses to form a compound sentence is to put a semicolon between the clauses.

Example;

He opened the drawer; he found his missing disk

A **compound** sentence is two simple sentences connected by a comma and a coordinating conjunction. This is the basic formula for a compound sentence;

Simple sentence,

coordinating  
conjunction,

simple  
sentence

My family goes camping every summer, and  
have fun.

we usually

**Command sentences** can also be compound. Remember that the subject "you" is not expressed in commands

(~~You~~) Come visit us again soon, and ~~you~~ bring your family with you.

(~~You~~) Have a good time, but ~~you~~ don't stay out too late.

Here are three important points to know about compound sentences:

1. A comma and a coordinating conjunction connect the two halves of a compound sentence.
2. There are seven coordinating conjunctions in English: *for, and, nor, but, or, yet, and so*. Remember them by the phrase "fan boys."
3. Don't confuse a compound sentence with a simple sentence that has a compound verb. The first sentence in each of the following pairs of sentences is simple and doesn't need a comma. The second one is compound and requires a comma.

Learn this table

8		"Formulas"
Simple sentence with compound verb	My family goes camping every summer and usually has fun.	S V V
Compound sentence	My family goes camping every summer, and we usually have fun.	S V, and S V
Simple sentence with compound verb	Last year we went camping but had a terrible time.	S V V
Compound sentence	Last year we went camping, but everyone had a terrible time.	S V, but S V
Simple sentence with compound verb	Next year we will go to the beach or perhaps stay at home.	S V V
Compound sentence	Next year we will go to the beach, or perhaps we will stay at home.	S V, or S V

### Coordinating Conjunctions: *and*, *but*, *or*, *so*

In compound sentences, *and*, *but*, *or*, and *so* have these meanings:

**And** connects two sentences with similar ideas. The sentences can be positive or negative.

EXAMPLES;

- My roommate is an art student, **and** her boyfriend plays in a rock band.
- She doesn't like rock music, **and** he doesn't like art.

**TIP;** Remember to use *or*, not *and*; in a negative simple sentence

**But** connects two sentences with contrasting or opposite ideas.

EXAMPLES;

- She likes classical music, **but** she doesn't like rock.
- 8 • She likes country music, **but** he hates it.

**Or** connects two sentences that express alternatives or choices.

## EXAMPLES;

- Every Friday night, they go to a classical concert, or they visit an art gallery.

*So* connects a reason and a result.

Reason	Result
They both like jazz,	so they go to jazz concerts together.
He works a lot,	so they don't go out very often

## C. Complex Sentence

Before, we discuss about complex sentence. Let's learn about clause and phrase.

### Clause<sup>10</sup>

A clause is a group of words with a subject and a verb that functions as a part or all of a complete sentence. The two kinds of clauses are independent (main) and dependent (subordinate).

- An independent (main) clause is a group of words with a subject and a verb that can stand alone and make sense. An independent clause expresses a complete thought by itself and can be written as a separate sentence.

Example;

She plays <sup>1</sup>the bass guitar.

<sup>1</sup>The manager is not at fault.

- A dependent clause is a group of words with a subject and verb that depends on a main clause to give it meaning

Example;

<sup>1</sup>Since Shannon came home, her mother has been happy.

**dependent clause**

**independent clause**

- One type of dependent clause is called a relative clause. A relative clause begins with a relative pronoun, a pronoun such as *that*, *which*, or *who*. Relative pronouns *relate* the clause to another word in the sentence.

Example

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<sup>13</sup> Ibid.

1

The snow *that fell last night* is nearly gone

**dependent clause**

In the sentence above, the relative pronoun *that* relates the dependent clause to the subject of the sentence, *snow*.

**Phrase**

1

A phrase is a group of words that go together. It differs from a clause in that a phrase does not have a subject and a verb.

10

A complex sentence consists of one independent clause and one or more dependent clauses. In the following sentences, the dependent clauses are italicized.<sup>15</sup>

Examples;

1. *When lilacs are in bloom*, we love to visit friends in the country. [one dependent clause and one independent clause]
2. *Although it rained last night*, we decided to take the path *that led through the woods*. [one independent clause and two dependent clauses]

**Punctuation tip:** Use a comma after a dependent clause that appears before the main clause.

*When the bus arrived*, we quickly boarded.

A relative clause can be the dependent clause in a complex sentence.

Example;

I knew the actress *who played that part in the 1980s*.

Note<sup>16</sup>

- When the dependent clause begins with an adverb subordinator, the clauses can usually be in any order.

Examples:

We ran for shelter as soon as it started to rain.

As soon as it started to rain, we ran for shelter.

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<sup>14</sup> Ibid.

<sup>15</sup> Ibid.

<sup>16</sup> Hogue, *First Steps in Academic Writing Second Edition*.

8

- If the independent clause is first, don't use a comma.
- If the dependent clause is first, put a comma after it.

1

#### D. Compound – Complex Sentence

A compound-complex sentence consists of two or more independent clauses and one or more dependent clauses.<sup>17</sup>

##### Example:

Compound-Complex Albert enlisted in the Army, and Jason, who was

	his
Sentence	: older brother, joined him a day later.

Independent	Albert enlisted in the Army
Clauses	: Jason joined him a day later

Dependent Clause : who was his older brother

Compound-Complex Because Mr. Sanchez was a talented teacher, he

	was
Sentence	: voted teacher of the year, and his students prospered.

Independent	he was voted teacher of the year
Clauses	: his students prospered

Dependent Clause : Because Mr. Sanchez was a talented teacher

1

<sup>17</sup> Brandon and Brandon, *Paragraphs and Essays With Integrated Readings Eleventh Edition*.

## E. EXERCISES

### Task 1.<sup>18</sup>

#### A. Identify the formula in the following simple sentences

Step 1 Underline the subjects with one line.

Step 2 Underline the verbs with two lines.

Step 3 Write S above each underlined subject and V above each underlined verb.

Step 4 Finally, write the formula for each sentence in the numbered spaces.

#### My Grandfather

1. My grandfather is old in years but young in spirit. 2. Every day, he swims a mile and works in his garden. 3. He and my grandmother have four children and ten grandchildren. 4. My grandfather loves parties and invites our entire family to his house for a big dinner on his birthday. 5. All twenty of us eat and tell stories half the night. 6. He never gets tired and is always the last to go to bed. 7. On his last birthday, my brothers and I gave him a present. 8. We put our money together and bought him a video game system. 9. Now he invites us to his house every weekend to play video games with him. 10. My grandfather will always seem young to me.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

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<sup>18</sup> Hogue, *First Steps in Academic Writing Second Edition*.

8

**B. Work first by yourself, and then with a partner**

Step 1 Write six simple sentences about your holiday.

Use each of these patterns twice: SV, SSV, SVV.

Step 2 Show your sentences to your partner. Ask your partner to identify the pattern in each sentence.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

8

**C. Combine the two sentences in each pair to make one sentence. Use *and* or *or* according to the meaning. Try not to repeat any words**

1. I like chocolate ice cream. I like coffee ice cream

Answer: I like chocolate and coffee ice cream

2. I can speak English. I can understand English.

Answer: \_\_\_\_\_

3. I can't speak Tagalog. I can't speak Vietnamese.

Answer: \_\_\_\_\_

4. Blue is my favorite color. Yellow is my favorite color. (*Be sure to make the verb and the word color plural.*)

Answer: \_\_\_\_\_

5. Would you like soup? Would you like salad? (*You can have only one.*)

Answer: \_\_\_\_\_

6. You can eat your pizza here. You can take it home.

Answer: \_\_\_\_\_

7. Helen Keller, a famous American woman, was blind. Helen Keller, a famous American woman, was deaf

Answer: \_\_\_\_\_

8. She could not see. She could not hear

Answer: \_\_\_\_\_

9. With the help of her teacher, Helen learned to speak. Helen became a famous spokesperson for handicapped people all over the world

Answer: \_\_\_\_\_

### 8. Combine sentence

Step 1 Combine the sentences in each pair to make one sentence.

There may be more than one correct way to combine the sentences.

Step 2 Write your new sentences in paragraph form. Do not number the sentences, and do not write 1 them in a list. Write them as a paragraph 2

- 1 a. I am a cartoon animal  
b. I am famous

**Answer:** I am a famous cartoon animal

- 2 a. I have big ears  
b. I have black ears

**Answer:**

- 3 a. I always wear red shorts.  
b. I always wear white gloves

**Answer:**

- 4 a. I look like an animal  
b. I talk like a human

**Answer:**

- 5 a. I live in a place called Disneyland.



b. I work in a place called Disneyland

**Answer:**

6 a. In Disneyland, I stand around

b. In Disneyland, I smile a lot

**Answer:**

7 a. I usually team up with my friend Goofy

b. I usually team up with my friend Minnie

**Answer:**

8 b. Together we greet visitors

c. We pose for photographs

**Answer:**

- E. The following "how to" paragraph uses a combination of simple, compound, and complex sentences. Find five compound sentences and three complex sentences. Then answer the questions that follow.

### **How to Succeed in a U.S. College**

1. Succeeding in a U.S. college may require new strategies. 2. for students from other cultures. 2. Here are a few tips from a U.S. college professor. 3. First, attend every class. 4. Professors talk about the most important material in class. 5. When you aren't there, you miss important information. 6. Second, take good notes. 7. "Then review or recopy your notes as soon as you can. 8. Third, don't be afraid to ask questions whenever you don't understand something. 9. Professors want their students to succeed, so they want them to ask questions. 10. Fourth, get to know your professors personally. 11. Go to their office during office hours, and introduce yourself. 12. Don't waste professors' time, but make sure they know your name and face. 13. Finally, get involved in a campus activity, or get a job in the bookstore. 14. Go to football and basketball games. 15. Join a club. 16. Be friendly, and talk to everyone—other students, professors, secretaries, cafeteria

workers, and janitors. 17. Active, involved students are successful students.

1. Which sentences are compound? Sentence numbers \_\_ , \_\_ , \_\_ , \_\_ ,and \_\_ .
2. Which sentences are complex? Sentence numbers \_\_ , \_\_ , and \_\_

## **Task 2.**

### **A. Analyze these complex sentences<sup>19</sup>**

**Step 1** Underline the independent clauses with a solid line and the dependent clauses with a broken line

**Step 2** Draw a circle around the time subordinator.

**Step 3** Add a comma if one is needed

1. After we won the lottery last year, my wife and I decided to take a trip.
2. We were very excited when we won.
3. After we got our first payment, we started planning a trip to Italy.
4. Before we left on our trip we wrote to our cousins in Rome and told them our plans.
5. As soon as they received our letter they called and invited us to stay with them.
6. They were waiting at the airport when we arrived.
7. They waited outside while the Italian officials checked, our passports and luggage.
8. Finally, after we got our suitcases, they drove us to their home.
9. As soon as we arrived at their apartment, they wanted to feed us.
10. We ate one delicious home-cooked dish after another until we were stuffed. 1
11. We fell asleep as soon as our heads hit the pillows.
12. Almost twenty-four hours had passed since we left home.

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<sup>19</sup> Ibid.

**B. Write complex sentences<sup>20</sup>**

**Step 1** Match a clause from column B with a clause from column A to make a complex sentence.

**Step 2** Write the story on the lines provided. The clauses in column A are in the correct order. Be sure to punctuate the sentences correctly

A	B
1. The trip began badly	a. before we could put on our rain jackets
2. It was almost noon	b. when we had a flat tire on the way to the lake
3. As soon as I threw out 8 my fishing line	c. until I go fishing with my brothers again
4. I spent most of the afternoon 8 untangling my line	d. d. I immediately took a hot 8 shower
5. After we had been fishing for a couple of hours	e. while my brothers were catching fish after fish
6. We were totally wet	f. f. it got caught in some underwater weeds
7. When we got back home	g. before we started fishing
8. It will be a long, long time	h. it started to rain

**A Miserable Fishing Trip**

*The trip began badly when we had a flat tire on the way to the lake*\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

<sup>20</sup> Ibid.

C. State whether the following sentences are simple, complex or compound.<sup>21</sup>

1. *We met rather few people who spoke English.*

- A. Simple sentence
- B. Complex sentence
- C. Compound sentence

2. *I have been on rather too many planes and trains recently.*

- A. Simple sentence
- B. Complex sentence
- C. Compound sentence

3. *We drove right up to Helsinki in two days.*

- A. Simple sentence
- B. Complex sentence
- C. Compound sentence

4. *I don't care how expensive it is.*

- A. Simple sentence
- B. Complex sentence
- C. Compound sentence

5. *Two minutes ago the child was fast asleep, but now he is wide awake.*

- A. Simple sentence
- B. Complex sentence
- C. Compound sentence

6. *He is not tall enough to be a soldier.*

- A. Simple sentence
- B. Complex sentence
- C. Compound sentence

---

<sup>21</sup> <https://www.englishgrammar.org/simple-compound-or-complex-sentence/>

7. ***I guess she just doesn't respect you.***  
A. Simple sentence  
B. Complex sentence  
C. Compound sentence
8. ***I have got four sisters and each of them is quite different from the others.***  
A. Simple sentence  
B. Complex sentence  
C. Compound sentence
9. ***You can either come with me now or walk home.***  
A. Simple sentence  
B. Complex sentence  
C. Compound sentence
10. ***He will never leave home because he hasn't got the courage to.***  
A. Simple sentence  
B. Complex sentence  
C. Compound sentence
11. ***When all else fails, read the user manual.***  
A. Simple sentence  
B. Complex sentence  
C. Compound sentence
12. ***It was Sam who paid for the drinks.***  
A. Simple sentence  
B. Complex sentence  
C. Compound sentence

**D. Identify whether the sentences are simple, complex, compound or compound-complex. Please underline dependent clauses where it applies.<sup>22</sup>**

13. Vampires Dairies is my favorite television show, but I also love True Blood.
14. The student wiped the white board that was filthy with last week's notes.
15. The trendy fashion designer released her new line on Wednesday.
16. Trina and Hareem went to a bar in Hollywood to celebrate their anniversary.
17. Wicked Regina cast a spell on the entire city, so the citizens decided to rebel.
18. While waiting for the paint to dry, Angela went to Home Depot, and Martin organized the kitchen appliances.
19. After listening to the Kanye West CD, I have new respect for his music.
20. After the teacher chose groups, John and Sara were selected as partners for a project, yet Sarah did most of the work.

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<sup>22</sup>

<https://www.lamission.edu/learningcenter/docs/asc/worksheets/Grammar/Sentence%20Types.pdf>

## CHAPTER 3

### FRAGMENT SENTENCES

In this chapter;

The students will comprehend about;

3. Fragment sentence concept
4. Error in fragment sentence

**What Do You Think?**

**Watch this video ! the following is the link of video<sup>23</sup>**

Video: Sentence Fragments, with Shaun Macleod from Smrt English  
<https://youtu.be/r-Wcr4Wgf7U>

**After you watch the video, explain the content of video in front of the class!**

***Learn this material carefully!***

#### **A. What is Fragment ?**

Another kind of sentence error is called a fragment. The word *fragment* means a part of something. A sentence fragment is only part of a sentence or half of a sentence. It is not a complete sentence. These are fragments:<sup>24</sup>

FRAGMENT: Before the test began.

FRAGMENT: As soon as you get home.

Why are they fragments? They are fragments because they are dependent clauses. A dependent clause cannot be a sentence by itself.

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<sup>23</sup> <https://www.waikato.ac.nz/teaching-and-learning/student-learning/language-support/language-for-locals/stage-4/sentence-fragment>

<sup>24</sup> Hogue, *First Steps in Academic Writing Second Edition*.

To fix this kind of fragment, add an independent clause to it.

**COMPLETE SENTENCE:** The teacher passed out pencils and paper before the test began.

**COMPLETE SENTENCE:** Call me as soon as you get home.

A sentence fragment is a group of words that looks like a sentence, but actually isn't a complete sentence. Sentence fragments are usually missing a subject or verb, or they do not express a complete thought. While it may be punctuated to look like a complete sentence, a fragment cannot stand on its own. **Distinguishing Features;**<sup>25</sup>

Here are the distinguishing features of a sentence fragment:

1. **It is missing a subject**
  - Example: Ran to the store faster than a rabbit. (Who ran?)
2. **It is missing a verb or has the wrong verb form**
  - Example: My favorite history teacher. (What did the teacher do or say?)
3. **It is a leftover phrase**
  - Example: For better or worse. (What is better or worse? What is it modifying?)
4. **It is an abandoned clause**
  - Example: When my mother married my father. (What happened when "my mother married my father?")
5. **It is a misuse of "such as, for example, especially," etc.**
  - Example: Such as, my brother was practicing martial arts. (It is unclear; did something happen when my brother was practicing martial arts?)

### **Three Ways to Turn a Fragment into a Complete Sentence;**

1. **Attach**

Attach the fragment to a nearby complete sentence

  - **Incorrect:** I forgot to eat breakfast. On the morning of my driver's test.
  - **Correct:** I forgot to eat breakfast on the morning of my driver's test.

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<sup>25</sup> <https://writingcenter.uagc.edu/sentence-fragments>



7

- Incorrect: If the front door is locked. Use the back entrance.
- Correct: If the front door is locked, use the back entrance.

2. **Revise**

Revise the fragment by adding whatever is missing – subject, verb, complete thought.

- Incorrect: Loves to lie around in the sun all day.  
(A subject is missing. Who loves to lie around?)
- Correct: My roommate’s pug loves to lie around in the sun all day.
- Incorrect: Joe to train every day.  
(A verb is missing. Also, “to train” is the wrong verb form. Joe does what every day?)
- Correct: Joe trains every day for the marathon next month.
- Correct: Joe is training every day for the marathon next month.

3. **Rewrite**

Rewrite the fragment or the entire passage that contains the fragment.

- Incorrect: Our new landlord was expected to make changes. Such as fixing the plumbing, installing a new washer, and replacing the security gate. Has not done any of it yet and weeks have passed.
- Correct: Our new landlord was expected to make changes, such as fixing the plumbing, installing a new washer, and replacing the security gate lock. Weeks have passed, and he still has not done any of it yet.

Fragments are incomplete sentences. Usually, fragments are pieces of sentences that have become disconnected from the main clause. One of the easiest ways to correct them is to remove the period

between the fragment and the main clause. Other kinds of punctuation may be needed for the newly combined sentence.<sup>26</sup>

Below are some examples with the fragments shown in **red**. Punctuation and/or words added to make corrections are highlighted in **blue**. Notice that the fragment is frequently a dependent clause or long phrase that follows the main clause.

- **Fragment:** Purdue offers many majors in engineering. **Such as electrical, chemical, and industrial engineering.**

**Possible Revision:** Purdue offers many majors in engineering, such as electrical, chemical, and industrial engineering.

- **Fragment:** Coach Dietz exemplified this behavior by walking off the field in the middle of a game. **Leaving her team at a time when we needed her.**

**Possible Revision:** Coach Dietz exemplified this behavior by walking off the field in the middle of a game, leaving her team at a time when we needed her.

- **Fragment:** I need to find a new roommate. **Because the one I have now isn't working out too well.**

**Possible Revision:** I need to find a new roommate because the one I have now isn't working out too well.

- **Fragment:** The current city policy on housing is incomplete as it stands. **Which is why we believe the proposed amendments should be passed.**

**Possible Revision:** **Because** the current city policy on housing is incomplete as it stands, we believe the proposed amendments should be passed.

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<sup>26</sup> [https://owl.purdue.edu/owl/general\\_writing/mechanics/sentence\\_fragments.html](https://owl.purdue.edu/owl/general_writing/mechanics/sentence_fragments.html)

You may have noticed that newspaper and magazine journalists often use a dependent clause as a separate sentence when it follows clearly from the preceding main clause, as in the last example above. This is a conventional **journalistic** practice, often used for emphasis. For **academic** writing and other more formal writing situations, however, you should avoid such journalistic fragment sentences.

Some fragments are not clearly pieces of sentences that have been left unattached to the main clause; they are written as main clauses but lack a subject or main verb.

#### **No main verb**

- **Fragment: A story with deep thoughts and emotions.**  
**Possible Revisions:**
  - *Direct object:* **She told** a story with deep thoughts and emotions.
  - *Appositive:* **Gilman's "The Yellow Wallpaper,"** a story with deep thoughts and emotions, **has impressed critics for decades.**
- **Fragment: Toys of all kinds thrown everywhere.**  
**Possible Revisions:**
  - *Complete verb:* Toys of all kinds **were** thrown everywhere.
  - *Direct object:* **They found** toys of all kinds thrown everywhere.
- **Fragment: A record of accomplishment beginning when you were first hired.**  
**Possible Revisions:**
  - *Direct object:* **I've noticed** a record of accomplishment beginning when you were first hired
  - *Main verb:* A record of accomplishment **began** when you were first hired.

#### **No Subject**

- **Fragment: With the ultimate effect of all advertising is to sell the product.**  
**Possible Revisions:**
  - *Remove preposition:* **The ultimate effect of all advertising is to sell the product.**

- **Fragment: By paying too much attention to polls can make a political leader unwilling to propose innovative policies.**  
**Possible Revisions:**
  - *Remove preposition:* **Paying** too much attention to polls can make a political leader unwilling to propose innovative policies.
- **Fragment: For doing freelance work for a competitor got Phil fired.**  
**Possible Revisions:**
  - *Remove preposition:* **Doing** freelance work for a competitor got Phil fired.
  - *Rearrange:* **Phil got fired** for doing freelance work for a competitor.

These last three examples of fragments with no subjects are also known as **mixed constructions**, that is, sentences constructed out of mixed parts. They start one way (often with a long prepositional phrase) but end with a regular predicate. Usually the object of the preposition (often a gerund, as in the last two examples) is intended as the subject of the sentence, so removing the preposition at the beginning is usually the easiest way to edit such errors.

## B. Exercises

### Task 1.

- A. Mark the complete sentences with an S and the sentence fragments with an F.<sup>27</sup>
1. \_\_\_\_\_ Until the last day
  2. \_\_\_\_\_ Coming late tonight
  3. \_\_\_\_\_ The loud explosion scared me
  4. \_\_\_\_\_ Too late to matter
  5. \_\_\_\_\_ Had the right answer
  6. \_\_\_\_\_ Because he heard the band playing
  7. \_\_\_\_\_ Spring is here
  8. \_\_\_\_\_ The snow has melted

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<sup>27</sup> <https://www.waynecc.edu/wp-content/uploads/2014/06/Microsoft-Word-Unit-8-English-Packets.pdf>

9. \_\_\_\_\_ In front of the last house
10. \_\_\_\_\_ Through she didn't complain
11. \_\_\_\_\_ The fog began to lift
12. \_\_\_\_\_ What we need is some free time
13. \_\_\_\_\_ The new singing rage on television
14. \_\_\_\_\_ The alarm rang at seven o'clock
15. \_\_\_\_\_ As early as possible
16. \_\_\_\_\_ Hardly another person on the street
17. \_\_\_\_\_ The plane travels faster than the speed of sound
18. \_\_\_\_\_ Without damaging the metal
19. \_\_\_\_\_ We are investigating the surface of the moon
20. \_\_\_\_\_ Learning more about our solar system each day
21. \_\_\_\_\_ Come here
22. \_\_\_\_\_ Are you ill

B. Mark the complete sentences with an S and the sentence fragments with an F.<sup>28</sup>

1. That lay on the floor
2. The old tree was struck by lightning
3. The creaking sound of a rusty gate
4. Just as I fell asleep
5. Jud crawled into the tent
6. He laughed
7. The girls laughing and crying
8. If we get enough rain
8. Riding through the fog
9. The fire gone from the stove
10. I live in that hotel
11. At the other end of the rope
12. He turned as slowly as he could
13. They were gathering rocks
14. The cake is ruined
15. If the cookies are burned
16. Brought the first valentine to Mother
17. The car turning the corner
18. After Joe finished his dinner
19. Tall building on the right

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<sup>28</sup> Ibid

20. Over the lawn and onto the porch

21. Ground covered with snow

8  
C. Decide whether each of the following word groups is a sentence or a sentence fragment. Remember: A sentence contains a subject and a verb and expresses a complete thought. If the word group is a sentence, write S on the line provided. If it is a sentence fragment, write F.<sup>29</sup>

### EXAMPLES

F\_ 1. Because canoeing can be dangerous.

S\_ 2. A canoeist should learn proper technique and safety rules

- \_\_\_\_\_ 1. Taking a canoe trip in Canada.  
\_\_\_\_\_ 2. Sufficient food for a week's journey.  
\_\_\_\_\_ 3. Others had camped there before us.  
\_\_\_\_\_ 4. Ashes indicated the place.  
\_\_\_\_\_ 5. Where their fire had been.  
\_\_\_\_\_ 6. How clearly<sup>9</sup> was the trail marked?  
\_\_\_\_\_ 7. An Ojibwa village at the end of the trail.  
\_\_\_\_\_ 8. The group spent the morning together.  
\_\_\_\_\_ 9. Talking over plans for the afternoon.  
\_\_\_\_\_ 10. As we rounded a bend in the river.  
\_\_\_\_\_ 11. Could you hear the noise of the waterfall?  
\_\_\_\_\_ 12. Before you could see it.  
\_\_\_\_\_ 13. We could not paddle against the wind unless the guide helped us.  
\_\_\_\_\_ 14. The wind blowing spray over us.  
\_\_\_\_\_ 15. Drenched to the skin.  
\_\_\_\_\_ 16. The rapids in the river were occasional hazards.  
\_\_\_\_\_ 17. The excitement of shooting the rapids.  
\_\_\_\_\_ 18. We steered and balanced carefully.  
\_\_\_\_\_ 19. Around boulders in the stream.

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<sup>29</sup><https://www.tangischools.org/cms/lib/LA01001731/Centricity/Domain/1901/Sentences%20and%20Fragments.pdf>

- \_\_\_\_\_ 20. Deciding whether to go through the rapids or portage the canoe around them.
- \_\_\_\_\_ 21. On our knees in the canoe, we became painfully cramped.
- \_\_\_\_\_ 22. There was no chance, however, to stretch our legs.
- \_\_\_\_\_ 23. From the beginning of the rapids to the end.
- \_\_\_\_\_ 24. Grazing the side of the canoe on rounded boulders.
- \_\_\_\_\_ 25. After we had taken a swim in the calm water beyond the rapids.

8

D. Decide whether each of the following groups of words is a sentence or a sentence fragment. If the word group is a sentence, underline the subject once and the verb twice, and write S for sentence on the line provided. If the subject you is understood, write you in parentheses at the end of the item. If the word group is a sentence fragment, write F for fragment.<sup>30</sup>

#### EXAMPLES

- S 1. The director is looking for talented, hardworking performers.
- F 2. Kneeling near the edge of the stage.
- S 3. Raise the curtain. (you)

- \_\_\_\_\_ 1. The audience moved by his dramatic performance.
- \_\_\_\_\_ 2. Mrs. Linares, the director of this classic tragedy.
- \_\_\_\_\_ 3. Near the end of the first act.
- \_\_\_\_\_ 4. Was playing the part of Lady Macbeth.
- \_\_\_\_\_ 5. Walking aimlessly about and rubbing her hands.
- \_\_\_\_\_ 6. At the final curtain came a loud burst of applause.
- \_\_\_\_\_ 7. The actors staying in character during five curtain calls.
- \_\_\_\_\_ 8. The most successful performance of the season.
- \_\_\_\_\_ 9. What is the director planning next?

<sup>30</sup><https://www.tangischools.org/cms/lib/LA01001731/Centricity/Domain/1901/Sentences%20and%20Fragments.pdf>

- \_\_\_\_\_ 10. In the spring she will direct the well-known musical West Side Story.
- \_\_\_\_\_ 11. That story based on Romeo and Juliet?
- \_\_\_\_\_ 12. Are you interested in musicals?
- \_\_\_\_\_ 13. Hoping for the role of Bernardo?
- \_\_\_\_\_ 14. Practice the part now, and memorize the lines in time for the audition.
- \_\_\_\_\_ 15. Who will play Maria?
- \_\_\_\_\_ 16. A production of the play on public television.
- \_\_\_\_\_ 17. The necessity of a good cast.
- \_\_\_\_\_ 18. Although many of the songs from West Side Story have become famous.
- \_\_\_\_\_ 19. The performers must act, sing, and dance well.
- \_\_\_\_\_ 20. A very difficult and trying task for inexperienced actors.

**Task 2.** <sup>31</sup>

Identify and correct fragments

Step 1 Read each sentence. Decide if it is a fragment or a sentence.

Write

\_\_\_\_\_ for fragment and *S* for sentence.

Step 2 Then correct each fragment by adding an independent clause.

Write your new sentences on the lines provided

- F   1. Before I learned to speak English well.
- \_\_\_\_\_ 2. Every night, after I finish my homework.
- \_\_\_\_\_ 3. As soon as we heard the crash.
- \_\_\_\_\_ 4. The bicycle racers stopped to rest before they started up the mountain.
- \_\_\_\_\_ 5. Wait until you hear the bell.
- \_\_\_\_\_ 6. Whenever my children have a school holiday.
- \_\_\_\_\_ 7. I work at night while my husband stays home with the children.

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<sup>31</sup> Hogue, *First Steps in Academic Writing Second Edition*.



8

1. Before I learned to *st?eak* English well. I was afraid to use the telephone.

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

## CHAPTER 4

### RUN-ONS

After this lesson, students will able to:

- identify run-on sentences
- fix run-on sentences through the use of ending punctuation, semi-colons, and commas with conjunctions and subordinators

**What Do You Think?**

**Watch this video ! the following is the link of video<sup>32</sup>**

<https://study.com/academy/lesson/run-on-sentences-lesson-for-kids-definition-examples.html#lesson>

Have you ever talked to someone who goes on and on and just doesn't stop talking? When writing, you use punctuation to help you know when to take pauses. In this lesson, you are going to learn about run-on sentences and how to fix them.

***Learn this material!***

#### A. **What is Run-Ons?**

A run-on sentence occurs when two or more independent clauses are not joined correctly. An independent clause is a group of words that can stand alone as a sentence, as in, “the dog runs.” Your writing may be confusing or unclear if independent clauses are joined incorrectly. There are two types of run-on sentences: fused sentences and comma splices.<sup>33</sup>

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<sup>32</sup> <https://study.com/academy/lesson/run-on-sentences-lesson-for-kids-definition-examples.html#lesson>

<sup>33</sup> D. Hacker, *A Writer's Reference* (Boston: Bedford/ St. Martin's, 2003).  
<http://writing.umn.edu/sws/assets/pdf/quicktips/run-ons.pdf>

7

A fused sentence occurs when independent clauses run together with no marks of punctuation or coordinating conjunctions to separate them.

Example:

Fused sentence: My professor read my paper she said it was excellent.  
independent clause                      independent clause

A comma splice occurs when two or more independent clauses are joined only by a comma.

Example;

Comma splice: My cat meowed angrily, I knew she wanted food.  
independent clause                      independent clause

Comma splice: Participants could leave the study at any time, they needed to indicate their preference.

Sentence 1: Participants could leave the study at any time.

Sentence 2: They needed to indicate their preference.

Some comma splices occur when a writer attempts to use a transitional expression in the middle of a sentence.<sup>34</sup>

**Example of a comma splice:**

The results of the study were inconclusive, therefore more research needs to be done on the topic.

Sentence 1: The results of the study were inconclusive

Transitional expression (conjunctive adverb): therefore

Sentence 2 : More research needs to be done on the topic

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<sup>34</sup> <https://academicguides.waldenu.edu/writingcenter/grammar/runonsentences>

To fix this type of comma splice, use a semicolon before the transitional expression and add a comma after it. See more examples of this on the [semicolon](#)

**Revision:** The results of the study were inconclusive; therefore, more research needs to be done on the topic.

## B. 7. Solution Run-Ons Sentences

### REVISE RUN-ON SENTENCES in one of four ways:

- Use a comma and a coordinating conjunction (and, but, yet, so, or, nor, for). When you join two independent clauses with a coordinating conjunction, place a comma before the coordinating conjunction.

Run-on : My professor read my paper she said it was excellent.

Correction : My professor read my paper, and she said it was excellent.

- Use a semicolon (or, in some cases, a colon or a dash). You can use a semicolon alone or with a transitional expression (e.g., however, at any rate, in contrast, as a result, etc.).

Run-on : My cat meowed angrily, I knew she wanted food.

Correction : My cat meowed angrily; I knew she wanted food.

**Correction with a transitional expression:** My cat meowed angrily; therefore, I knew she wanted food.

- Separate the independent clauses into sentences. This is an especially good technique when one of the independent clauses is very long.

Run-on : It seemed to Wanda that her daughter had more than enough crayons, they were strewn across the bedroom floor and some of them were broken, and, worse still, someone had used the stub of a red crayon to mark a sinister smiley face on the wall.

**Correction** : It seemed to Wanda that her daughter had more than enough crayons. They were strewn across the bedroom floor, and some of them were broken. Worse still, someone had used the stub of a red crayon to mark a sinister smiley face on the wall.

- **Restructure the sentence by subordinating one of the clauses. You can subordinate a clause if one of the independent clauses seems less important than the other. Here are a few examples in which one of the clauses has been subordinated (indicated here by underlining). Note that a subordinated clause is no longer independent, it cannot stand on its own as a sentence.**

**Run-on** : The largest tree by volume in the world is the General Sherman Sequoia, it is a little over 52,500 cubic feet.

**Correction** : The largest tree by volume in the world is the General Sherman Sequoia, which is a little over 52,500 cubic feet.

**Run-on** : Toni Morrison is a professor at Princeton University, she wrote the novel *The Bluest Eye*.

**Correction** : Toni Morrison, a professor at Princeton University, wrote *The Bluest Eye*.

**Run-on** : I told my roommate I would be late, she still locked me out.

**Correction** : Although I told my roommate I would be late, she still locked me out.

**Run-on** : I told the children I would read to them they said they wanted to sit by me so they could look at the pictures.

**Correction** : When I told the children I would read to them, they said they wanted to sit by me so they could look at the pictures.

- **Use a period.** The easiest way to fix a run-on is to split the sentence into smaller sentences using a period. This revision works especially well with longer sentences. Check, however, to make sure that this solution does not result in short, choppy sentences.

**Revision example:**

I love to write papers. I would write one every day if I had the time.

- **Use a subordinating conjunction.** Turn one of the independent clauses into a dependent clause. A subordinating conjunction (e.g., "because," "unless," and "although") connects two clauses to create a complex sentence. This option works to cement the relationship between the two parts of the sentence and may improve the flow of the clauses.

**Example:**

Because I love to write papers, I would write one every day if I had the time.

However you decide to revise for run-on sentences, remember that maintaining sentence variety helps to keep the writing clear and interesting for your readers.

### C. Exercises

#### Task 1.

- A. Mark complete sentences with an S, sentence fragments with an F, and run-on sentences with RO.<sup>35</sup>
1. \_\_\_\_\_ The man that I saw yesterday.
  2. \_\_\_\_\_ He is not an exceptional student, he is only average.
  3. \_\_\_\_\_ To know everything is quite impossible.
  4. \_\_\_\_\_ Because I have no money.
  5. \_\_\_\_\_ Open the door very slowly.
  6. \_\_\_\_\_ The rainfall this year was abundant, therefore, the crops will

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<sup>35</sup> <https://www.waynecc.edu/wp-content/uploads/2014/06/Microsoft-Word-Unit-8-English-Packets.pdf>

be plentiful.

7. \_\_\_\_\_ Having finished, my dinner, I sat down to an evening of television.
8. \_\_\_\_\_ America, the greatest country in the world.
9. \_\_\_\_\_ I went in, I bought the painting, I drove straight home.
10. \_\_\_\_\_ Hurry up!
11. \_\_\_\_\_ High grades do not come easily; but they are earned by hard word and perseverance.
12. \_\_\_\_\_ On the desk a knife which he used to open letters.
13. \_\_\_\_\_ Since we had no money and no transportation.
14. \_\_\_\_\_ Can we see well enough by the dawn's early light for find fire wood?
15. \_\_\_\_\_ I studied for my math exam for six hours, I still did not pass.
16. \_\_\_\_\_ On the ledge far above us sat a curious mountain lion.
17. \_\_\_\_\_ Which was given to Mr. Jones, who had helped most in the long campaign to raise funds for the school gym.
18. \_\_\_\_\_ Up the stairs trudged two reluctant six years old they were being made to go to bed.
19. \_\_\_\_\_ Suddenly, silence reigned after a long violent storm.
20. \_\_\_\_\_ Reading the book with the gold lettering on the cover.

B. Make corrections in punctuation and capitalization in the sentences below.

look at your fingertips and you will see small ridges in the skin the pattern of those ridges is different from anyone else's fingerprints fingerprints never change if the skin were burned off your fingertips time and time again your fingerprints would be the same as they were once the skin heals

there are many different characteristics on each fingertip each finger has about 100 different marks no two fingers are the same hand are alike no two fingerprints have yet been found to be exactly alike

everything that is touched by a person carries his fingerprints  
criminals are captured by the police because their fingerprints are  
found on objects associated with the crime

the Chinese were the first people to use fingerprinting thousands  
of years ago today all the countries use fingerprints to identify  
people the FBI in Washington has a collection of almost 160  
million fingerprints

### Task 2<sup>36</sup>

A. Work alone or with a partner. Write *RO* next to each run-on sentence. Write *OK* next to each correct sentence

1. Ok In the year 2025, I think my life will be very different.
2. RO I will be much older I will be middle-aged.
3. \_\_\_ I am not married now, in 2025 I think I will be married.
4. \_\_\_ I hope to get married in a few years, after, I hope we will have children.
5. \_\_\_ Now I do not own a house, but I hope to have a nice one in 2025.
6. \_\_\_ I am going to finish my education, then I will begin my career.
7. \_\_\_ After I begin my career, I am going to work very hard.
8. \_\_\_ I hope to have a good job in 2025, so my family can live well.

B. Work alone or with a partner. Correct these run-on sentences.  
There is more than one way to correct each sentence

When we

1. ~~We~~ said good-bye to our friends, I felt sad about leaving my homeland.
2. We began our trip it was very cold.
3. We arrived at the airport, then we went to the ticket counter and checked our bags.

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<sup>36</sup> Linda Butler, *Fundamentals of Academic Writing Level 1* (London: Pearson Longman, 2007).



4. This was my first time on a plane it felt like a bus at first.
5. The plane left the ground, it made my stomach feel strange.
6. We flew for a few hours, after we landed in Canada.
7. We walked off the plane my relatives were there.
8. I missed my friends, I was excited about starting a new life.

C. Work alone or with a partner. Find and correct the seven run-on sentences in this paragraph. The first run-on sentence has been corrected for you. There is more than one way to make a correction

Someday, I am going to take a trip around the world. I plan to spend six months on my trip, I expect to travel mostly by plane. My first stop will be in Hawaii I want to try surfing and visit a volcano. From Hawaii, I am going to fly to Japan, I also want to visit Korea, China, Taiwan, Thailand, and Indonesia. In each country, I am going to spend some time in cities, I especially want to see Kyoto and Beijing. I also hope to visit the countryside. After two months in Asia, I am going to fly to eastern Africa. I want to go on a photo safari to see wild animals, of course, I will have my camera. My next flight will take me north to Egypt, so I can see the pyramids, after that, I am going to travel to Istanbul. I look forward to spending the last part of my trip in the great cities of Europe, cities like Athens, Rome, Berlin, and St. Petersburg. I am going to need a lot of money for this trip, I think I am going to need more than six months, too!

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### Task 3.<sup>37</sup>

After you learn about fragment in previous chapter, <sup>1</sup> Write the appropriate identification in each blank. Correct the faulty sentences.

OK correct

CS comma splice

RO run-on

FRAG fragment

1. \_\_\_\_\_ King Henry VIII, who ruled England from 1509 to 1547, accomplished a number of important things.
2. \_\_\_\_\_ He separated the Church of England from Roman <sup>1</sup> Catholicism, this act significantly altered his country's history.
3. \_\_\_\_\_ Credited with changing the king's role to include head of church.
4. \_\_\_\_\_ However, Henry VIII's accomplishments are often overshadowed by the fact that he had six wives.
5. \_\_\_\_\_ Many people believe that he executed all six, but that is not true.
6. \_\_\_\_\_ He beheaded only two of them he divorced two of the others.
7. \_\_\_\_\_ Of the other two, one died in childbirth, and one outlived him.
8. \_\_\_\_\_ Wanting to divorce his first wife, Catherine of Aragon, who had not been able to give him an heir, and marry Anne Boleyn.
9. \_\_\_\_\_ Unfortunately, the pope refusing to annul his marriage to Catherine.
10. \_\_\_\_\_ Anne, already pregnant with Henry's daughter Elizabeth, who would eventually rule England as Queen Elizabeth I for forty-five years.
11. \_\_\_\_\_ Henry was forced to take drastic measures he declared that he was head of the Church of England and would decide whether he was still married to Catherine.
12. \_\_\_\_\_ But then Anne, Henry's second wife, failed to produce a male heir, she was unpopular and made many enemies,

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<sup>37</sup> Brandon and Brandon, <sup>1</sup> *Paragraphs and Essays With Integrated Readings Eleventh Edition*.

- 1 Henry became interested in Jane Seymour, one of Anne's attendants.
13. \_\_\_\_\_ Henry had Anne arrested and charged with treason and infidelity she was beheaded in 1536.
14. \_\_\_\_\_ Within 24 hours of Anne's execution, Henry was engaged to Jane Seymour, they wed two weeks later.
15. \_\_\_\_\_ Jane gave birth to a son, but she died two weeks later.
16. \_\_\_\_\_ For political reasons, Henry married Anne of Cleves next she was unattractive, and Henry was already smitten with young Kathryn Howard, cousin of Anne Boleyn.
17. \_\_\_\_\_ Right after he annulled his marriage to Anne of Cleves, he married Kathryn.
18. \_\_\_\_\_ She was nineteen, young, and vivacious, he was 1 forty-nine, fat, and suffering from a painful leg ulcer.
19. \_\_\_\_\_ Kathryn sought the company of handsome young men in 1542, she, too, was beheaded for infidelity
20. \_\_\_\_\_ Henry's last wife, Katherine Parr, who became his widow when he died in 1547.

## CHAPTER 5

### PUNCTUATION AND CAPITALIZATION

After this lesson, students will be able to:

- identify the role of punctuation in the sentence
- identify the rule of capitalization in the sentence

**What Do You Think?**

**Watch this video! the following is the link of video<sup>38</sup>**

<https://youtu.be/yr6hfa5DTJY>

#### **1** **A. Punctuation**

Understanding punctuation will help you to write better. If you are not sure how to punctuate a compound or compound-complex sentence, then you probably will not write one. If you do not know how to show that some of your words come from other sources, you may mislead your reader. If you misuse punctuation, you will force your readers to struggle to get your message. So, take the time to review and master the mechanics. The following is the punctuation explanation;<sup>39</sup>

#### END PUNCTUATION

Periods

1. Place a period after a statement.  
The weather is beautiful today.
2. Place a period after common abbreviations.  
Dr. Mr. Mrs. Dec. a.m.  
Exceptions: FBI UN NAACP FHA

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<sup>38</sup> <https://teacherstoolkitblog.com/2020/03/teach-punctuation.html>

<sup>39</sup> Ibid.

- 1**  
3. Use an ellipsis—three periods within a sentence and four periods at the end of a sentence—to indicate that words have been omitted from quoted material.

He stopped walking and the buildings . . . rose up out of the misty courtroom. . . .

(James Thurber, “The Secret Life of Walter Mitty”)

**1**  
Question Marks

1. Place a question mark at the end of a direct question.  
Will you go to the country tomorrow?
2. Do *not* use a question mark after an indirect (reported) question.  
She asked me what caused that slide.

Exclamation Points

1. Place an exclamation point after a word or a group of words that expresses strong feeling.  
Oh! What a night! Help!

**1** Gadzooks!

2. Do not overwork the exclamation point. Do not use double exclamation points.  
Use the period or comma for mild exclamatory words, phrases, or sentences.  
Oh, we can leave now.

COMMAS

Commas to Separate

1. Use a comma to separate main clauses joined by one of the coordinating conjunctions—*for, and, nor, but, or, yet, so*. The comma may be omitted if the clauses are brief and parallel.

**Examples;**

We traveled many miles to see the game, *but* it was canceled.

Mary left and I remained. [brief and parallel clauses]

2. Use a comma after introductory dependent clauses and long introductory phrases (generally, four or more words is considered long).

Examples;

- *Before the arrival of the shipment*, the boss had written a letter protesting the delay. [two prepositional phrases]
- *If you do not hear from me*, assume that I am lost. [introductory dependent clause, an adverbial modifier]
- *In winter* we skate on the river. [short prepositional phrase, no comma]

3. Use a comma to separate words, phrases, and clauses in a series.

Examples;

- o *Red, white, and blue* were her favorite colors. [words]
- o He ran *down the street, across the park, and into the arms of his father*. [prepositional phrases]
- o *When John was asleep, when Mary was at work, and when Bob was studying*, Mother had time to relax. [dependent clauses]

4. However, when coordinating conjunctions connect all the elements in a series, the commas are omitted.

Example;

He bought *apples and pears and grapes*.

5. Use a comma to separate coordinate adjectives not joined by *and* that modify the same noun.

Example;

I need a *sturdy, reliable* truck.

6. Do not use a comma to separate adjectives that are not coordinate. Try the following technique to determine whether the adjectives are coordinate: Put *and* between the adjectives. If it fits naturally, the adjectives are coordinate; if it does not, they are not, and you do not need a comma.

- o She is a kind, beautiful person.
- o kind *and* beautiful [natural, hence the comma]
- o I built a red brick wall.
- o red *and* brick wall [not natural, no comma]

7. Use a comma to separate sentence elements that might be misread.

Examples;

- Inside the dog scratched his fleas.
- *Inside*, the dog scratched his fleas.

Without benefit of the comma, the reader might initially misunderstand the relationship among the first three words.

### Commas to Set Off

1. Use commas to set off (enclose) adjectives in pairs that follow a noun.

Example;

The scouts, *tired and hungry*, marched back to camp.

2. Use commas to set off nonessential (unnecessary for meaning of the sentence) words, phrases, and clauses.

Example;

My brother, *a student at Ohio State University*, is visiting me. [If you drop the phrase, the basic meaning of the sentence remains intact.]

Marla, *who studied hard*, will pass. [The clause is not essential to the basic meaning of the sentence.]

All students *who studied hard* will pass. [Here the clause *is* essential. If you remove it, you would have *All students will pass*, which is not necessarily true.]

I shall not stop searching *until I find the treasure*. [A dependent clause at the end of a sentence is usually not set off with a comma. However, a clause beginning with the word *though* or *although* will be set off regardless of where it is located.]

I felt unsatisfied, *though we had won the game*.

3. Use commas to set off parenthetical elements such as mild interjections (*oh, well, yes, no*, and others), most conjunctive adverbs (*however, otherwise, therefore, similarly, hence, on the other hand*, and *consequently* but not *then, thus, soon, now*, and *also*), quotation indicators, and special abbreviations (*etc., i.e., e.g.*, and others).

Examples;

- *Oh*, what a silly question! [mild interjection]
- It is necessary, *of course*, to leave now. [sentence modifier]
- We left early; *however*, we missed the train anyway. [conjunctive adverb]
- “When I was in school,” *he said*, “I read widely.” [quotation indicators]
- Books, papers, pens, *etc.*, were scattered on the floor. [The abbreviation *etc.* should be used sparingly, however.]

4. Use commas to set off nouns used as direct address.

Examples;

- Play it again, *Sam*.
- Please tell us the answer, *Jane*, so we can discuss it.

5. Use commas to separate the numbers in a date.

Example;

June 4, 1965, is a day I will remember.

6. Do not use commas if the day of the month is not specified, or if the day is given before the month.

Examples;

- June 1965 was my favorite time.
- 1 - One day I will never forget is 4 June 1965.

8. Use commas to separate the city from the state. No comma is used between the state and the zip code.

Example;

Walnut, CA 91789

9. Use a comma after both the city and the state when they are used together in a sentence.

Example;

Our family visited Anchorage, *Alaska*, last summer.



10. Use a comma following the salutation of a friendly letter and the complimentary closing in any letter.

Examples;

- Dear John,
- Sincerely,

11. Use a comma in numbers to set off groups of three digits. However, omit the comma in dates, serial numbers, page numbers, years, and street numbers.

Examples;

- The total assets were \$2,000,000.
- I look forward to the year 2050.

10

## SEMICOLONS

The semicolon indicates a stronger division than the comma. It is used principally to separate independent clauses within a sentence.

1. Use a semicolon to separate independent clauses not joined by a coordinating conjunction.

You must buy that car today; tomorrow will be too late.

2. Use a semicolon between two independent clauses joined by a conjunctive adverb such as one of the HOTSHOT CAT words (*however, otherwise, therefore, similarly, hence, on the other hand, then, consequently, accordingly, thus*).

It was very late; therefore, I remained at the hotel.

3. Use a semicolon to separate main clauses joined by a coordinating conjunction if one or both of the clauses contain distracting commas.

Byron, the famous English poet, was buried in Greece; and Shelley, who was his friend and fellow poet, was buried in Italy.

4. Use a semicolon in a series between items that themselves contain commas.

He has lived in Covina, California; Reno, Nevada; Prague, Oklahoma; and Bangor, Maine.

1

## QUOTATION MARKS

Quotation marks are used principally to set off direct quotations. A direct quotation consists of material taken from the written work or the direct speech of others; it is set off by double quotation marks. Single quotation marks are used to set off a quotation within a quotation.

Double Quotation Marks: He said, "I don't remember."

Single Quotation Marks: He said, "I don't remember if she said, 'Wait for me.'"

1. Use double quotation marks to set off direct quotations.

Examples;

- Erin said, "Give me the book."
- As Edward McNeil writes of the Greek achievement: "To an extent never before realized, mind was supreme over faith."

2. Use double quotation marks to set off titles of shorter pieces of writing such as magazine articles, essays, short stories, short poems, one-act plays, chapters in books, songs, and separate pieces of writing published as part of a larger work.

Examples;

- The book *Literature: Structure, Sound, and Sense* contains a deeply moving poem titled "On Wenlock Edge."
- Have you read "The Use of Force," a short story by William Carlos Williams?
- My favorite Elvis song is "Don't Be Cruel."

3. Use double quotation marks to set off slang, technical terms, and special words.

Examples;

- There are many aristocrats, but Elvis is the only true “King.” [special word]
- The “platoon system” changed the game of football. [technical term]

4. Use double quotation marks in writing dialogue (conversation). Write each speech unit as a separate paragraph and set it off with double quotation marks.

Examples;

- “Will you go with me?” he asked.
- “Yes,” she replied. “Are you ready now?”

5. Use single quotation marks to set off a quotation within a quotation.

Example;

- Professor Baxter said, “You should remember Shakespeare’s words, ‘Nothing will come of nothing.’”

6. Do *not* use quotation marks for indirect quotations.

Example;

- Incorrect: He said that “he would bring the supplies.”
- Correct: He said that he would bring the supplies.

7. Do *not* use quotation marks for the title on your own written work. If you refer to that title in another piece of writing, however, you need the quotation marks.

## PUNCTUATION WITH QUOTATION MARKS

1. A period or comma is always placed *inside* the quotation marks.

- Our assignment for Monday was to read Poe’s poem “The Raven.”
- “I will read you the story,” he said. “It is a good one.”

2. A semicolon or colon is always placed *outside* the quotation marks.
  - He read Robert Frost's poem "Design"; then he gave the examination.
  - He quoted Frost's "Stopping by Woods on a Snowy Evening": "But I have promises to keep."
3. A question mark, an exclamation point, or a dash (see page 512) is placed *outside* the quotation marks when it applies to the entire sentence and *inside* the quotation marks when it applies to the material in quotation marks.
  - He asked, "Am I responsible for everything?" [quoted question within a statement]
  - Did you hear him say, "I have the answer"? [statement within a question]
  - Did she say, "Are you ready?" [question within a question]
  - She shouted, "Impossible!" [exclamation]
  - Roy screamed, "I'll flunk if I don't read Poe's short story 'The Black Cat!'" [exclamation belongs to the material inside the quotation marks]
  - "I hope—that is, I—" he began. [dash]
  - "Accept responsibility"—those were his words. [dash that does not belong to the material inside the quotation marks]
4. A single question mark is used in sentence constructions that contain a double question—that is, a quoted question following a question.
  - Mr. Martin said, "Did he say, 'Are you going?'"

## 1

### ITALICS

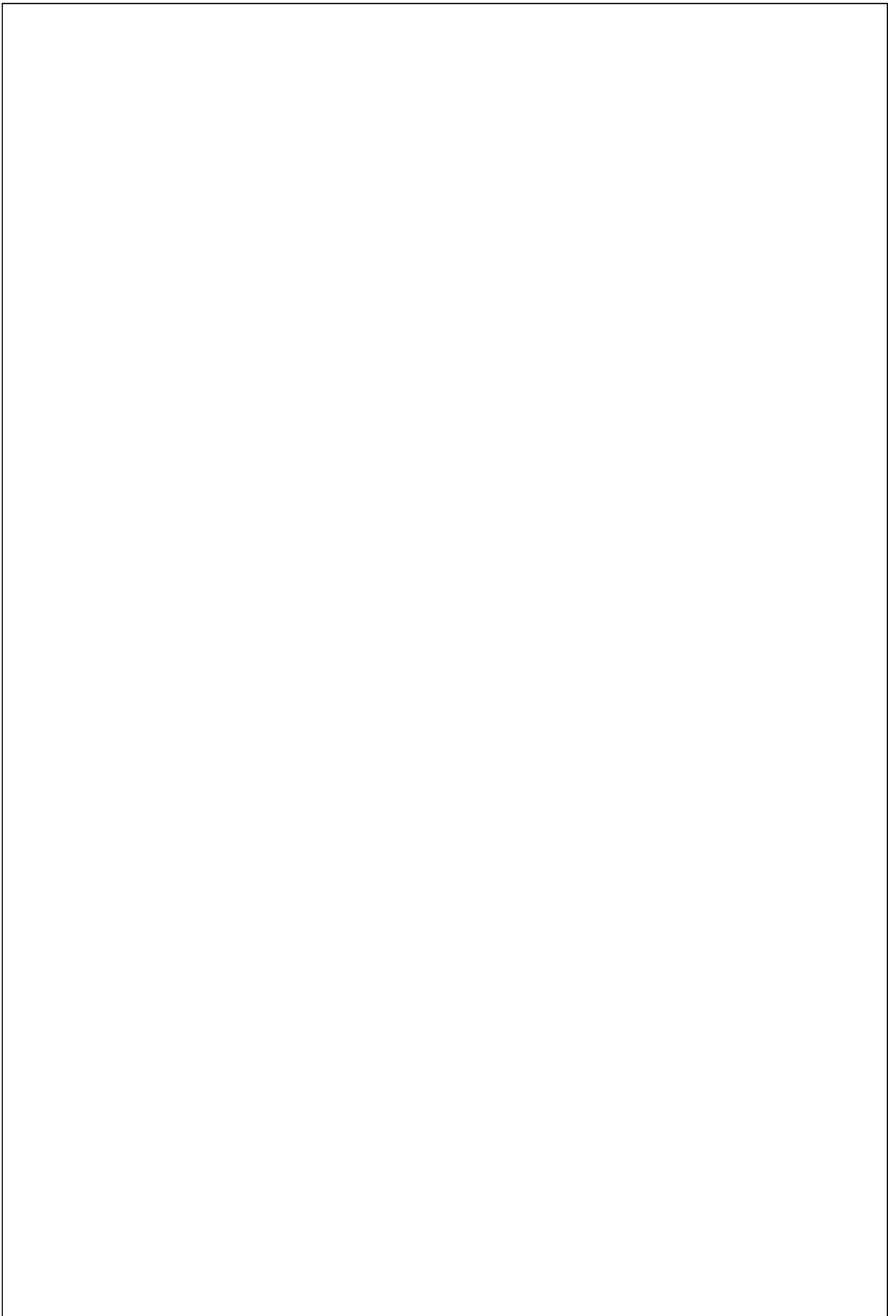
*Italics* (slanting type) is used to call special attention to certain words or groups of words. In handwriting, such words are underlined; however, computers provide italics.

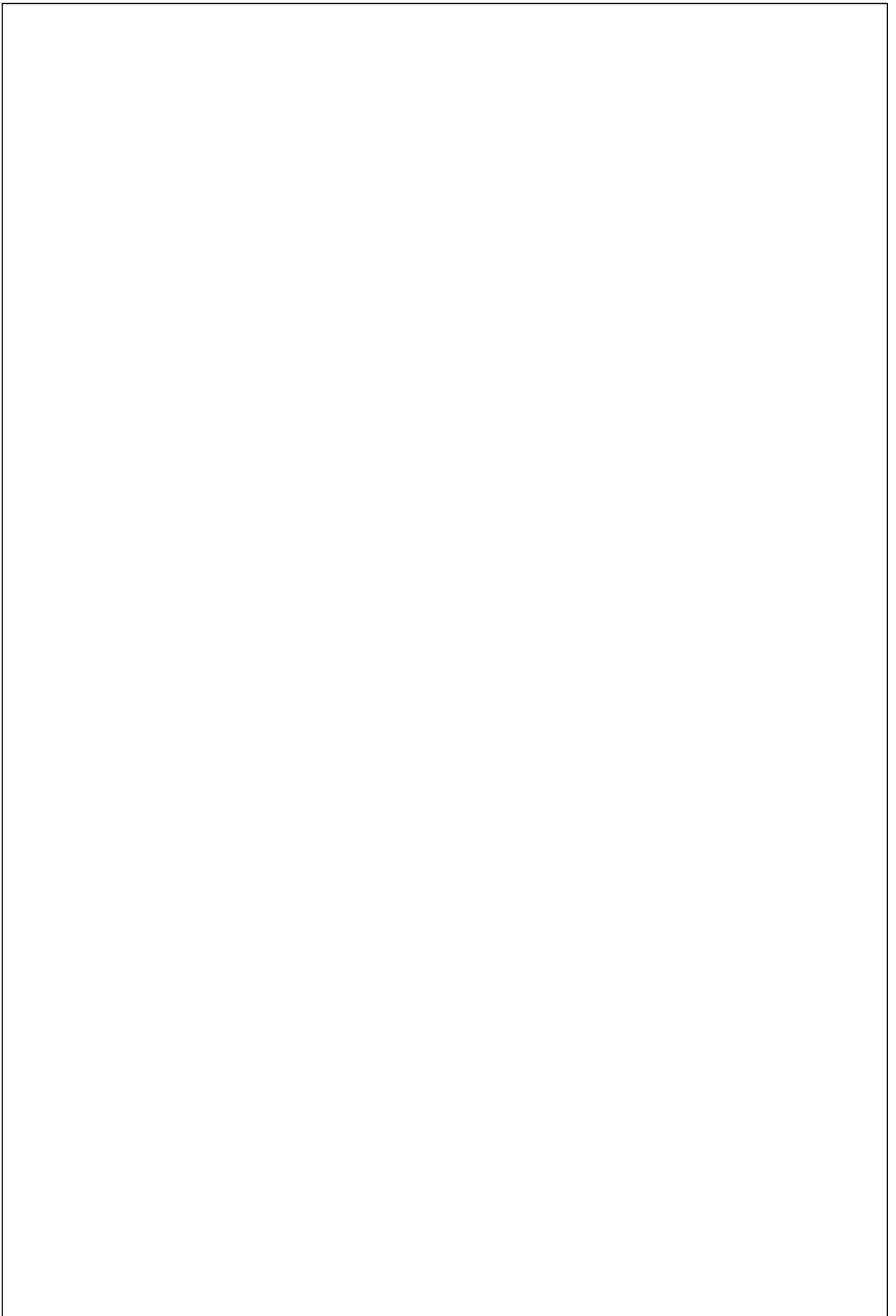
1. Italicize (underline) foreign words and phrases that are still listed in the dictionary as foreign.

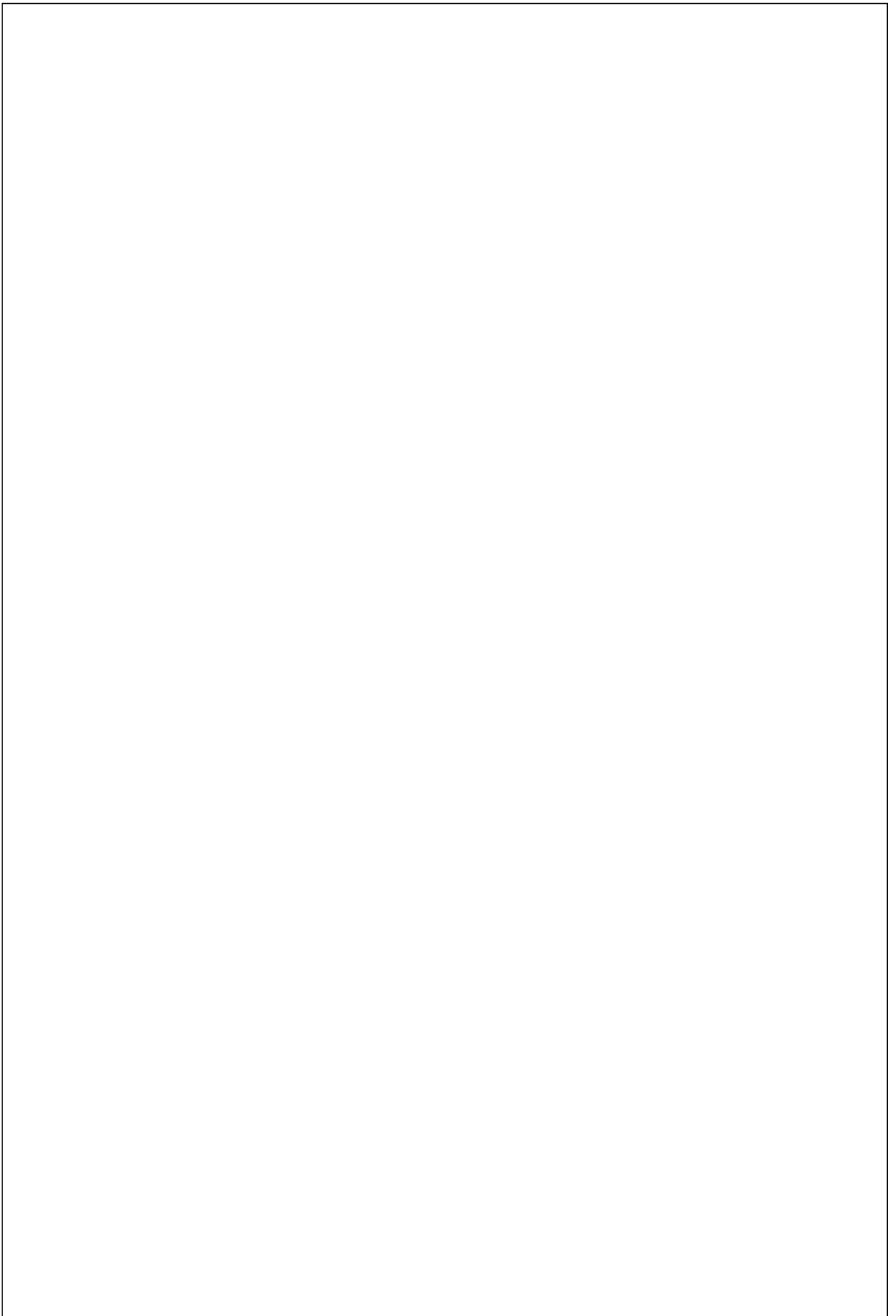
*c'est la vie*

*Weltschmerz*

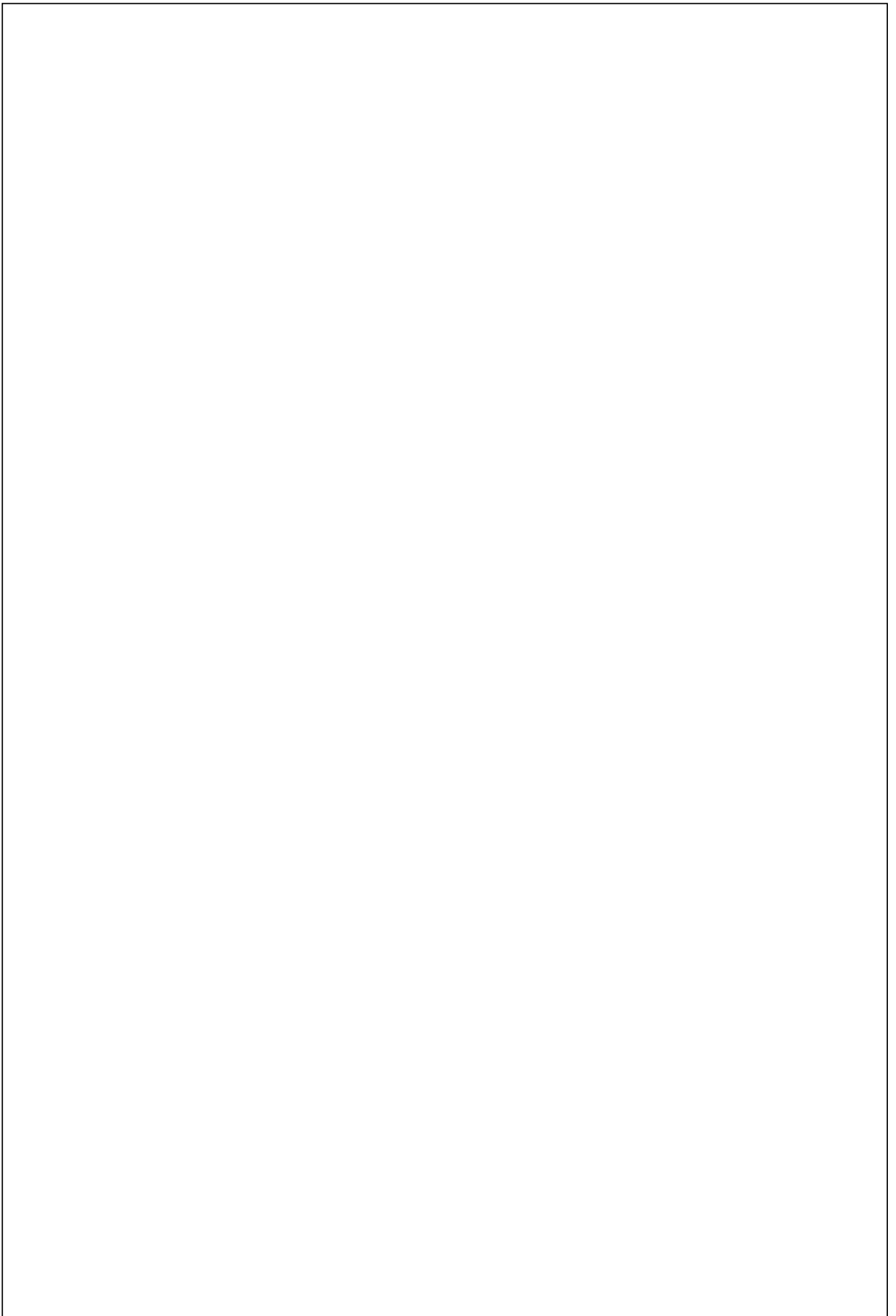
2. Italicize (underline) titles of books (except the Bible); long poems; plays; magazines; motion pictures; musical compositions; newspapers; works of art; names of aircraft and ships; and letters, figures, and words.
  - I think Hemingway's best novel is *A Farewell to Arms*.
  - His source material was taken from *Time*, *Newsweek*, and the

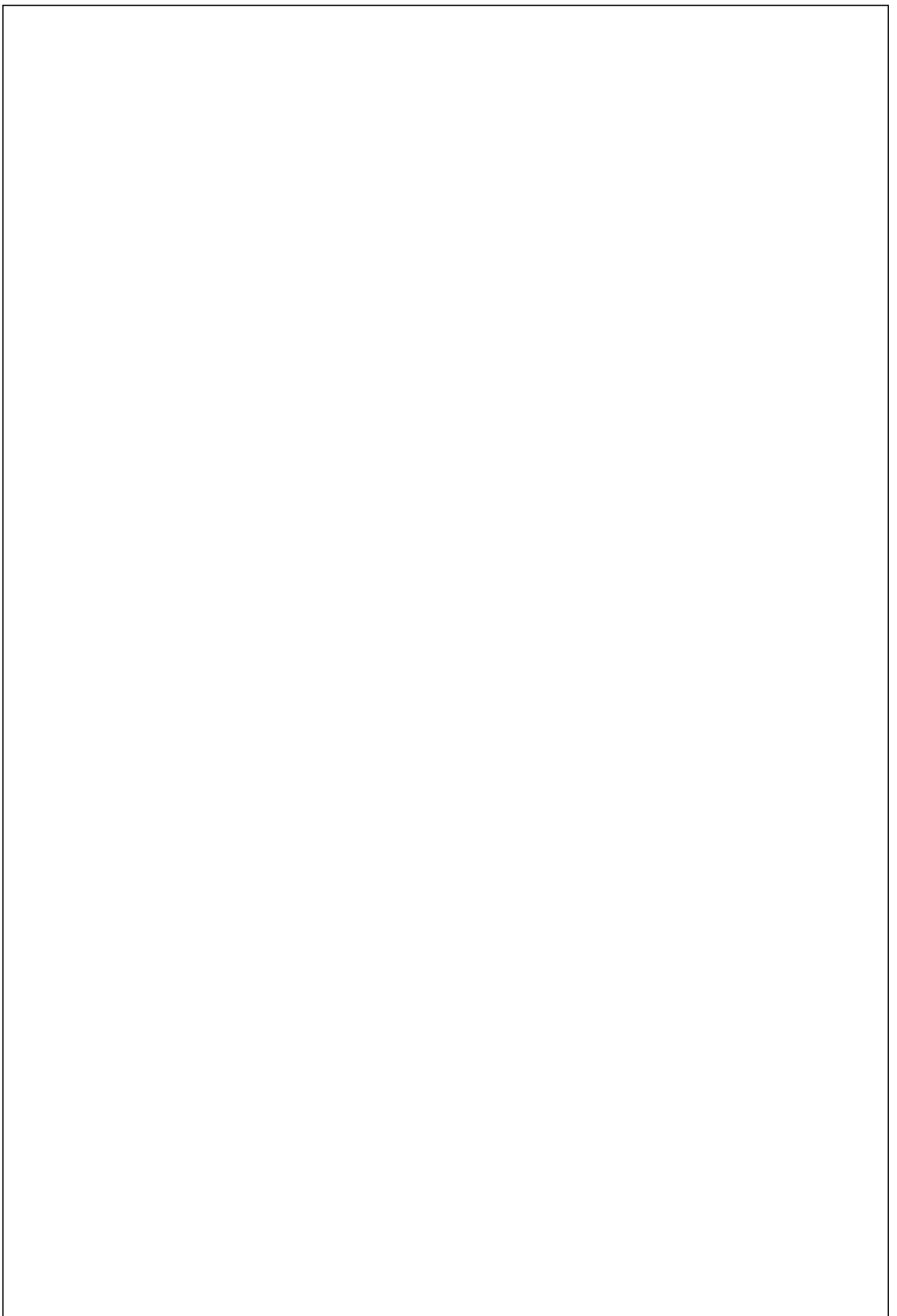


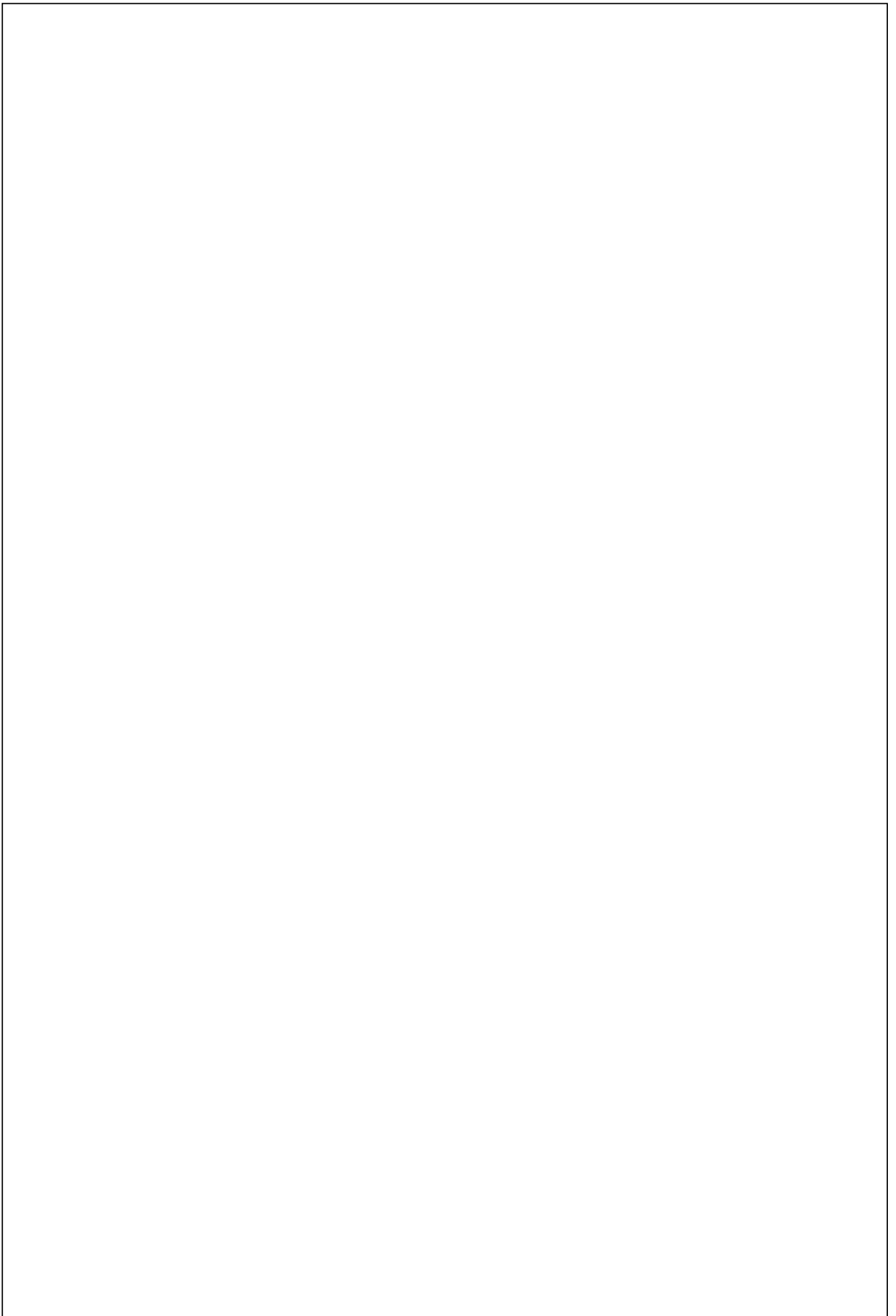


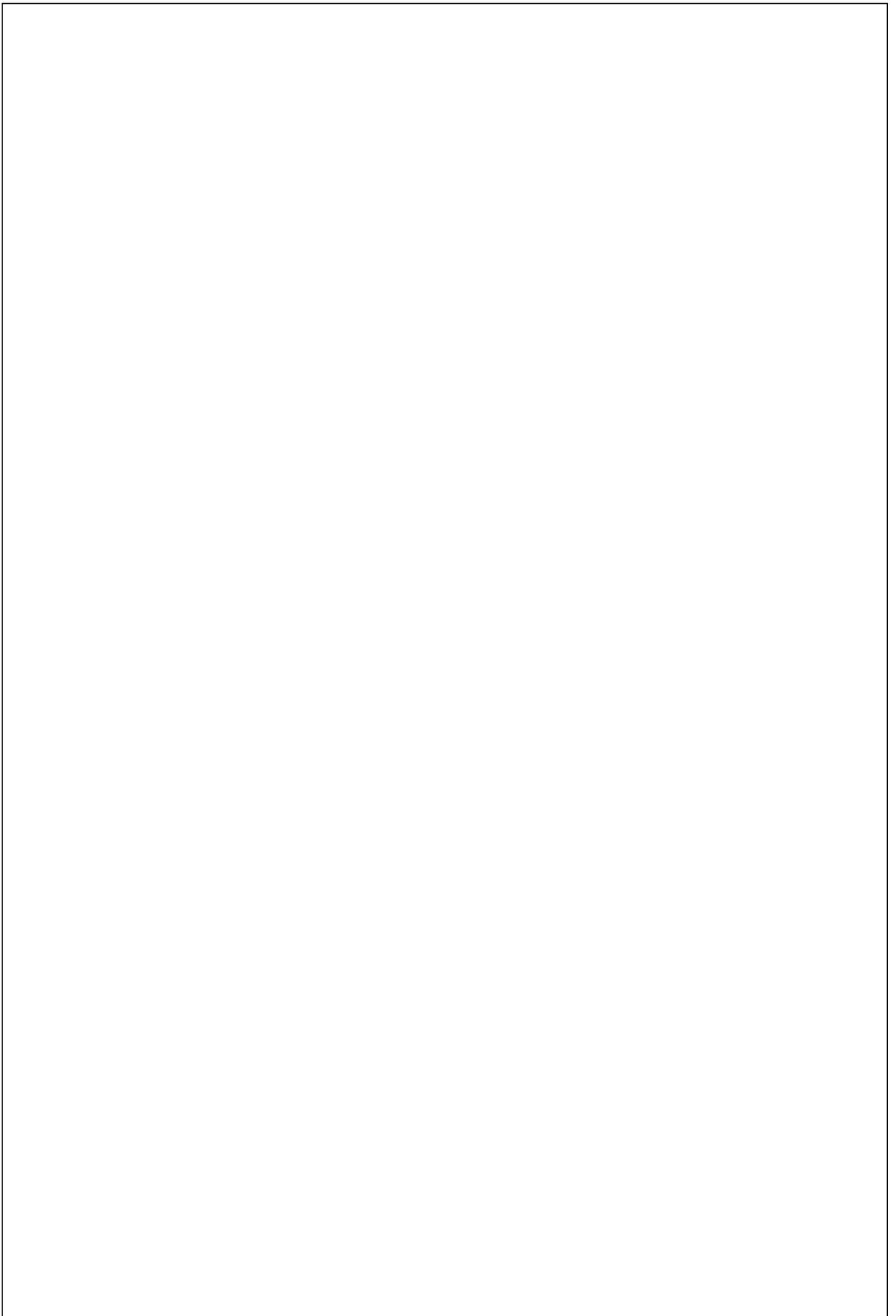


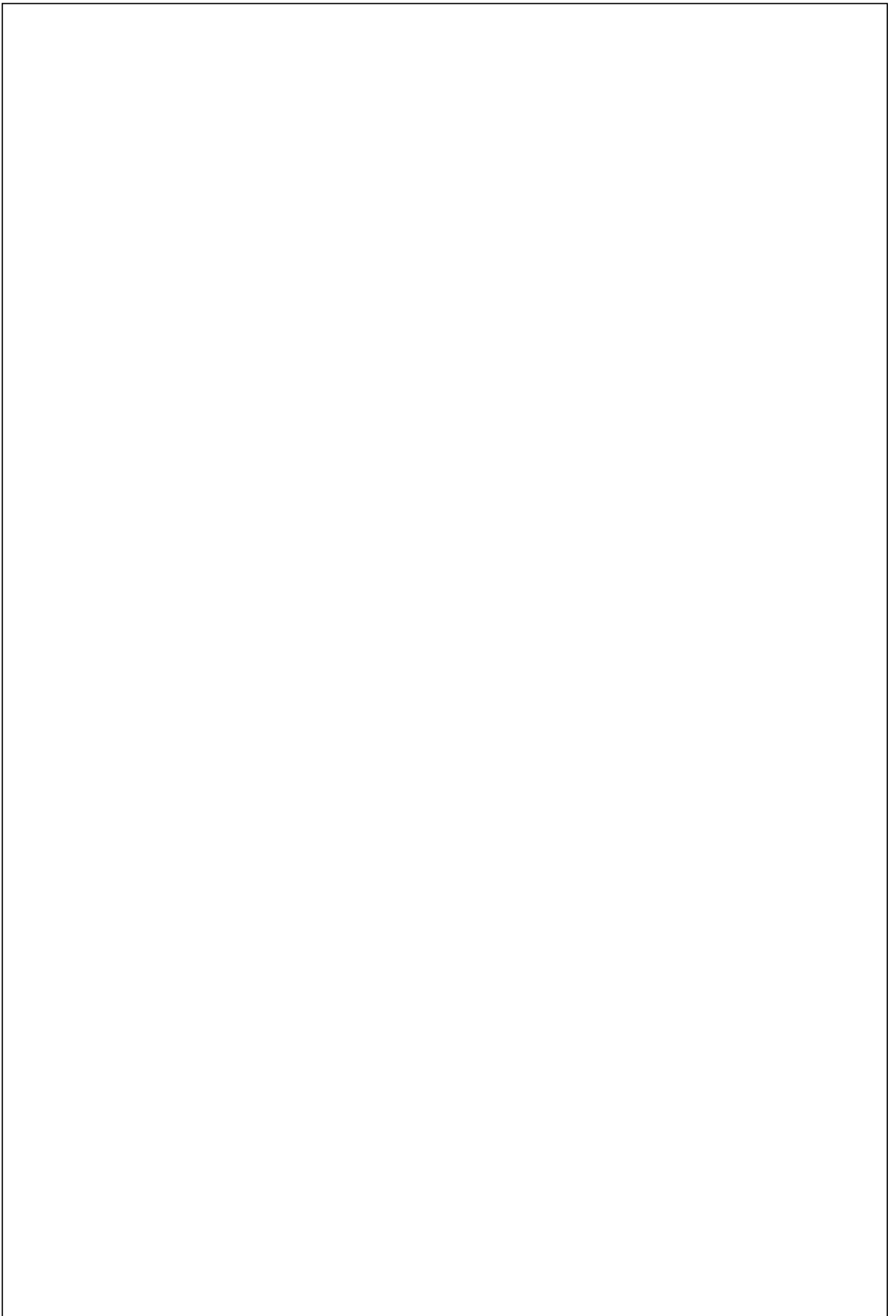












**B. Part Two: Using Singular, Plural, and Collective Nouns** Complete each of the following tasks.

1. Write a properly capitalized sentence that includes the name of a body of water.
2. Write a properly capitalized sentence that includes a pirate's name.
3. Write a properly capitalized sentence about a SPECIFIC day of the month.
4. Write a properly capitalized sentence that includes the name of a boat.
5. Write a properly capitalized sentence that includes the title of a book or nautical battle.

**Task 3<sup>42</sup>**

Rewrite the following sentences using appropriate punctuation marks and capital letters wherever necessary.

1. river yamuna flows through agra
2. eiffel tower is the most famous monument in france
3. my brother is a singer
4. where have you been all this while
5. you look hot are you ill
6. come here at once
7. rohan is a smart boy
8. sania couldnt believe her eyes when she saw the bicycle
9. india is the seventh largest country in the world
10. mumbai is the capital of maharashtra
11. my best friend and his family are moving to chennai
12. you dont look happy to see me do you
13. you shouldnt have done this to john
14. there is a large rain forest in south america

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<sup>42</sup> <https://www.englishgrammar.org/capitalization-punctuation-worksheet/>

**Task 4.**<sup>43</sup>

**A. Punctuate the following sentences, inserting colons where necessary.**

1. We shall fight on the beaches we shall never surrender.
2. The good die young the wicked live forever.
3. Peace to those I love strife to my enemies.
4. Bright is the day dark is the night.
5. Behind me lay despair in front, only hope

**B. Punctuate the following sentences, inserting colons and commas where necessary.**

1. I took five items my jacket a fishing rod a peanut butter sandwich a tooth pick and a pen knife.
2. The guest list read as follows Rev. Bill Hinter Lady Smythe-Bottom Gordon James and Dizzy the Clown.
3. These were the reasons for his odd behaviour fear of the dark fear of confined spaces fear of spiders and way too much caffeine that morning.
4. Certain people are legends Marilyn Monroe James Dean Houdini and Charlie Chaplin.
5. He shook with fear when he saw what lay before him a rocky path a steep slippery slope a cliff edge and a fifty foot drop into the unknown.

**C. There are ten pairs of sentences in this Exercise. Each pair of sentences has been joined together using a conjunction. Rewrite each pair replacing the conjunction with a semi-colon. Check that each side of the semi-colon can stand as a sentence in its own right.**

1. Sara watched television after she had finished her homework.
2. The baby was crying because he was hungry.
3. The old man shivered violently because it was bitterly cold.

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<sup>43</sup> <https://www.wellington.trafford.sch.uk/wp-content/uploads/2016/08/spag-activity-sheets.pdf>

4. Mum told him to brush his hair which was a total mess.
5. She read the book which was an adventure story.
6. The children went home tired and hungry because they had had enough.
7. I shall take some of the library books back now but the others will have to wait.
8. She had worked very hard for the exam and she hoped it would be enough.
9. It was a warm, sunny day so they decided to go to the seaside.
10. The parcel had been badly wrapped and some of the contents were showing.



# **PART 2**

## **Writing Paragraph**

## CHAPTER 6 PARAGRAPH

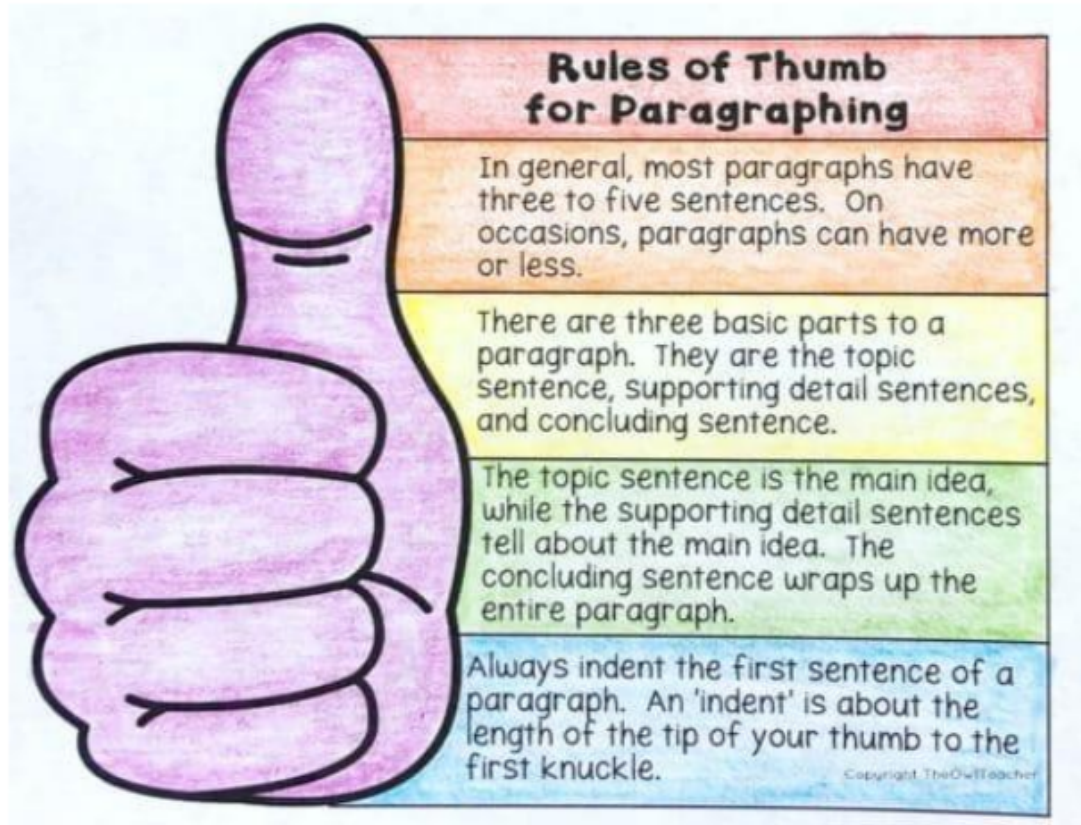
After this lesson, students will able to:

- Comprehending the paragraph
- Comprehending part of paragraph

What Do You Think?

Read this picture!<sup>44</sup>

Share with your partner in the class about rules for paragraph



<sup>44</sup> <https://theowlteacher.com/ideas-writing-paragraph/>

## A. What is Paragraph ?

Defining the word *paragraph* is no easy task because there are four different kinds of paragraphs, each one having a different purpose:<sup>45</sup>

- **Introductory:** Usually the first paragraph in an essay, it gives the necessary background and indicates the main idea, called the thesis.
- **Developmental:** A unit of several sentences, it expands on an idea. This book features the writing of developmental paragraphs.
- **Transitional:** A very brief paragraph, it merely directs the reader from one point in the essay to another.
- **Concluding:** Usually the last paragraph in an essay, it makes the final comment on the topic

<sup>6</sup> The most important point about a developmental paragraph is that it should state an idea and support it. The support, or development, can take several forms, all of which you already use. It can do the following:

- Give an account (tell a story).
- Describe people, things, or events.
- Explain by analyzing, giving examples, comparing, defining, showing how to do something, or showing causes.
- Argue that something should be done or resisted, that something is true or untrue, or that something is good or bad.

<sup>8</sup> A paragraph is a group of sentences about a single topic. Together, the sentences of the paragraph explain the writer's main idea (most important idea) about the topic. In academic writing, a paragraph is often between five and ten sentences long, but it can be longer or shorter, depending on the topic. The first sentence of a

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<sup>45</sup> Brandon and Brandon, <sup>1</sup> *Paragraphs and Essays With Integrated Readings Eleventh Edition*.

paragraph is usually indented (moved) a few spaces. A paragraph has three basic parts;<sup>46</sup>

1. The topic sentence. This is the main idea of the paragraph. It is usually the first sentence of the paragraph, and it is the most general sentence of the paragraph.
2. The supporting sentences. These are sentences that talk about or explain the topic sentence. They are more detailed ideas that follow the topic sentence.
3. The concluding sentence. This may be found as the last sentence of a paragraph. It can finish a paragraph by repeating the main idea or just giving a final comment about the topic.

Here is the example of pattern of paragraph;<sup>47</sup>

#### Pattern A

Topic sentence \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Support \_\_\_\_\_  
\_\_\_\_\_  
Support \_\_\_\_\_  
\_\_\_\_\_  
Support \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

#### Pattern B

topic sentence \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Support \_\_\_\_\_  
\_\_\_\_\_  
Support \_\_\_\_\_  
\_\_\_\_\_  
Support \_\_\_\_\_  
\_\_\_\_\_  
Concluding sentence \_\_\_\_\_  
\_\_\_\_\_

This is example of pattern paragraph that have developed.

The topic of a paragraph is one, and only one, idea. A paragraph is like a cheeseburger sandwich: two pieces of bread (the topic and concluding sentences) enclosing the filling (the supporting sentences). Each paragraph that you write for this class should also have a **title**. A title tells the topic of the paragraph in a few words. A

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<sup>46</sup> Dorothy E. Zemach and Lisa A. Rumisek, *Academic Writing from Paragraph to Essay* (OX: Macmillan, 2005).

<sup>47</sup> Brandon and Brandon, *Paragraphs and Essays With Integrated Readings Eleventh Edition*.

title is short. It is not a complete sentence. It may be just one word.

Here are some examples of titles.<sup>48</sup>

1. My Classmate
2. Friendship
3. A Famous Soccer Player

The paragraph's purpose and scope will determine its length, but most paragraphs contain at least two complete sentences. Example of paragraph;<sup>49</sup>

<b>Topic sentence</b>	<p>The root cause of childhood Attention Deficit Disorder (ADD) is difficult to determine, since many biological, genetic, and environmental factors may contribute. While genetics can help explain the prevalence of ADD in children and families, they do not necessarily explain its cause (Winger, 2012). Environmental factors such as social interaction, attachment, and other factors can also play a huge role in the development of ADD but are not necessarily its root, according to Graymond (2011, p. 33). Research suggests that genetic and environmental interactions may both be important in conditioning the risk of ADD as well as its severity and progression. In the classic question of “nature v. nurture,” in this case, the answer appears to be both.</p>
<b>Supporting Detail #1</b>	
<b>Supporting Detail #2</b>	
<b>Concluding Sentence</b>	

<sup>48</sup> Hogue, *First Steps in Academic Writing Second Edition*.

<sup>49</sup> [https://www.uvu.edu/writingcenter/docs/handouts/writing\\_process/basicessayformat.pdf](https://www.uvu.edu/writingcenter/docs/handouts/writing_process/basicessayformat.pdf)

### 3

## B. Writing a Perfect Paragraph<sup>50</sup>

### General;

- A paragraph is a series of sentences that are about one topic.
- A paragraph is made up of three parts: a topic sentence, supporting ideas, and a clincher.

### Topic Sentences;

- A topic sentence expresses the main idea of the paragraph.
- The topic sentence answers one or more questions like why, how, or where?
- Every word in a topic sentence is important.
- You must be able to support your topic sentence.
- A topic sentence must be about something you can prove, explain, or show through description.

### Outlines;

- Outlines help organize ideas for paragraphs.
- An organized outline can look like this:
  - A. Topic Sentence
  - B. Supporting Ideas
    - 1.
    - 2.
    - 3.
    - 4.
  - C. Clincher

### Supporting Ideas;

- Details give writing flavor.
- Unrelated ideas do not explain or support the topic sentence.
- A transition is a link or a connection between sentences. (Examples: first, next, meanwhile, in conclusion)
- Vary the beginnings of sentences; use words that end in -ing, past tense verbs, or dependent clauses.

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<sup>50</sup> <https://teacherspondering.files.wordpress.com/2014/07/the-perfect-paragraph.pdf>

3

**Clinchers;**

- A clincher summarizes the main ideas or feelings in a paragraph and lets the reader know when the paragraph is done.
- Clinchers don't just restate the topic sentence; restating the topic sentence as the clincher is too easy and usually dull.
- The clincher can be the same idea as the topic sentence, a question, an amusing thought, or an unexpected twist.
- The clincher cannot be another support sentence.
- A paragraph must come full circle from the topic sentence to the clincher.

One way to ensure that each of your body paragraphs is clearly focused, convincingly developed, and connects back to thesis is to use;<sup>51</sup>

**the PIE strategy:**

<b>P = Point</b>	<b>I = Information</b>	<b>E = Explanation</b>
The "P" part of your paragraph is your topic sentence: a clear statement of the main claim you are making in the paragraph.	The "I" fills out the body of your paragraph with concrete evidence that supports the main claim.	The "E" is the writer's explanation of the significance of the provided information, especially as it relates to the thesis.
<b>Another way to look at it:</b>		
Tell me what your main point is.	Show me, with evidence and examples, how or why your point is true.	"So what?" Help me understand so what is the significance of the information.
<ul style="list-style-type: none"> <li>- Choose one arguable point to prove per paragraph.</li> <li>- Write this point out as a sentence</li> </ul>	Prove the claim in your topic sentence with evidence that can come in different forms:	<ul style="list-style-type: none"> <li>- Interpret, analyze, explain the information, opinions or</li> </ul>

<sup>51</sup> <http://accounts.smccd.edu/skyenglish/9paragraphs.pdf>

<p>and this will be your topic sentence.</p> <ul style="list-style-type: none"> <li>- Your topic sentence should be more general than the rest of the paragraph but more specific than your thesis.</li> <li>- After you write the paragraph, look again at your topic sentence to be sure that it “fits” the paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>- Short direct quotes/ paraphrases from class readings and discussions - Data from reputable sources (facts, statistics, polls)</li> <li>- Personal experience (real life stories, anecdotes, examples, observations)</li> <li>- Relevant examples from pop culture (song lyrics, movies, TV, celebrities)</li> <li>- Representations in mass media (newspapers, magazines, television)</li> </ul>	<ul style="list-style-type: none"> <li>- quotes you’ve included.</li> <li>- Examine some consequences, results, implications, ramifications of the information you just gave your audience.</li> <li>- Make it clear why your reader should care or be concerned.</li> <li>- Clarify any ambiguous ideas or information.</li> <li>- Comment on the credibility of the information, discussing its biases, assumptions, logic.</li> <li>- Relate the information explicitly to your thesis.</li> </ul>
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**Sample PIE Paragraph**

See the PIE paragraph structure in the first body paragraph from an essay on Malcolm X’s “Learning to Read”:



- P** → The diligence and persistent effort Malcolm X showed in learning to read has become disappointingly rare. Malcolm
- I** → X in his autobiography tells us that when he went to prison, he could hardly read or write. He decided the way to improve would be to copy the entire dictionary word for word by hand. He said to copy just the first page alone took an entire day. The next day he reviewed all the words he did not remember, so he slowly built his vocabulary, and at the same time he started educating himself about the larger world as he describes the dictionary as a “miniature encyclopedia” (2). Malcolm X carried on until he copied the entire dictionary cover to cover. However, the time he dedicated to his writing was not confined to this amazing achievement alone: “Between what I wrote in my tablet, and writing letters, during the rest of my time in prison I would guess I wrote a million words” (2). The dedication to his own education and how he strengthened his own intelligence and abilities through sheer force of will is impressive but unfortunately is the exception rather than the norm. In *Generation Me*, the author Jean Twenge addresses the present generation of people who have been taught to put themselves first and expect instant results without working hard to achieve them. Twenge states: “They are less likely to work hard today to get a reward tomorrow—an especially important skill these days, when many good jobs require graduate degrees” (157). If people
- E** → are less willing today to work hard, then we are going to have increasingly uneducated, lazy people who spend more time complaining than achieving. With a lack of education we won’t be strong critical thinkers so will be easily taken in by people who want to exploit us for profit like advertisers and corporate America. Instead of defining who we are, people who want to sell us things will continue to shape our wants, desires and perceptions of ourselves.

Of course, PIE paragraphs don’t always need to look exactly like this; while you want to start a paragraph with your main Point, you might

alternate between Information and Explanation, so that your paragraph could look like this:

**P ⇒ I ⇒ E ⇒ I ⇒ E.**

### C. Exercises

#### Task 1<sup>52</sup>

Let's practice creating paragraphs using the PIE paragraph approach.

First, select a topic:

- immigration
- reality shows
- the health care system
- police profiling
- legalizing all drugs
- the minimum wage a topic raised in your current class reading
- the president
- rap music

Second, using the topic you selected, write a topic sentence that states the main point claim (your specific opinion) that you want to argue that fits the size of the paragraph:

**P- Point;**

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Third, brainstorm concrete evidence/information you can use to prove your main claim:

**I – Information**

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<sup>52</sup> <http://accounts.smccd.edu/skyenglish/9paragraphs.pdf>

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4 Fourth, analyze and explain the significance, importance or impact of your evidence and claims:

**E – Explanation**

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4 Use the following questions to provide constructive feedback on paragraphs:

Writer : \_\_\_\_\_

Peer Reviewer : \_\_\_\_\_

**P- Point;**

Underline the writer’s topic sentence. Based on this sentence alone, what do you predict this paragraph will have to say about the topic? What is the writer’s point? Is it arguable? Is the main point narrow enough to be proven in one paragraph?

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**I – Information**

Now, read through the entire paragraph once and jot down what you think the main point of the paragraph seems to be. Does it match with what you thought the main point would be based solely on the topic sentence? Is the evidence clear and convincing? Are there any details

that seem irrelevant or not directly connected? Is any needed explanation missing?

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**E – Explanation**

Has the writer included his/her own analysis of the larger significance for the main claim in the paragraph? Did he/she explain WHY the reader should care about this topic? Has he/she looked at the larger outcome or importance of the claim? Do you feel convinced by the writer's reasoning?

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### Task 2.<sup>53</sup>

#### Practice Worksheet 1

Create outlines for the possible paragraphs below, based on the topic sentences. Remember that the outlining process is just the preliminary stage of the writing plan. You do not need to write complete sentences—just ideas. On the back of this worksheet, create your own outline with your own topic sentence; make sure it is clear and easy to support. Be creative!

##### Outline 1

A. Topic Sentence: This classroom is too noisy during tests.

##### B. Supporting Ideas

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

##### C. Clincher:

##### Outline 2

A. Topic Sentence: Barnaby Quip needs to hire more paragraph agents.

##### B. Supporting Ideas

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

##### C. Clincher:

##### Outline 3

A. Topic Sentence: \_\_\_\_\_

##### B. Supporting Ideas

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

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<sup>53</sup> <https://teacherspondering.files.wordpress.com/2014/07/the-perfect-paragraph.pdf>

C. Clincher:

Outline 4

A. Topic Sentence: \_\_\_\_\_

B. Supporting Ideas

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

C. Clincher:

Outline 5

A. Topic Sentence: \_\_\_\_\_

B. Supporting Ideas

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

C. Clincher:

Outline 6

A. Topic Sentence: \_\_\_\_\_

B. Supporting Ideas

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

C. Clincher:

Outline 7

A. Topic Sentence: \_\_\_\_\_

B. Supporting Ideas

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

C. Clincher:

## CHAPTER 7

### SELECTING AND DEVELOPING IDEAS

After this lesson, students will able to:

- Making freewriting activity
- Comprehending brainstorming
- Comprehending clustering

What Do You Think?

Learn this activity with your partner!<sup>54</sup>

The image below demonstrates the types of questions to pose that are able to guide the process of developing an idea through a mind mapping activity.



#### Activity 1: picture it

This activity can be implemented to introduce or summarise a topic.

<sup>54</sup> <https://education.nsw.gov.au/teaching-and-learning/student-assessment/smart-teaching-strategies/literacy/writing/stage-4/ideas/developing-ideas>



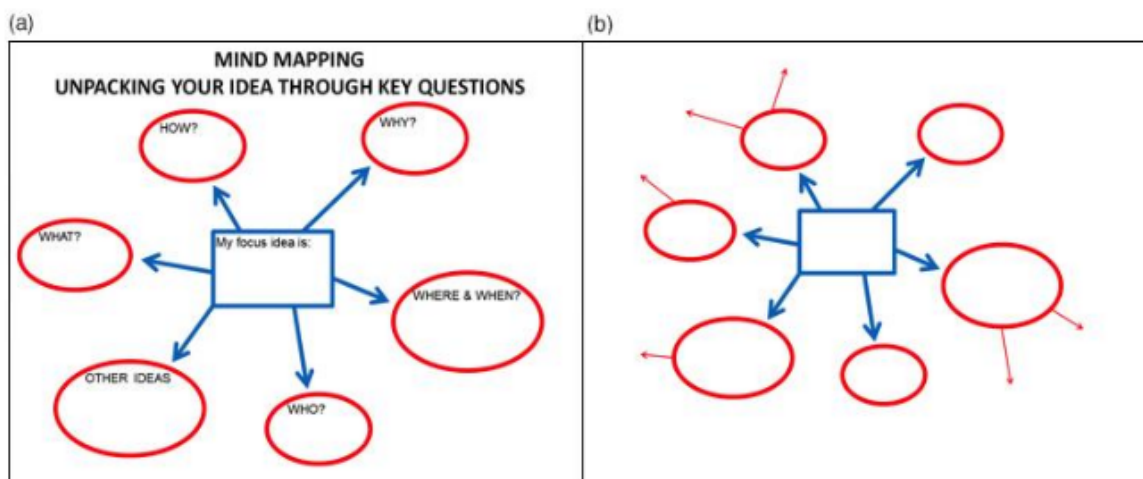
- Think: Ask students a focus question and provide wait time, for example: how do lifestyle choices impact on our health?
- Pair: use the mind mapping template (found below) to identify and collate associated ideas about the focus idea (i.e. “lifestyle choice”)
- Students use the mind mapping template to guide and deepen their thinking on the focus idea (divergent thinking mode).
- Students then spend time consolidating and ordering their mind map into a writing plan (convergent thinking mode). This plan could consolidate 3 key aspects, which form a basis of a written response to the question.

**Activity 2: think/pair/share**

This strategy allows students to generate more ideas prior to writing through joint construction.

- Think: Ask students a focus question and provide wait time e.g. How do lifestyle choices impact on our health?
- Pair: students pair up to tell a partner their ideas (focusing on the idea of lifestyle choice). This allows rehearsal, generates more ideas and student to student modelling (divergent thinking mode).
- Share: students to take turns sharing their ideas with the class. This can be verbally whilst the teacher collates the responses on the board or students to type straight onto a class collaboration tool.
- Divergent thinking: remind students it is not about being right or wrong and encourage all suggestions.
- Convergent thinking: Students identify 8 key points about the idea and order their thoughts into a writing plan.
- Keep suggestions visible as students then compose 1 to 2 structured paragraphs based on their planning which answers the question.

Two mind mapping resources: (a) a scaffolded mind map and (b) a blank mind map template.



**Learn this material !**

Process of developing or making paragraph need the process of selecting ideas and developing it. There are many ways to selecting and developing ideas for paragraph.

**A. Freewriting**

Freewriting is one of the techniques to select the ideas when you have to write or you do not have ideas in writing process. This information has explained in Brandon book.<sup>55</sup>

Freewriting is an exercise that its originator. You do not concern yourself unduly with the fundamentals of writing, such as punctuation and spelling. Freewriting is an adventure into your memory and imagination. It is concerned with discovery, invention, and exploration. It is important to keep writing. Freewriting immediately eliminates the blank page and thereby helps you break through an emotional barrier, but that is not the only benefit. The words that you sort through in that idea kit will include some you can use. You can then underline or circle those words and even add notes on the side so that the freewriting continues to grow even after its initial spontaneous expression.

You should learn to use freewriting because it will often serve you well, but you need not use it every time you write. Some very short

<sup>55</sup> Brandon and Brandon, *Paragraphs and Essays With Integrated Readings Eleventh Edition*.

writing assignments do not call for freewriting. An in-class assignment may not allow time for freewriting.

Nevertheless, freewriting is often a useful strategy in your toolbox of techniques. It can help you get words on paper, break emotional barriers, generate topics, develop new insights, and explore ideas. Freewriting can lead to other stages of prewriting and writing, and it can also provide content as you develop your topic.

## **B. Brainstorming**

Brainstorming is quickly writing down all the thought that come into your head. When you brainstorm, you do not think about whether an idea is good or bad or whether your writing is correct. You simply write to put your ideas on the paper. It is called brainstorming because it feels like there is a storm in your brain – a storm of ideas! A good writer, brainstorming about a topic by completing these two important steps;<sup>56</sup>

- Thinking about the topic first
- Writing down words and ideas

It is important to remember that the first step in writing a paragraph is not writing – it is thinking.

Brainstorming features important words and phrases that relate in various ways to the subject area or to the specific topic you are concerned with. Brainstorming includes two basic forms: (1) asking and answering questions and (2) listing.<sup>57</sup>

### **Big Six Questions**

One effective way to get started is to ask the big six questions about your subject: *Who? What? Where? When? Why? How?* Then let your mind run free as you jot down answers in single entries or lists. Some of the big six questions may not fit, and some may be more important than others, depending on the purposes of your writing.

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<sup>56</sup> Keith S. Folse, April Muchmore-Vokoun, and Elena Vestri Solomon, *Great Writing 2; Great Paragraph* (MA: Heinich Cengage Learning, 2010).

<sup>57</sup> Brandon and Brandon, *Paragraphs and Essays With Integrated Readings Eleventh Edition*.

6

## Listing

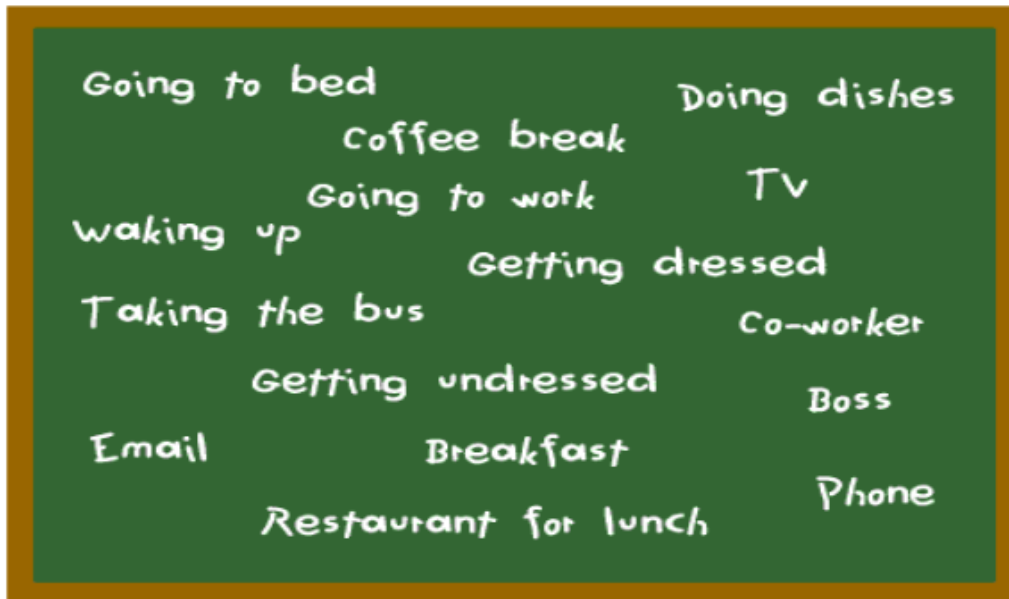
Simply making a list of words and phrases related to your topic is another effective way to brainstorm. Making lists is a way to think of new ideas. When you make a list, try to think of ideas in an organized way. For example, you can make a list of actions, a list of places, a list of people. Here is an example of three lists about daily routine:<sup>58</sup>

<b>Action</b>	<b>Places</b>	<b>People</b>
Wake up	Bedroom	Bus driver
Get up	Bathroom	Waitress
Shower	Kitchen	<u>Co-worker</u>
<u>Get dressed</u>	Bus stop	<u>Boss</u>
Eat breakfast	Coffee shop	Customer
Brush teeth	Office building	Friend
Take the bus		
Buy coffee		

Brainstorming is a way to think of new ideas. Brainstorming means you write every idea that is in your head (your brain). When you brainstorm, you write all your ideas and all the words you can think of about a topic. Do not say "This idea is a bad idea." When you are brainstorming, all ideas are good ideas. You do not write complete sentences when you brainstorm. You just write words or phrases. Write all the things that you think of. Here is an example of what an office worker wrote when he brainstormed about the topic Daily Routine.

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<sup>58</sup> [https://web2.uvcs.uvic.ca/courses/elc/sample/beginner/wt/wt\\_05.htm](https://web2.uvcs.uvic.ca/courses/elc/sample/beginner/wt/wt_05.htm)



### C. Clustering

In clustering, double-bubble your <sup>1</sup>topic. Any bubble can lead to another bubble or to numerous bubbles in the same way. This strategy is sometimes used instead of, or before, making an outline to organize and develop ideas.<sup>59</sup>

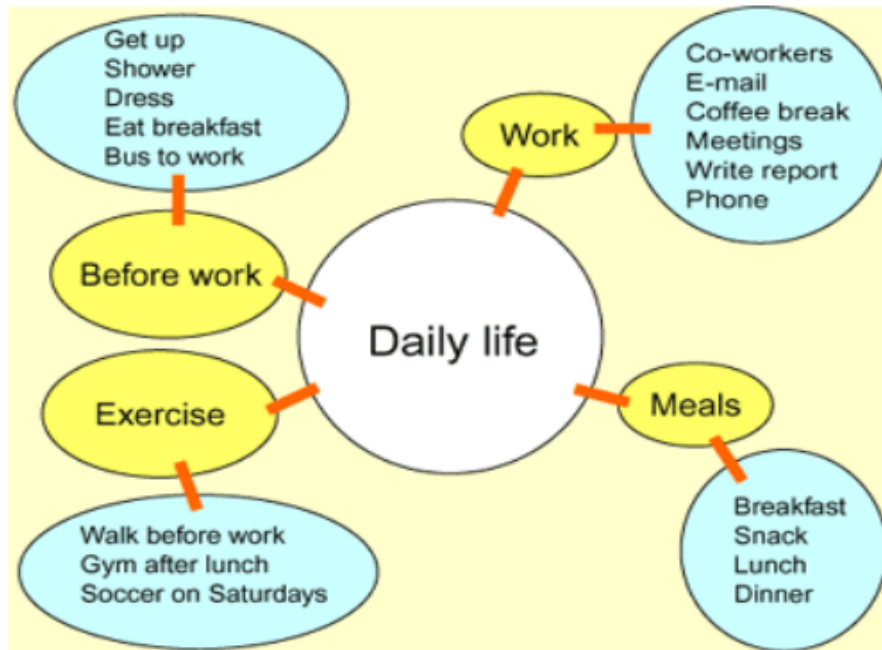
“**Clustering** (sometimes also known as 'branching' or 'mapping') is a structured technique based on the same associative principles as brainstorming and listing. Clustering is distinct, however, because it involves a slightly more developed heuristic (Buzan & Buzan, 1993; Glenn et al., 2003; Sharples, 1999; Soven, 1999).”<sup>60</sup>

Here is an example of a cluster map about daily routine:<sup>61</sup>

<sup>59</sup> Brandon and Brandon, *Paragraphs and Essays With Integrated Readings Eleventh Edition*.

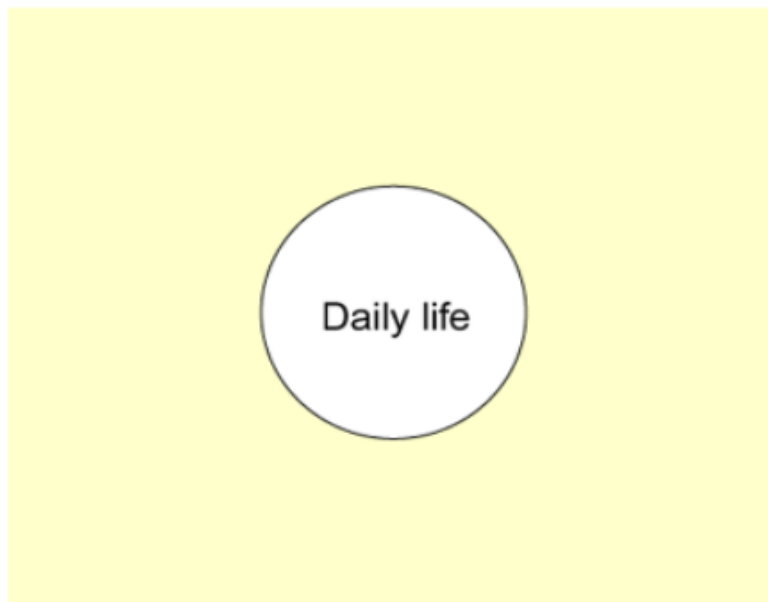
<sup>60</sup> <https://www.thoughtco.com/clustering-discovery-strategy-in-composition-1689857>

<sup>61</sup> [https://web2.uvcs.uvic.ca/courses/elc/sample/beginner/wt/wt\\_04.htm](https://web2.uvcs.uvic.ca/courses/elc/sample/beginner/wt/wt_04.htm)

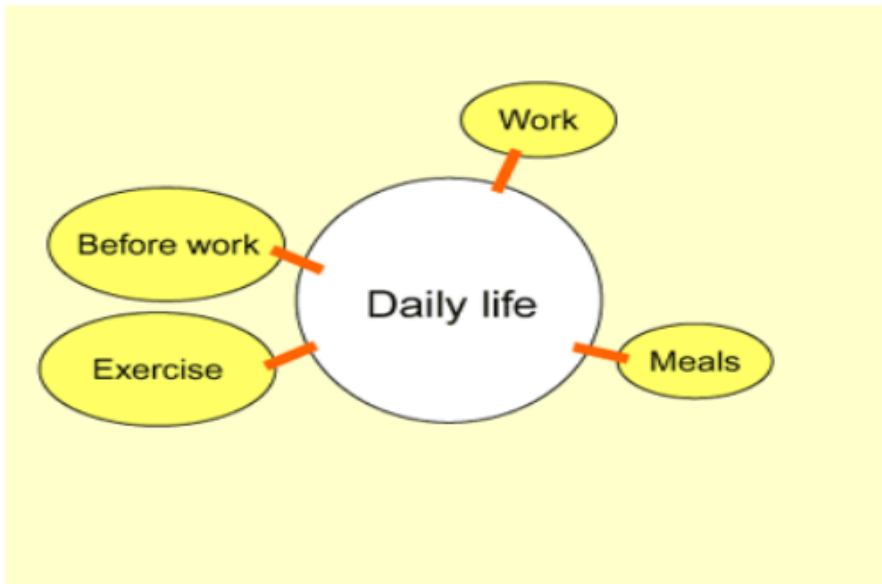


**How to make a cluster map:**

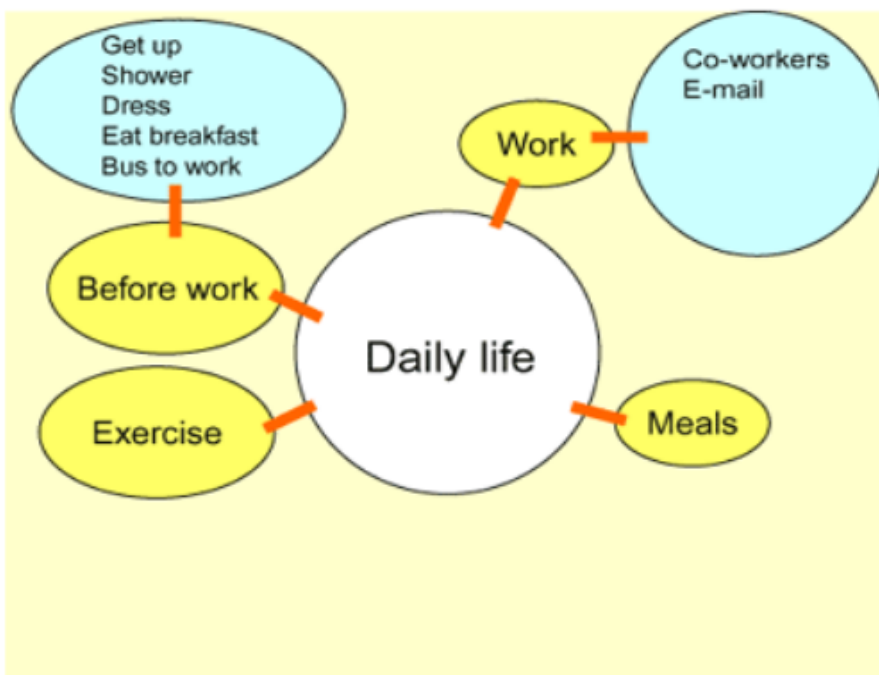
1. Write the topic in the centre of your page, inside a circle.



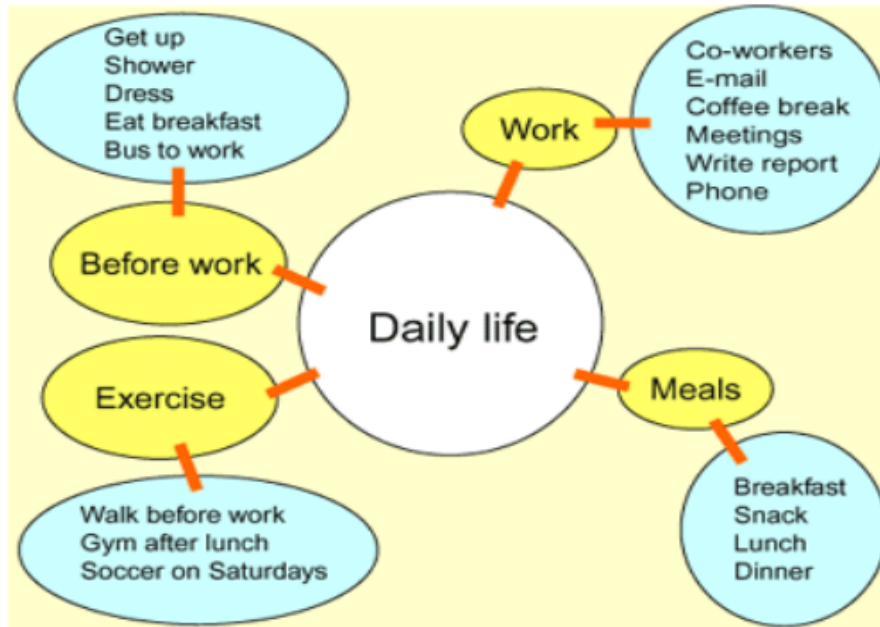
2. Write general ideas about the topic around the circle.



3. Write more ideas about each general idea.



4. Continue until you can think of no more ideas.



#### D. Exercises

##### Task 1.<sup>62</sup>

- D. Try freewriting on a broad topic such as one of the following:
- an event that was important to you in your youth
  - a concert, a movie, or a television program
  - the ways you use your computer
  - drug use—causes, effects, a friend with a problem
  - gang membership—causes, effects, an experience
  - the benefits of using a word processor
  - ways of disciplining children

<sup>62</sup> Brandon and Brandon, *Paragraphs and Essays With Integrated Readings Eleventh Edition*.



why a person is a hero or role model to you  
a great or terrible party  
a bad or good day at school

**1** why a college education is important

**E. Further explore the topic you worked with in Exercise 1 by first answering the big six questions and then making a list.**

### **Big Six Questions**

Who? \_\_\_\_\_

What? \_\_\_\_\_

Where? \_\_\_\_\_

When? \_\_\_\_\_

Why? \_\_\_\_\_

How? \_\_\_\_\_

### **List**

\_\_\_\_\_

\_\_\_\_\_

**1** **F. Continuing with your topic, develop a cluster of related ideas. Draw dotted line around subclusters that have potential for focus and more development.**

### **Task 2.<sup>63</sup>**

#### **D. Clustering/Mind Map**

Instructions: Select one of the prompts below. Use the clustering strategy to get started. Remember, clustering is often referred to as mind mapping. This process allows you to explore how ideas fit together. Write the topic in the center circle and finish completing the outer circles with ideas that relate to the subject.

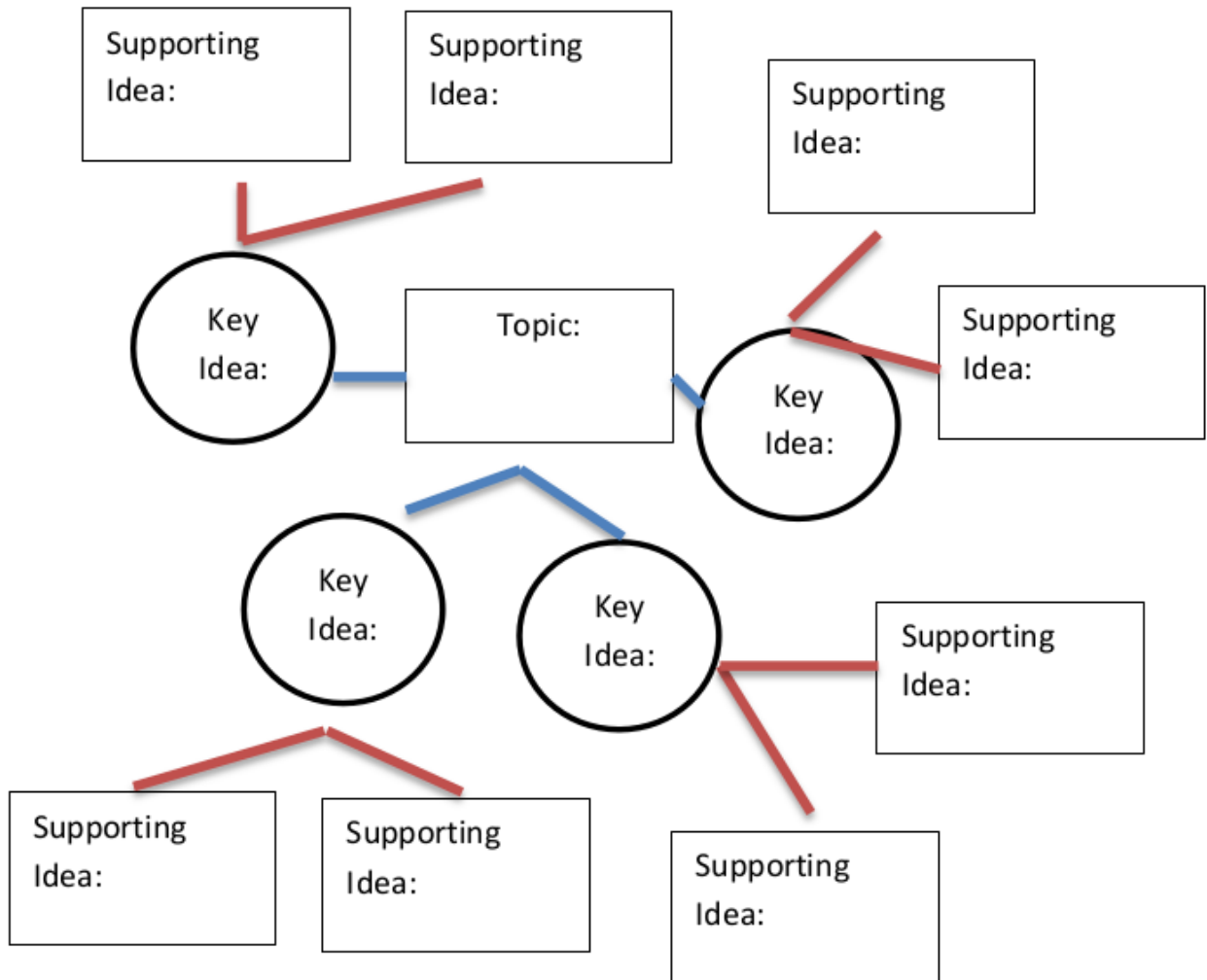
**Prompt 1:** What type or types of technology would you like to see in the college classroom? How would you like to see this technology used?

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<sup>63</sup> [https://www.riosalado.edu/web/oer/wrkdev100-20012\\_inter\\_0000\\_v1/pdfs/m2\\_prewriting\\_worksheet.pdf](https://www.riosalado.edu/web/oer/wrkdev100-20012_inter_0000_v1/pdfs/m2_prewriting_worksheet.pdf)

**Prompt 2:** If you could create a mobile application for an iPhone or iPad, what would it be?

**Prompt 3:** What is your favorite technological device? (Example: computer, phone, iPod etc.)



### E. Brainstorm

Instructions: Use the prompt below to begin brainstorming. Remember, begin with a topic and write down as many ideas as possible.

**Prompt 1:** What type or types of technology would you like to see in the college classroom? How would you like to see this technology used?

**Prompt 2:** If you could create a mobile application for an iPhone or iPad, what would it be?

**Prompt 3:** What is your favorite technological device? (Example: computer, phone, iPod etc.)

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**F. Freewriting**

Instructions: Use the prompt below and write down whatever comes to your mind. In freewriting you do not need to worry about spelling, grammar, or punctuation. The purpose is to write out as many ideas as

you can about the topic. Set a time limit, five or ten minutes, and freewrite your thoughts and ideas.

**Prompt 1:** What type or types of technology would you like to see in the college classroom? How would you like to see this technology used?

**Prompt 2:** If you could create a mobile application for an iPhone or iPad, what would it be?

**Prompt 3:** What is your favorite technological device? (Example: computer, phone, iPod etc.)

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### **G. Questioning**

Instructions: Use the questioning prewriting strategy by answering the questions below about the following prompt.

**Prompt 1:** What type or types of technology would you like to see in the college classroom? How would you like to see this technology used?

**Prompt 2:** If you could create a mobile application for an iPhone or iPad, what would it be?

**Prompt 3:** What is your favorite technological device? (Example: computer, phone, iPod etc.)

Who?

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What?

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Where?

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When?

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Why ?

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How?

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## CHAPTER 8

### TOPIC SENTENCE

After this lesson, students will be able to:

- Identify topic sentence
- Create the effective topic sentence
- identify topic and controlling idea in topic sentence

**What Do You Think?**

These games are oriented toward generating a high level of engagement and fun while your students practice writing.<sup>64</sup>

#### **Match It**

For this game, start by photocopying many well written paragraphs from children's magazines, textbooks or nonfiction trade books. Cut them up so that topic sentences are separated from the rest of the paragraphs. Then give half of your class topic sentences, and give the other half paragraphs that are missing topic sentences. Explain to students that their job is to get up and mill around the room, reading their own and each other's papers and searching for their own missing part. After five to ten minutes, bring the class back together. Ask students to share what they can up with and reflect on the following questions:

- What attributes to good topic sentences share?
- How could you tell what topic sentence went with what paragraph?
- What is it like to read a paragraph without a topic sentence?

#### **Learn this material!**

##### **A. What is Topic Sentence?**

The most important sentence in a paragraph is the **topic sentence**. It is called the topic sentence because it tells the reader what

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<sup>64</sup> <https://study.com/academy/lesson/topic-sentence-games-activities.html>

the topic of the paragraph is. In other words, it tells the reader what he or she is going to read about.<sup>65</sup> The topic sentence:<sup>66</sup>

1. Usually comes first in a paragraph.
2. Give the writer's main idea or opinion about the topic and helps the reader understand what the paragraph is going to talk about.

A topic sentence has two parts: a **topic** and a **controlling idea**. The topic part names the topic. The controlling idea part tells what the paragraph will say about the topic. It tells the reader: This paragraph will discuss these things-and only these things-about this topic.<sup>67</sup>

For example, the topic of the model paragraph is *flight attendants*. What will the paragraph say about flight attendants? The controlling idea tells us: *They have three characteristics*. The paragraph will not tell us about their uniforms, their training, or their duties. It will only discuss three characteristics that flight attendants have.

Here are examples of other topic sentences. The topic in all three examples is the same: *English*. The controlling idea in each says something different about English. From the controlling ideas, can you imagine what the rest of the paragraph will say about English?

1. English is constantly adding new words.
2. English borrows words from other languages.
3. English is necessary for many different jobs

Usually, the topic comes first and the controlling idea comes second in the topic sentence. However, the controlling idea may come first. In the sentences, the topic is first. In the **b** sentences, the controlling idea is first.

- a. English borrows words from other languages.  
Topic    Controlling ideas

<sup>65</sup> Hogue, *First Steps in Academic Writing Second Edition*.

<sup>66</sup> Zemach and Rumisek, *Academic Writing from Paragraph to Essay*.

<sup>67</sup> Hogue, *First Steps in Academic Writing Second Edition*.



- 8 Controlling ideas                      Topic  
b. Other languages give words to English.

- Topic Controlling ideas  
c. English is necessary for many different jobs.  
d. Many different jobs require English.  
Controlling ideas                      Topic

4 The main point (claim) of a paragraph is often indicated in a single sentence called the topic sentence. A topic sentence is like a thesis in that you can also ask yourself: Can I disagree? You want to be able to answer YES to show that there is an arguable claim that needs to be proven. While it is true that in published writing, you'll sometimes find topic sentences in the middle or even at the end of a paragraph, placing your topic sentences at the beginning of each of your paragraphs is useful because:<sup>68</sup>

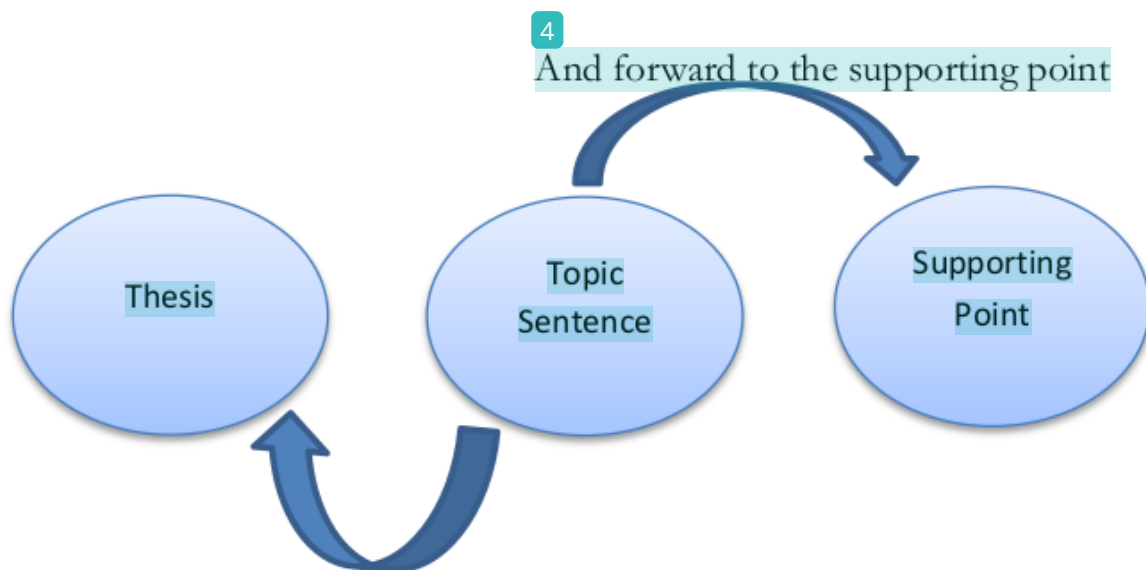
- A strong topic sentence can help you, the writer, to focus each paragraph on one main point.
- A strong topic sentence can help your reader to see where you are headed with your ideas in a particular paragraph; topic sentences help your reader form a mental map of your essay.

#### B. Why Use Topic Sentences?

A strong topic sentence connects back to your overall thesis and connects forward to the specific supporting point you are making in the paragraph to prove and illustrate your thesis and this makes the paragraph focused and unified. Here is a visual:

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<sup>68</sup> <http://accounts.smccd.edu/skyenglish/9paragraphs.pdf>



4  
**WHAT DIFFERENTIATES A STRONG TOPIC SENTENCE FROM A WEAK ONE?**<sup>69</sup>

A weak topic sentence:	A strong topic sentence:
Doesn't "fit" your paragraph—that is, it misleads your reader into thinking you will be writing about one thing, but the paragraph itself is about something else	"Fits" your paragraph, accurately reflecting what you've actually written
Is so general that your reader can't form a clear image about what is to come	Is specific enough that your reader can predict what you will cover in that paragraph
Simply states a fact, a piece of information that can be confirmed with observation or reference to reputable sources. Your reader is left wondering, "What is the point of this paragraph? What is the writer trying to prove with this piece of information?"	Like a thesis statement, it sets up the controlling idea of the paragraph, clearly indicating the point or claim the writer will illustrate, describe, explain, analyze in the body of the paragraph

<sup>69</sup> <http://accounts.smccd.edu/skyenglish/9paragraphs.pdf>

Does not seem clearly related to your thesis	Helps your reader see how this paragraph relates to and advances/supports your thesis
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### SOME GUIDELINES FOR WRITING STRONG TOPIC SENTENCES:<sup>70</sup>

1. A topic sentence must predict or promise what follows, so it cannot be a question. To orient the reader, you may use a question as the first sentence, with the topic sentence as the answer to that question.

Example;

**Weak** : Should schools provide free computers for their students?

**Strong** : Schools must provide free computers for their students to assist them in their studies and prepare them for their future careers.

2. Phrases such as “I think” or “in my opinion” may muddle or weaken topic sentences. Your writing is always your opinion, so you don’t need these phrases unless they are central to the idea that you are trying to convey.

Example;

**Weak** : I think that it is important for every woman to carry pepper spray.

**Strong** : As violent criminals take over the city streets, women must carry pepper spray to protect themselves.

3. The topic sentence should provide clear relationships among all of its elements so that it can provide a framework for understanding the rest of the paragraph.

**Weak** : Historians record only dry statistics; we should read novels.

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<sup>70</sup> Ibid

**Strong** :Accurate historical novels give us a deeper understanding of the past than do the dry collections of facts and statistics that pass for history texts.

4. A topic sentence needs to be clear and specific, so that it can predict and summarize the rest of the paragraph for the reader.

**Weak** : Public transit is terrible.

**Strong** :Incapable of providing reliable, comfortable service, the San Francisco Municipal Transit System is failing its ridership.

### C. Exercises

#### Task 1<sup>71</sup>

- A. Circle the topic of the sentence, underline the main idea about the topic.

1. Switzerland is a very interesting country to visit.
2. Dogs make excellent pets
3. A really good place to study is the library at my school
4. Learning a foreign language creates job opportunities
5. Football is my favourite sport because it is exciting to watch
6. One of the most valuable tools for students is the computer
7. My sister and I have very different personalities
8. Summers is the best time to travel in my country
9. My hometown is a friendly place to live.

- B. Write a topic sentence for three of these topics.

1. A favourite place to relax
2. A grandparent
3. A pet I have known
4. A favourite food to eat
5. Playing a musical instrument

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<sup>71</sup> Zemach and Rumisek, *Academic Writing from Paragraph to Essay*.

Topic 1.

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Topic 2.

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Topic 3.

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**Task 2.**<sup>72</sup>

**H. The topic sentence of the paragraphs below has been removed. Read them carefully and then choose the best topic sentence among the four choices below. Be prepared to explain your choice.**

Paragraph 1:

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This belief is especially common among weight lifters who often consume large quantities of high protein foods and dietary supplements, thinking it will improve their athletic performance. Like weightlifters, football players consume too much protein, expecting it to produce additional muscle energy. Although it is true that muscles contain more protein than other tissues, there is no evidence that a high protein diet actually constructs more muscle tissue than a normal

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<sup>72</sup> <http://accounts.smccd.edu/skyenglish/9paragraphs.pdf>

diet. Nutritionists point out that muscle cells grow not from excess protein but from exercise: when a muscle is used, it pulls in protein for its consumption. This is how a muscle grows and strengthens. If athletes want to increase their muscle mass, then they must exercise in addition to following a well-balanced, normal diet.

1. Many athletes have false ideas regarding proper nutrition.
2. My brother, a weightlifter, is an example of someone who consumes a lot of protein because he thinks it will make him bulky.
3. Many athletes falsely believe that protein improves athletic performance by increasing muscle mass.
4. The public is often confused by the seemingly conflicting advice nutritionists give us about our health.

Paragraph 2:

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Lately parents and critics across the country have been making a bigger fuss about the number and content of commercials aimed at children, and it seems as though the media has become a scapegoat for adults who have set questionable health guidelines for their children. It is both logical and factual to state that parents are the number one authority for most everything in their child's life, which of course includes food choices. Recent studies from the Institute of Medicine found that the easiest and most reliable measure of understanding a child's health and diet is to look at the health and diet of the parents. It is very likely that a child's obesity did not come from the media, but from behaviors within the family. Even if advertisements became restricted or more limited, if parents do not enforce healthy diets or teach nutrition, the children will have learned nothing. Timothy J. Muris of *The Wall Street Journal* realizes that without addressing the issues of parental control, the ban on child food advertisements are "appealing on the surface, but ultimately useless."

1. Despite increasing rates of childhood obesity, we should not ban junk food ads aimed at children.
2. According to Andrew Martin of the Chicago Tribune, "... the rates of obesity among 6 to 11-year-olds more than tripling during the last three decades, doubling for children ages 2 to 5 and increasing even more for adolescents 12 to 19 years old."
3. The staggering figures regarding childhood obesity alone are alarming enough to generate a stir.
4. Although junk food advertisements are being blamed for children's poor dietary habits, regulating these ads would not address the real source of the problem: lack of parental guidance.

**B. Now try creating your own topic sentences for the following paragraphs:**

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Famous inventor Thomas Edison, for instance, did so poorly in his first years of school that his teachers warned his parents that he'd never be a success at anything. Similarly, Henry Ford, the father of the auto industry, had trouble in school with both reading and writing. But perhaps the best example is Albert Einstein, whose parents and teachers suspected that he was mentally disabled because he responded to questions so slowly and in a stuttering voice. Einstein's high school record was poor in everything but math, and he failed his college entrance exams the first time. Even out of school the man had trouble holding a job-until he announced the theory of relativity.

2. Eating disorders afflict as many as ten million women and one million men in the United States. But why?

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Young girls not only play with Barbie dolls that display impossible, even comical, proportions, but they are also bombarded with images of supermodels. These images leave an indelible mental imprint of what society believes a female body should look like. Carri Kirby, a University of Nebraska mental health counselor, adds that there is a halo effect to body image as well: “We immediately identify physical attractiveness to mean success and happiness.”

3. From Deborah Blum’s “What’s the Difference between Boys and Girls?”

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Boys tend to gather in large, competitive groups. They play games that have clear winners and losers and bluster through them, boasting about their skill. Girls, early on, gather in small groups, playing theatrical games that don’t feature hierarchy or winners. One study of children aged three to four found they were already resolving conflict in separate ways—boys resorting to threats, girls negotiating verbally and often reaching a compromise.

**Task 3.**<sup>73</sup>

I. **Practice Worksheet 1**

The following paragraph is missing a topic sentence. Below is a list of possible topic sentences for the paragraph. Write what’s good or bad about the possible topic sentences below each example. Then, write the best topic sentence on the line above the paragraph.

**Topic sentences:**

1. What I like about fall.
2. Fall is my favorite season, I like it so much better than spring, summer, and winter.
3. Autumn leaves are beautiful.

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<sup>73</sup> <https://teacherspondering.files.wordpress.com/2014/07/the-perfect-paragraph.pdf>



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4. I think fall is neat.
5. Fall is my best friend's favorite season.
6. Fall is my favorite season.
7. Spring is my favorite season.

3

Topic Sentence:

\_\_\_\_\_

First of all, the patches of brick red and golden yellow leaves against a crystal-blue sky is a beautiful sight. Watching the leaves fall gracefully to the ground is also wonderful. I just love to jump into a five-foot high pile of freshly raked, crunchy leaves. To top it off, the crisp weather of an autumn day is perfect—not too hot and not too cold. To me, spring, summer, and winter just don't compare

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### B. Practice Worksheet 2

Each outline below contains at least one unrelated idea. Read the sentences or ideas below the "Supporting Ideas" section of the outlines, and decide which ones do not support the topic sentence. Write the numbers of the unrelated ideas in the blanks on the right. These outlines are not complete; they do not contain clinchers

A. Topic Sentence: My favorite food is pizza.

B. Supporting Ideas

1. I love the crunchy crust and the melted mozzarella cheese.
2. The best thing I like to drink with it is a giant glass of soda.
3. It's good either as a snack or as a main course.
4. My brother only likes pizza with anchovies and artichokes on it.

Unrelated ideas: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. A. Topic Sentence: My most boring class is algebra.

B. Supporting Ideas

1. The work is too easy, and it doesn't challenge me.
2. All we ever do is work, work, and more work!
3. I never have a free minute to myself.
4. The teacher talks in a monotone that puts me to sleep.
5. The teacher tells the same jokes day after day.
6. Everything is in slow motion; attendance often takes up half the time.
7. The teacher always picks on me

Unrelated ideas: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

A. Topic Sentence: This classroom is a mess.

B. Supporting Ideas

1. In fact, the whole school is a mess!
2. dictionaries and papers on the floor
4. rows of desks out of order
5. writing on the desk tops
6. gum stuck on hall lockers
6. I keep my locker clean!

Unrelated ideas: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

A. Topic Sentence: Bowling is the perfect sport.

B. Supporting Ideas

1. It develops coordination.
2. I always make it a point to be a member of a bowling team.
3. Bowling helps exercise a large number of muscles.
4. It provides a chance to interact with other team members.
5. It can be played indoors at any hour, during any type of weather.

Unrelated ideas: \_\_\_\_\_

## CHAPTER 9

### UNITY AND COHERENCE

After this lesson, students will be able to:

- explain the unity and coherence of a paragraph
- analyze the unity and coherence of the given paragraph

**What Do You Think?**

**Watch this link video to comprehend about unity and coherence!**

<https://www.youtube.com/watch?v=mhGnPh84Vkg>

**Let's take a quick look at these three traits:<sup>74</sup>**

1. Unity: A well-written paragraph is a unified whole. It has *oneness*. To create this unified whole, we build our paragraphs around a central main idea.
2. Coherence: A well-written paragraph is clear and understandable. It's *coherent*.
3. Emphasis: A well-written paragraph *emphasizes* what is most important in the paragraph while also highlighting the paragraph's internal structure. For example, when we place a clear topic sentence as the opening sentence of a paragraph, it immediately emphasizes the paragraph's main point.

#### **A. Unity**

Paragraphs should have both coherence and unity. A paragraph with unity develops a single idea thoroughly and links it to the rest of the paper. Paragraph coherence is achieved when sentences are

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<sup>74</sup> [https://patternbasedwriting.com/elementary\\_writing\\_success/ten-types-of-paragraph-exercises-unity-coherence-emphasis/](https://patternbasedwriting.com/elementary_writing_success/ten-types-of-paragraph-exercises-unity-coherence-emphasis/)

ordered in a logical manner and when clear transitions link sentences.

Paragraph unity:<sup>75</sup>

- Develop a paragraph around a major idea. Express this idea in the topic sentence.
- Make the relationship between the main idea of the paragraph and the thesis of the paper clear. Don't assume that the reader will "get it." Spell it out for him/her.
- Support the main idea of the paragraph with details.
- Create separate paragraphs for those details that explore your topic from different perspectives.
- Eliminate sentences that do not support the main idea. Alternately, you may revise the main idea to include those sentences.

Look at the following examples from a paper that has the thesis: "Despite the amount of foreign aid pouring in, social conditions in Zeeland remain bleak because the aid is used for military purposes."

**Example 1 (without unity);**

Robert Bee wrote, "The Zeeland massacre illustrates the need for greater control and vigilance." This is related to the thesis. Some 20,000 people disappeared from the villages. Financial mishandling can lead to great misfortune. Corruption in the government was exposed repeatedly to no avail. A police force, under orders to eliminate suspected terrorists, grabbed political dissidents and their families.

**Example 2 (unified)**

The pogrom of May 3, 1987 exemplifies how foreign aid funds were appropriated for repressive rather than social development purposes. On that day, some 20,000 people were abducted from villages in the countryside, charged as traitors

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<sup>75</sup> <https://www.american.edu/provost/academic-access/upload/paragraph-unity-and-coherence.pdf>

and summarily executed. Then governor-for-life Zeely Zeelafsun had recently used \$5 billion in aid to create a standing paramilitary police force. Without some restrictive control over the aid, human rights organizations were unable to prevent the buildup and unleashing of this disaster. Robert Bee, the director of the Development as Freedom Foundation wrote, “The Zeeland massacre illustrates the need for greater control and vigilance.”

In the first paragraph it is hard to tell what the topic sentence is, let alone how all the sentences belong together. The reader is not informed who Robert Bee is. The words “related to” in the second sentence don’t give the reader any sense of what the relationship is. The second paragraph provides a tight topic sentence that links the main idea of the paragraph to the central argument of the paper. It eliminates details that do not fall under the topic and adds details that are relevant to the reader’s understanding of the events and their relation to foreign aid.

All writing is ultimately a question of solving a problem. It may be a problem of where to obtain the facts or how to organize the material. Unity is the anchor of good writing. So, first, get your unities straight. Unity not only keeps the reader from straggling off in all directions; it satisfies the readers' subconscious need for order and reassures them that all is well at the helm. Therefore, choose from among the many variables and stick to your choice.<sup>76</sup>

- One choice is unity of pronoun. Are you going to write in the first person, as a participant, or in the third person, as an observer?
- Unity of tense is another choice. Most people write mainly in the past tense (“I went up to Boston the other day”), but some people write agreeably in the present (“I’m sitting in the dining car of the Yankee Limited and we’re pulling into Boston”).

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<sup>76</sup> William Zinsser, *On Writing Well: THE CLASSIC GUIDE TO WRITING NONFICTION* (New York: A Harper Resource Book, 2001).

- Another choice is unity of mood.

Unity in writing is the connection of all ideas to a single topic. In an essay, all ideas should relate to the thesis statement, and the supporting ideas in a main body paragraph should relate to the topic sentence.<sup>77</sup>

## B. Coherence

### **Paragraph coherence:**<sup>78</sup>

Decide on an order for your sentences that will best develop the paragraph's main idea. Your supporting sentences are raw materials. They will not make sense to a reader unless they are put in order. This order could be based on several factors:<sup>79</sup>

- **Chronological sequence.** This is useful for describing a sequence of events.
- **Modified chronology.** Sometimes a major idea presented early in a paragraph can be supplemented with necessary background information.
- Spatial position of different objects. This method is useful for description.
- 'Conversation' between different experts. By moving between a series of key positions, a writer can establish a sense of dialogue and develop a complex argument.
- **Logical form of argument.** Some form of logical proof, like a syllogism, can serve as the basis for order.

Once you have put your sentences in order, express the connections between them with transitional words or phrases. Think of these as signposts to guide the reader through your paragraph. They should be clear.

### **Examples (transitions in bold):**

1. Chronological sequence

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<sup>77</sup> Zemach and Rumisek, *Academic Writing from Paragraph to Essay*.

<sup>78</sup> <https://www.american.edu/provost/academic-access/upload/paragraph-unity-and-coherence.pdf>

<sup>79</sup> <https://www.american.edu/provost/academic-access/upload/paragraph-unity-and-coherence.pdf>

**Topic sentence:** Our journey was filled with misfortune and luck.

- After the car broke, we had to walk several miles.
- Having eaten little for lunch, we were soon wearied.
- While we wanted to continue toward town, we had to rest.
- It was at that moment that a trucker offered us a ride.

## 2. Expert Conversation

**Topic sentence:** Karl Marx and Michel Foucault produced influential and superficially similar but ultimately conflicting understandings of the way that power struggles determine truth.

- Marx, writing in the mid-nineteenth century, asserted that truth was the product of conflicts between classes, or groups of people positioned differently in historical economic power arrangements.
- While agreeing with Marx's recognition of the way that power struggles and history alter truth, Foucault was more skeptical about Marx's identification of classes as the primary actors in the struggle.
- Instead, Foucault suggested that an examination of the claims made about sexuality and appropriate punishments revealed a complex give and take between various social groups and interests, all of which sought to establish dominance by controlling meaning.
- Marxist critics of Foucault argue in response that removing the focus from class eliminates a broad view of social conflict necessary to seeing how economic and political changes shape our everyday understanding.

*Coherence* means that the ideas fit together. Coherence belongs to the substructure of the paragraph, to relationships of thought, feeling, and perception. To be coherent a paragraph must satisfy two criteria: First, *relevance*—every idea must relate to the topic. Second, *effective order*—ideas must be arranged in a way that clarifies their logic

or their importance. There is, in addition, a negative criterion—*inclusiveness*, that nothing vital must be omitted.<sup>80</sup>

**Example;**

**Let us now analyze our model paragraph for unity and coherence:**

**THE HUMAN BODY**

(1) The human body is a wonderful piece of work that nature has created. (2) It is not beautiful like the body of a butterfly or peacock but it is shaped practically. (3) It can do many types of work which other animals cannot. (4) It is not strong like the body of a tiger. (5) But in place of physical strength it has a big and sharp brain. (6) By using this brain the human physique has been able to overcome many of its limitations. (7) By sitting in an aeroplane it flies faster than a kite, by riding a motorcycle it travels faster than a leopard, and by firing a machine gun it fights much better than a tiger. (8) In spite of all this, the human body suffers from many diseases because it has a weakness for habits such as smoking, drinking and overeating. (9) When it is healthy the body can give great pleasure but when it is sick it can cause great pain. (10) The wise man would always keep his body fit because a healthy mind can work only in a healthy body.

- The first sentence states the main idea of the paragraph and claims the superiority of the human body over the rest of the creation. It enables the reader to expect the following ideas in the paragraph that explain and illustrate the qualities and attributes of the human body.
  
- The second, third, fourth, fifth, sixth, and seventh sentences compare, contrast, elucidate and justify the main idea or topic sentence. They establish the main theme with logical explanations and transitions. They create a graphic picture in the minds of the

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<sup>80</sup> Thomas S. Kane, *The Exford Essential Guide to Writing* (New York: Berkley Books, 2000).



reader with suitable and appropriate language expressions. In brief, they develop the main idea of the paragraph

- The eighth and the ninth sentences interpret and analyze the limitations of the human body and prove the strength of the topic sentence. They, further, lead the main idea into a concluding thought.
- Finally, the tenth sentence concludes with the idea that the human body should be well preserved for a proper functioning of the system and that a healthy mind can work only in a healthy body.
- Thus, the paragraph, *The Human Body*, **Unified and coherent paragraph**

#### D. Exercises

##### TASK 1.<sup>81</sup>

Choose the best answer.

1. Why do we need to learn the unity and coherence techniques?
  - A. to increase words during the process of writing an essay.
  - B. to make paragraphs logical and clear with certain topics.
  - C. to show your vocabulary and language skills.
  - D. to attract your readers attention.
  
2. What is the Unity?
  - A. a paragraph discusses one and only one main idea from beginning to end.
  - B. a paragraph discusses more than one main ideas.
  - C. examples are related to the topic and controlling idea.
3. What do you think of the word "coherence"?
  - A. hold together
  - B. the movement from one sentence to the next must be logical and smooth.
  - C. no sudden jumps, and each sentence should flow smoothly into the next one.

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<sup>81</sup> <https://quizizz.com/admin/quiz/5d777d551946cb001a37446d/unitycoherence>

- D. options above are correct.
4. First, later, and following are transitions related to
- A. unity
  - B. neither
  - C. coherence
5. When sentences stick together,
- A. it makes all your ideas into one.
  - B. it confuses the reader
  - C. it makes your ideas flow in a logical order
6. What is the one way to create coherence in your writing?
- A. use I throughout your essay
  - B. use transitions
  - C. use conjunctions
7. Another way to create coherence in your writing is
- A. to write a long paragraph
  - B. to use I and transitions
  - C. to repeat key words and ideas
8. which kinds of ways can help us achieve coherence?
- A. Use transition signals to link ideas .
  - B. Repeat key nouns and Use consistent pronouns
  - C. Rewrite topic sentences with a number of examples
  - D. Arrange your ideas in logical order
  - E. All of them are correct
9. Which one of the following does it belong to the Coordinating Conjunctions.
- A. And
  - B. but
  - C. both...and
  - D. yet

10. Have you understood what we have learned about unity and coherence?

A. Yes

B. No

**Task 2.**<sup>82</sup>

**Read each paragraph. Choose from the provided transition words, and insert the best word or phrase into the blanks, to make the paragraph flow more coherently.**

**1. Transition words: but recently, initially, later, in the eighteenth century**

People's idea of what popular music actually is has changed over the years since the term was first coined. \_\_\_\_\_, the phrase “popular music” simply meant music that had become more available to the public. \_\_\_\_\_, the appearance of inexpensive sheet music meant that amateur and family musicians could play at home or in local gatherings. But \_\_\_\_\_, with the advent of recording equipment and the gramophone player, these amateur musicians slowly become professionals in their own right. “Popular music” then referred only to music that become public through the growing recording industry, which had a monopoly on deciding whose music got heard. \_\_\_\_\_, with the introduction of digital do-it-yourself computer programs, popular music is once again returning to its original meaning: music made by the wider amateur public.

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<sup>82</sup> <https://www.time4writing.com/downloads/PDFs/Printable-WritingParagraphs-UnityCoherence-MS.pdf>

**2. Transition words: but, for example, first, and finally, this, also**

Though baseball players use less equipment than players in many other sports, they still need certain basics to play the game safely and well. \_\_\_\_\_, of course, each player needs a bat and glove. This personal equipment allows players to play positions in the diamond or out on the field, but also lets them come up to bat. \_\_\_\_\_ players may \_\_\_\_\_ need more specialized safety equipment, depending on their position. \_\_\_\_\_, when batting, they wear a helmet to protect against being hit with the ball, and may wear shin or arm guards as well. \_\_\_\_\_, catchers wear specialized masks, chest protectors, and shin guards. Using the right equipment is just as important in baseball as in any other sport.

**3. Transition words: then, first, this calculation, finally, early**

My family always throws the best New Year's Eve party, and people love coming to it each year. We start \_\_\_\_\_ with our plans, to be sure everything is ready on time. \_\_\_\_\_, we make a basic guest list, and then double that number of people because we always welcome extras. \_\_\_\_\_ helps us get an idea of how many supplies we'll need. \_\_\_\_\_ we start stocking up, at least two months ahead of time. We begin making goodies that can go in the freezer sometime late in November. \_\_\_\_\_, a few days before December 31, we start putting up decorations, adding chairs and small tables, and preparing last minute food. When party time arrives, we're just as free as our guests to have a great time and properly usher in the new year.

**Task 3.<sup>83</sup>**

**A. Developing Unity**

**Write two supporting sentences for each of the following topic sentences. Then exchange books with a partner and check your partner's sentences for unity.**

1. Computers are useful in many ways.

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2. There are certain characteristics that I always look for in a good restaurant.

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3. When I want to look nice for a party, I follow a few simple steps.

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4. There are activities in a park for family members of all ages.

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5. There are many ways to show respect to older people.

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<sup>83</sup> Savage and Shafiei, *Effective Academic Writing 1 The Paragraph*.

## CHAPTER 10

### SUMMARISING, AND PARAPHRASING

After this lesson, students will able to:

- explain summarizing
- explain paraphrase
- making summarizing and paraphrase

**What Do You Think?**

Learning to paraphrase, though, isn't a skill most of us are born with. Use these activities and games to teach and reinforce paraphrasing in your classroom.<sup>84</sup>

#### ***Setting - Whole group***

#### ***Materials***

- Index cards
- Chart paper
- Marker

#### ***Instructions***

- Divide students into partner pairs and give each student an index card.
- Ask students to write four or five sentences about what their favorite animal is and why. Share an example of your own, such as 'My favorite animal is a koala. Koalas are fuzzy, warm and cute. I saw a koala at the zoo one time and got to feed it! It was love at first sight.' Write on chart paper.
- When students are finished writing, have them set their cards aside and turn back to your writing.
- Tell students to imagine they have to write a short story on you and your favorite animal, and that it's important for them to

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<sup>84</sup> <https://study.com/academy/lesson/paraphrase-activities-games.html>

use different wording. Discuss why this is true, sharing ideas of plagiarism and independent ideas.

- Demonstrate paraphrasing for students by rewriting the first sentence. How can you restate 'My favorite animal is a koala'?
- Work through the first two sentences together. Then, have partners work to do a few as guided practice.
- Read the complete paraphrased section on your chart paper.
- Now, ask students to trade story cards and paraphrase their partner's writing.
- Form small groups and allow partners to share their paraphrasing, providing feedback to one another.

3

Summarising and paraphrasing are normally used together in academic writing. Summarising allows the writer to condense lengthy sources into a concise form, while paraphrasing means changing the wording of a text so that it is significantly different from the original source, without changing the meaning. Both are needed to avoid the risk of plagiarism.<sup>85</sup>

### A. Summarising

Summarizing is a flexible tool. You can use it to give a one-sentence outline of an article, or to provide much more detail, depending on your needs. Generally, a summary focuses on the main ideas and excludes examples or supporting information. Stages of summarizing,<sup>86</sup>

1. Write the summary from your notes, reorganizing the structure if needed.
2. Make notes of the key points, paraphrasing where possible
3. Read the original text carefully and check any new or difficult vocabulary.
4. Mark the key points by underlining or highlighting
5. Check the summary to ensure it is accurate and nothing important has been changed or lost.

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<sup>85</sup> Stephen Bailey, *Academic Writing for International Students of Business Second Edition* (New York: Routledge, 2015).

<sup>86</sup> Ibid.

The amount of detail you include in a summary will vary and you may need to be selective in the information you choose to summarize from your reading material. However, you will probably need to go through most of the following stages:<sup>87</sup>

1. Quickly read through the text to gain an impression of the information, its content and its relevance to your work; underline/highlight the main points as you read.
2. Re-read the text, making a note of the main points.
3. Put away the original and rewrite your notes in your own words.
4. Begin your summary. Restate the main idea at the beginning of your summary, indicating where your information is from.
5. Mention other major points.
6. Change the order of the points if necessary to make the construction more logical.
7. Re-read the work to check that you have included all the important information clearly and expressed it as economically as possible.

In a summary you should not include your own opinions or extra information on the topic which is not in the text you have read. You are summarising only the *writer's* information. Also take care not to include details of secondary importance. Summarising can help you to avoid plagiarism. *It is most important that you use your own words in presenting information (unless you are giving a direct quotation).* It is better to adopt the practice of taking notes and then writing a summary from your notes without having the original text in front of you. In the academic traditions of the English-speaking world, using another person's words and ideas, without indicating that they are not your own, where they came from and who wrote them, provokes a very negative reaction.

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<sup>87</sup> John Trzeciak and S.E. Mackay, *Study Skills for Academic Writing Student's Book* (Great Britain: Prentice Hall International, 1998).



## B. Paraphrasing

Paraphrasing and summarizing are normally used together in essay writing, but while summarizing aims to **reduce** information to a suitable length, paraphrasing attempts to **restate** the relevant information. For example, the following sentence:<sup>88</sup>

*There has been much debate about the reasons for the Industrial Revolution happening in eighteenth-century Britain, rather than in France or Germany.*

could be paraphrased:

*Why the Industrial Revolution occurred in the UK in the eighteenth century, instead of on the continent, has been the subject of considerable discussion.*

Note that an effective paraphrase usually:

- has a different structure to the original
- has mainly different vocabulary
- retains the same meaning
- keeps some phrases from the original that are in common use (e.g. ‘Industrial Revolution’ or ‘eighteenth century’).

### Techniques for paraphrasing

(a) Changing vocabulary by using synonyms:

*argues > claims/eighteenth century > 1700s/wages > labour costs/economise > saving*

(b) Changing word class:

*explanation (n.) > explain (v.)/mechanical (adj.) > mechanise (v.)/profitable (adj.) > profitability (n.)*

(c) Changing word order:

*... the best explanation for the British location of the industrial revolution is found by studying demand factors.*

*> A focus on demand may help explain the UK origin of the industrial revolution.*

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<sup>88</sup> Bailey, <sup>3</sup> *Academic Writing for International Students of Business Second Edition*.

## C. EXERCISES

### Task 1.

3

Summarize the following text in about 50 words

#### Text 1.

##### The last word in lavatories?

Toto is a leading Japanese manufacturer of bathroom ceramic ware, with annual worldwide sales of around \$5 bn. One of its best-selling ranges is the Washlet lavatory, priced at up to \$5,000 and used in most Japanese homes. This has features such as a heated seat, and can play a range of sounds. This type of toilet is successful in its home market since many flats are small and crowded, and bathrooms provide valued privacy. Now Toto hopes to increase its sales in Europe and America, where it faces a variety of difficulties. European countries tend to have their own rules about lavatory design, so that different models have to be made for each market. Although Toto claims that its Washlet design uses less water than the average model, one factor which may restrict its penetration into Europe is its need for an electrical socket for installation, as these are prohibited in bathrooms by most European building regulations.

#### Text 2.

3

##### Disruptive technology

This phrase was first used by Joseph Bower and Clayton Christensen, of the Harvard Business School, in 1995. They employed it to describe a new technology that appeals to a minority section of the market, but a large enough minority to allow the technology to take root and develop. Companies that continue to use the older technology run the risk of being left behind if they do not adopt the innovation at the right moment. A clear example in the mid-1990s was the digital camera. The first models had lower picture quality than film cameras and were expensive. But their important advantages were the ability of the photographer to see the results immediately, and being able to download the images to a computer for storage, printing or emailing.

Since then, digital cameras have completely transformed the industry. The business of making film has almost vanished, and the vast majority of cameras sold are now digital.

### **Text 3.**

#### **Wealth and Fertility**

For most of the past century, an inverse correlation between human fertility and economic development has been found. This means that as a country got richer, the average number of children born to each woman got smaller. While in the poorest countries women often have eight children, the rate fell as low as 1.3 in some European countries such as Italy, which is below the replacement rate. Such a low rate has two likely negative consequences: the population will fall in the long-term, and a growing number of old people will have to be supported by a shrinking number of young. But a recent study by researchers from Pennsylvania University suggests that this pattern may be changing. They related countries' fertility rates to their human development index (HDI), a figure with a maximum value of 1.0, which assesses life expectancy, average income and education level. Over 20 countries now have an HDI of more than 0.9, and in a majority of these the fertility rate has started to increase, and in some is approaching two children per woman. Although there are exceptions such as Japan, it appears that ever higher levels of wealth and education eventually translate into a desire for more children.

**Task 2.<sup>89</sup>**

- A. Read the original text below. Highlight the words that you think are specialized words or words that should not be changed when paraphrasing. Underline the words which should be changed.**

The United States, Germany, Japan and other industrial powers are being transformed from industrial economies to knowledge and information-based service economies, whilst manufacturing has been moving to low wage countries. In a knowledge and information-based economy, knowledge and information are the key ingredients in creating wealth.

(Source: Laudon & Laudon 2002, Management information systems: managing the digital firm, Prentice Hall, New Jersey.)

- B. Read the two paraphrases of the original text below. Select the statement that describes the most appropriate paraphrase.**

**Paraphrase 1**

The United States, Germany, Japan and other economies are being dramatically changed from industrial economies to knowledge and information-based service economies as manufacturing shifts to countries where the wages are low cost. In a knowledge and information-based economies, knowledge and information are the focus in economic growth (Laudon & Laudon 2002).

**Paraphrase 2**

There has been a dramatic change in economies such as the United States, Japan and Germany from industrial to service economies involved in knowledge and information. As manufacturing shifts to countries where wages are low, economic growth and

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<sup>89</sup> <https://www.uts.edu.au/sites/default/files/Paraphrasing%20Handout%20-%20Activities.pdf>

information economies must focus on knowledge and information production (Laudon & Laudon 2002).

- (a) Paraphrase 1 is acceptable because it closely follows the sentence structure of the original.
- (b) Both paraphrases are acceptable because some of the keywords have been changed.
- (c) Paraphrase 2 is not acceptable because the sentence structure has been changed.
- (d) Paraphrase 2 is acceptable because both the sentence structure and the keywords have been changed.
- (e) Paraphrase 2 is unacceptable because the subject of the first sentence is different from the original, i.e. 'dramatic change' rather than 'the United States, Germany and Japan'.

### **Task 3.**<sup>90</sup>

**A. Please read the following passages carefully and paraphrase it!**

#### **Text 1.**

1. The student requested that the professor excuses her absence, but the professor refused.
2. There will be a music concert next to Vienna coffee shop. Would you like to go?
3. International Center is hosting English Conversation classes. They help non-native speakers of English practice their English speaking skills.
4. The office of International Students and Scholars at Purdue University is located in Schleman Hall.
5. The car that was pulled over by the police officer yesterday just had an accident. That driver is not careful.

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<sup>90</sup>[https://owl.purdue.edu/owl\\_exercises/esl\\_exercises/paraphrase\\_and\\_summary\\_exercises/intermediate\\_paraphrase\\_exercises.html](https://owl.purdue.edu/owl_exercises/esl_exercises/paraphrase_and_summary_exercises/intermediate_paraphrase_exercises.html)

**Text 2.**

“In the United States, about six out of ten students in graduate schools are women. The same is true of today’s young adults who already have a degree beyond college. As a result, the Census Bureau expects that more women than men will hold professions such as doctors, lawyers and professors.” (Women Edge Past Men in Getting Doctorates, Voice of America, [learningenglish.com](http://learningenglish.com))

**Text 3.**

“The Human Relations Commission (HRC) was established by the City of West Lafayette to protect the rights of our citizens and to ensure that West Lafayette remains a fair and inclusive community.” (What is the Human Relations Commission?, City of West Lafayette Indiana, [westlafayette.in.gov](http://westlafayette.in.gov))

**Text 4.**

“The years after World War One were an important turning point in the making of the American nation. The country turned away from the problems of Europe. Now it would deal with problems of its own.” (American History Series: The United States Turns Inward After World War One, Voice of America, [learning.english.voa.com](http://learning.english.voa.com))

**B. Summarize the following text from the Voice of America website:**

**Text 1.**

“Many thousands of Chinese are studying at schools in the United States. And writer Liel Leibovitz says the students are following an example that began in the eighteen seventies.

1. Mr. Leibovitz and writer Matthew Miller joined forces to tell the story of the students in their book, “Fortunate Sons.” The book says China sent one hundred twenty boys to America to learn about developments that could help modernize their country.” (American Documents the Country’s First Exchange Students from China, Voice of America, [learningenglish.voanews.com](http://learningenglish.voanews.com))

2. “Illiteracy is a problem in many of the world’s poorest countries. Even in wealthier nations like the United States, many children struggle with reading and writing. But in 19 cities across the country [United States], the volunteers of Experience Corps are helping youngsters learn to read. The volunteers, all over 50, work with students in low-income areas.” (Older Volunteers Help Children Learn to Read, Voice of America, voanews.com)
3. “Women entrepreneurs in the developing world often face challenges that limit their chances for success and growth. They often have less access to education than men and have difficulty getting financing on their own. But with an understanding of the essential aspects of doing business – such as planning, financing, networking and marketing – they can overcome those obstacles. That’s where the 10,000 Women Initiative comes in. As Faiza Elmasry tells us, it’s an investment in education with dividends that benefit the businesswomen, their local communities and their national economies.” (Goldman Sachs invests in Educating Women in Business, Voice of America, voanews.com)

## **Text 2.**

**Please read the following passage carefully and write a summary for them.**

1. “Business is the most popular subject for international students in the United States. At last count, 21% of foreign students at American colleges and universities were studying business and management.” (Business English Speakers Can Still be Divided by a Common Language, Voice of America, learningenglish.voanews.com)
2. “There were more victories for supporters of the Tea Party movement. This movement centers on cutting taxes and government spending. It brings together conservatives and libertarians -- strong believers in individual liberty.” (More Wins for TEA Party Activists, but Will They Win in November?, Voice of America, learningenglish.voanews.com)
3. “In the years after World War I, new technologies changed America. Technology made it possible for millions of people

to improve their lives. It also brought great changes in American society.” (Movies Become Big Business in the 1920s, Voice of America, learningenglish.voanews.com)

**Task 4.**<sup>91</sup>

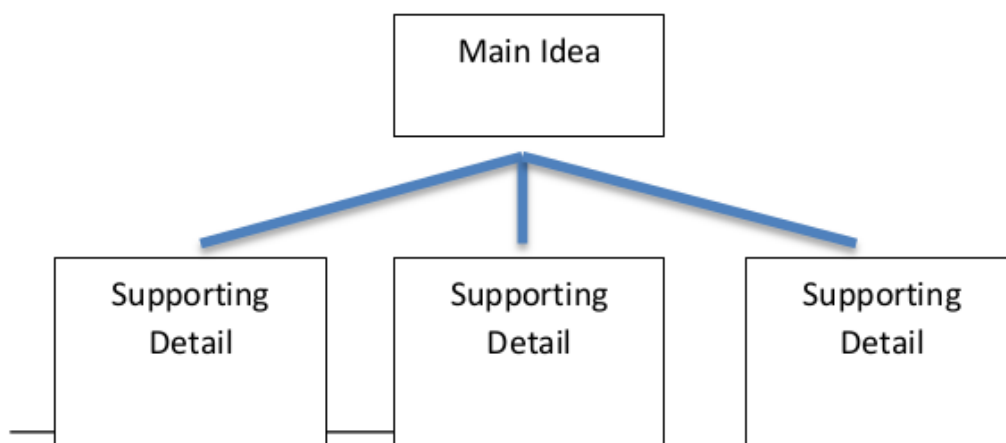
When a reader summarises a text, they evaluate the information and decide what is important and what isn't. Main ideas are often found in topic sentences. These are usually the first sentence of a paragraph. The concluding sentences often contains the main idea.

**E. Read the text below. Think: What is the main idea? What are the supporting details?**

\_\_\_\_\_ (title)

Kate sat on her bed in the corner of her room. Her green and black striped blanket was pulled up over her raised knees. Kate had closed the old wooden window as best she could, but she could still feel the cold breeze creeping through. This was her favourite place to be on a cold winter's night. She stared out the window at the trees. The wind was toying with them, pushing them back and forth. Kate loved listening to the howling of the wind and the pitter patter of the rain, knowing she was safe and warm inside. She grabbed her favourite magazine and settled in for a cosy night.

**F. Fill in the graphic organiser to show the main idea and supporting details.**



<sup>91</sup> <https://easyteaching.net/wp-content/uploads/2018/07/summarisingkatesheet1.pdf>



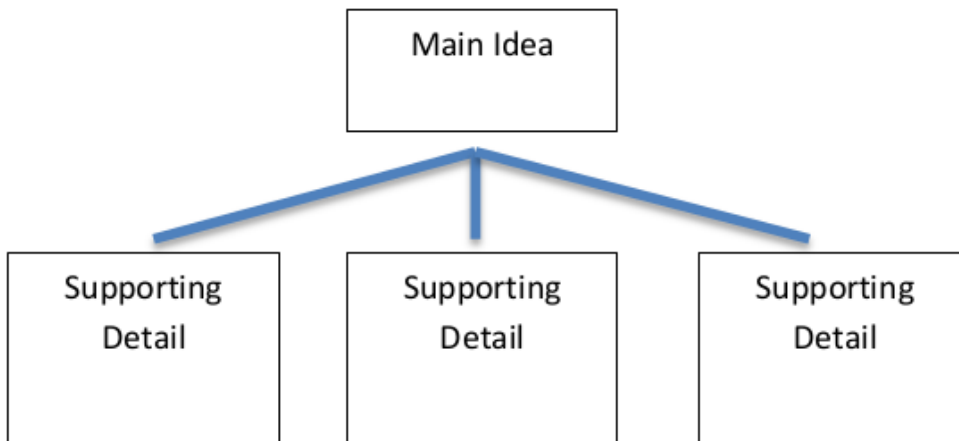
**G. Think of an appropriate title for the text and write it in.**

**H. Read the text below. Think: What is the main idea? What are the supporting details?**

\_\_\_\_\_ (title)

The Australian Kelpie is a very special breed of dog. Kelpies have strong limbs and a trim build. Well-developed muscle combined with their athletic build means the Kelpie can move at very high speeds. Kelpies also move with great agility and balance. They skilfully jump on top of herds of sheep. This is known as 'sheep backing' and is useful for quickly getting from one side of the herd to the other and for moving around in tightly packed pens. Kelpies are hard workers and will work until they drop. They love to be given jobs to do. Kelpies are very alert, eager to please and very loyal. Kelpies are also famed for their high intelligence. They are easy to train which is important because herding sheep is very complex. There are many commands a herding dog needs to remember such as: hold, gather and keep distance. The Kelpie is an extraordinary breed of dog..

**I. Fill in the graphic organizer to show the main idea and supporting details.**



J. Think of an appropriate title for the text and write it in.

Task 5.<sup>92</sup>

1. Read the original sentence. Then read the three possible paraphrases. Mark one B (BEST), one TS (TOO SIMILAR), and one D (DIFFERENT—or wrong—information).

5  
1. Next, a machine similar to those used in doctors' offices is attached to the person's upper arm to measure blood pressure.

\_\_\_\_\_ A. The next step is to attach a machine to the person's arm to measure blood pressure. This machine is much like the one used in doctors' offices.

\_\_\_\_\_ B. Next, an expensive piece of equipment is used to measure the blood pressure of the person. This part of the polygraph usually makes the person very nervous.

\_\_\_\_\_ C. After that, a machine similar to those used in physicians' offices is connected to the person's arm to measure blood pressure.

5  
2. The next step is to send this cell sample to a laboratory, where scientists extract the DNA from the swab and create many samples from it.

\_\_\_\_\_ A. After that, the DNA sample is given to laboratory scientists. They are able to create numerous samples of this DNA by drawing it out of the swab.

\_\_\_\_\_ B. The laboratory portion of the test is the most important, and scientists cannot make any mistakes during this process.

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<sup>92</sup><http://jicelc.weebly.com/uploads/1/3/4/4/13449366/theprocessessay.pdf>

- \_\_\_\_\_ <sup>5</sup> C. Sample DNA is then sent to a laboratory, where the DNA is extracted from the swab and many samples can be created from it.
- <sup>5</sup> 2. Read these original sentences from Sources 1 and 2. Circle what you consider to be the most important ideas. Then in number 1, choose the best paraphrase for the original sentence. In number 2, write your own paraphrase of the sentence
- <sup>5</sup> 1. This portion of the polygraph test that analyzes blood pressure is often shown in movies and television shows.
- \_\_\_\_\_ A. This painful part of the polygraph test, which is the most reliable, usually tells the most information about a person's truthfulness.
- \_\_\_\_\_ B. Commonly shown in movies and TV shows, this portion of the polygraph test analyzes a person's blood pressure.
- \_\_\_\_\_ C. People may recognize this portion of the polygraph test because it is commonly seen in films.
2. Each person produces a unique location of DNA attachment, and this is how the identification works
- Your paraphrase: \_\_\_\_\_
- Number of words: \_\_\_\_\_

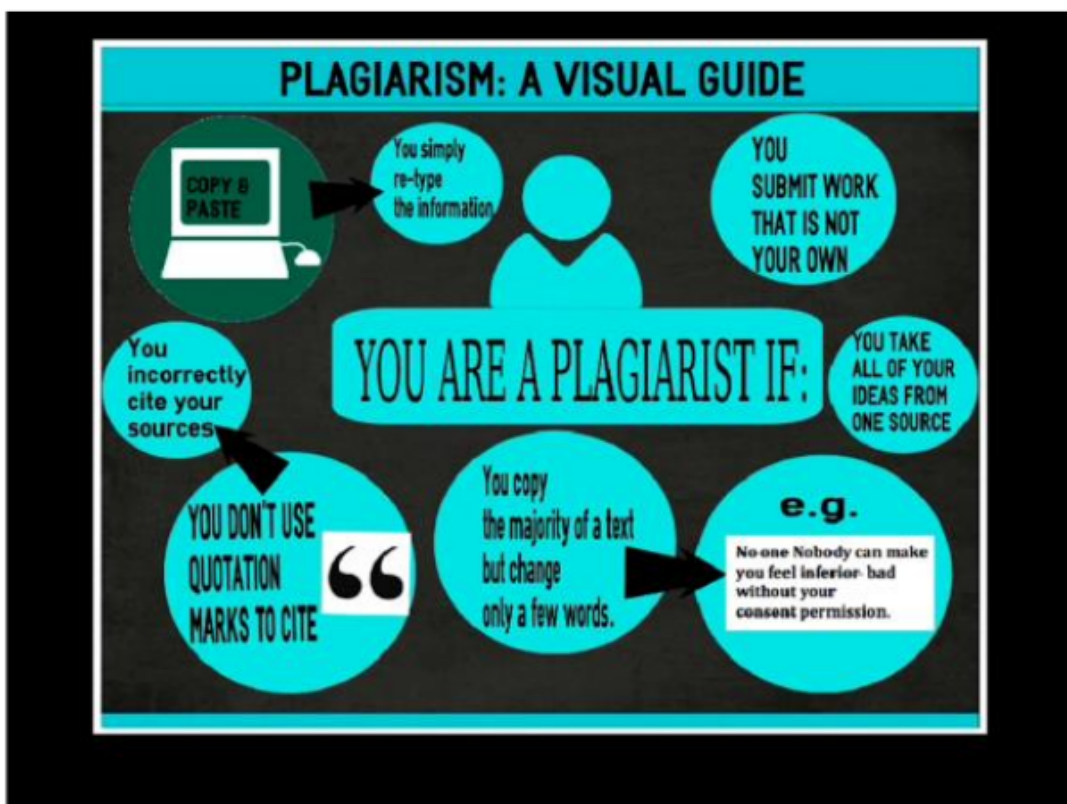
## CHAPTER 11 PLAGIARISM

After this lesson, students will able to:

- Understand concept of plagiarism
- Identify the plagiarism in text

What Do You Think?

Learn this picture!<sup>93</sup>



Discuss with your partner about plagiarism and share it in the class!

<sup>93</sup> <https://ipadyoupad.wordpress.com/2014/03/28/the-plagiarism-plague-a-presentation-using-nearpod/>

## A. What is Plagiarism

Plagiarism is a concern both for teachers and students, but it can be avoided by understanding the issues involved. In the English-speaking academic world, it is essential to use a wide range of sources for your writing and to acknowledge these sources clearly. Basically, plagiarism means taking ideas or words from a source (e.g. a book or journal) without giving credit (acknowledgement) to the author. In academic work, ideas and words are seen as private property belonging to the person who first thought or wrote them. If you borrow or refer to the work of another person, you must show that you have done this by providing the correct acknowledgement. This is done by the following methods:<sup>94</sup>

1. **Summary and citation**
2. **Quotation and citation.** These citations are linked to a list of references at the end of the main text

Although plagiarism essentially means copying somebody else's work, it is not always easy to define.<sup>95</sup>

	Situation	Plagiarism? Yes/No
1	Copying a paragraph, but changing a few words and giving a citation	Yes
2	Cutting and pasting a short article from a website, with no citation	Yes
3	Taking two paragraphs from a classmate's essay, without citation.	Yes
4	Taking a graph from a textbook, giving the source	No
5	Taking a quotation from a source, giving a citation but not using quotation marks	Yes
6	Using an idea that you think of as general	No

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<sup>94</sup> Bailey, *Academic Writing for International Students of Business Second Edition*.

<sup>95</sup> Ibid.

	3 knowledge (e.g. the Great Depression was caused by restrictions on free trade), without citation	
7	Using a paragraph from an essay you wrote and had marked the previous semester, without citation.	Yes
8	Using the results of your own research (e.g. from a survey), without citation.	No
9	Discussing an essay topic with a group of classmates and using some of their ideas in your own work.	No
10	Giving a citation for some information but misspelling the author's name	Yes

## B. 3 Avoiding Plagiarism<sup>96</sup>

1. **by summarising and paraphrasing:** Quotations should not be overused, so you must learn to paraphrase and summarise in order to include other writers' ideas in your work.

- Paraphrasing involves rewriting a text so that the language is substantially different while the content stays the same.
- Summarising means reducing the length of a text but retaining 3 the main points.

2. **by developing good study habits**

Few students deliberately try to cheat by plagiarising, but some develop poor study habits that result in the risk of plagiarism. Working with a partner, add to the list of positive habits.

- Plan your work carefully so you don't have to write the essay at the last minute.
- Take care to make notes in your own words, not copying from the source.
- Keep a record of all the sources you use (e.g. author, date, title, page numbers, publisher).
- Make sure all your in-text citations are included in the list of references.

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<sup>96</sup> Ibid.

## C. Exercises

### Task 1.

Read over each of the following passages, and respond on your own or as a class as to whether or not each passage uses citations accurately. If it doesn't, what would you do to improve the passage so it's properly cited?<sup>97</sup>

1. Last summer, my family and I traveled to Chicago, which was quite different from the rural area I grew up in. We saw the dinosaur Sue at the Field Museum and ate pizza at Gino's East.
2. Americans want to create a more perfect union; they also want to establish justice, ensure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty for everybody.
3. I find it ridiculous that 57% of high school students think their teachers assign too much homework.

Passages 4, 5, and 6 all refer to the following passage from Dr. Martin Luther King Jr.'s "Letter from the Birmingham Jail":

You deplore the demonstrations taking place in Birmingham. But your statement, I am sorry to say, fails to express a similar concern for the conditions that brought about the demonstrations. I am sure that none of you would want to rest content with the superficial kind of social analysis that deals merely with effects and does not grapple with underlying causes. It is unfortunate that demonstrations are taking place in Birmingham, but it is even more unfortunate that the city's white power structure left the Negro community with no alternative.

1. Dr. King was certain that nobody would want to be contented with a feigning type of social analysis that concerns itself only with effects and doesn't deal with root causes.
2. Dr. Martin Luther King Jr. wrote that the city of Birmingham's "white power structure" left African-Americans there with "no alternative" but to demonstrate ("Letter from the Birmingham Jail" para. 5).

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<sup>97</sup> [https://owl.purdue.edu/owl/avoiding\\_plagiarism/plagiarism\\_exercise.html](https://owl.purdue.edu/owl/avoiding_plagiarism/plagiarism_exercise.html)

3. In "Letter from the Birmingham Jail," King writes to fellow clergy saying that although they "deplore the demonstrations taking place in Birmingham, your statement fails to express a similar concern for the conditions that brought about the demonstrations."
4. My friend Kara told me that she loves living so close to the ocean.
5. Americans are guaranteed the right to freely gather for peaceful meetings.



**Part 3.**  
**Feature Paragraph**

## CHAPTER 12

### DESCRIPTIVE PARAGRAPHS

After this lesson, students will be able to:

- Understand concept of descriptive paragraph
- Make a descriptive paragraph

#### What Do You Think?

Learn this!<sup>98</sup>

- As class begins, give students five minutes to write a description of the lunch they ate today.
- Students share descriptions with a partner, then set aside for a later activity.
- Watch the video lesson <https://study.com/academy/lesson/how-to-write-a-descriptive-paragraph-or-essay-lesson-for-kids.html>
- Discuss:
  - What makes descriptive writing interesting to you?
  - Which sense do you think is most important to describe when writing?
  - What is the advantage of descriptions that appeal to multiple senses?
  - 9 ○ When is descriptive writing important?

Descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind. A description usually follows a pattern of organization that we call spatial order. Spatial order is the arrangement of things in space.<sup>99</sup>

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<sup>98</sup> <https://study.com/academy/lesson/descriptive-paragraph-lesson-plan.html/>

<sup>99</sup> Oshima and Hogue, *Introduction to Academic Writing* THIRD EDITION.

## Example;

9

### The Stairway

When I was two or three years old, I lived in a house that had a strange atmosphere. I do not remember anything about the house except the stairway. It was dark, squeaking, and quite narrow, and its steps were a little high for me to climb up. From the bottom of the stairway, it seemed like an endless climb to the top. Beyond the darkness at the top of the stairway, there was an elegant, middle-aged lady leaning against the wall. I had to pass her everytime. I went to my room, for my room was the first room beyond the stairs on the second floor. The lady wore a beautiful dress with a quiet pattern and a tinge of blue, and her peaceful eyes stared at me every time I went up the stairs. As I carefully climbed up the last step, her eyes became fixed on me. She didn't talk, nor did she move. She just stood there and watched me clamber up the stairs. One day I touched her, but she did not react. Her face did not change expression, nor did she even blink. She just kept staring at me with her glittering eyes. Later, we moved out of the house, and I never saw her again. Now I know that the lady was a mannequin. My aunt, who lived in the house, used it for her dressmaking class. I did not know my mother. Maybe I imagined that the mannequin standing at the top of the stairs was my mother. The stairway with the strange atmosphere has an important place in my earliest memories.

In a description, writers often use spatial order to organize their ideas. Spatial order is the arrangement of items in order by space. For example, when describing your favorite room at home, you could first describe things on the left side of the doorway and then move clockwise around to the right side. You could also start on the right and move counterclockwise around to the left.

The model paragraph "The Stairway" uses spatial organization. In describing the stairway, the writer shows that as a little boy, his first view was from the bottom looking up at the mannequin. Then he climbs up the stairway. The spatial organization is from bottom to top.

When he describes the mannequin, he first gives an overall impression (the way she was leaning against the wall and what her dress looked like). Then he focuses on her face and finally on her unblinking eyes. The spatial organization is from far to near. It does not usually matter whether the spatial organization is left to right, right to left, near to far, far to near, outside to inside, inside to outside, top to bottom, or bottom to top. It is only helpful to use some kind of spatial order when you write a description.

### Spatial Order Signals

Just as there are words and phrases to show time order, there are words and phrases to show spatial organization. They are often prepositional phrases of location or position. Notice the kinds of expressions used to show time order.

at the top of	next to
in the center	between
on the left	behind
in front of	in back of
in the front of	in the back of
inside	across

**1** Description is the use of words to represent the appearance or nature of something. Types of Description;<sup>100</sup>

**6** Effective objective description presents the subject clearly and directly as it exists outside the realm of emotions. If you are explaining the function of the heart, the characteristics of a computer chip, or the renovation of a manufacturing facility, your description will probably feature specific, impersonal details. Most technical and scientific writing is objective in this sense. It is likely to be practical and utilitarian, making little use of speculation or poetic technique and featuring mainly what can be seen.

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**1**<sup>100</sup> Brandon and Brandon, *Paragraphs and Essays With Integrated Readings Eleventh Edition*.

6

Effective subjective description is also concerned with clarity and it may be direct, but it conveys a feeling about the subject and sets a mood while making a point. Because most expression involves personal views, even when it explains by analysis, subjective description (often called emotional description) has a broader range of uses than objective description.

Descriptive passages can be a combination of objective and subjective description; only the larger context of the passage will reveal the main intent. The following description of a baseball begins with objective treatment and then moves to subjective.

1

### Techniques of Descriptive Writing

As a writer of description, you will need to focus your work to accomplish four specific tasks:

- Emphasize a single point (dominant impression).
- Choose your words with care.
- Establish a perspective from which to describe your subject (point of view).
- Position the details for coherence (order).

Read this example descriptive paragraph, notice how descriptive paragraphs are arranged by putting together all the sentences about the same thing. Here is an example of a descriptive paragraph:<sup>101</sup>

I am forty years old, rather tall and I have blue eyes and short black hair. I wear casual clothes as I teach students in a relaxed atmosphere. I enjoy my job because I get to meet and help so many different people from all over the world. During my spare time, I like playing tennis which I play at least three times a week. I also love listening to classical music and I must admit that I spend a lot of money on buying new CDs! I live in a pretty seaside town on the Italian coast. I enjoy eating great Italian food and laughing with the likable people who live here.

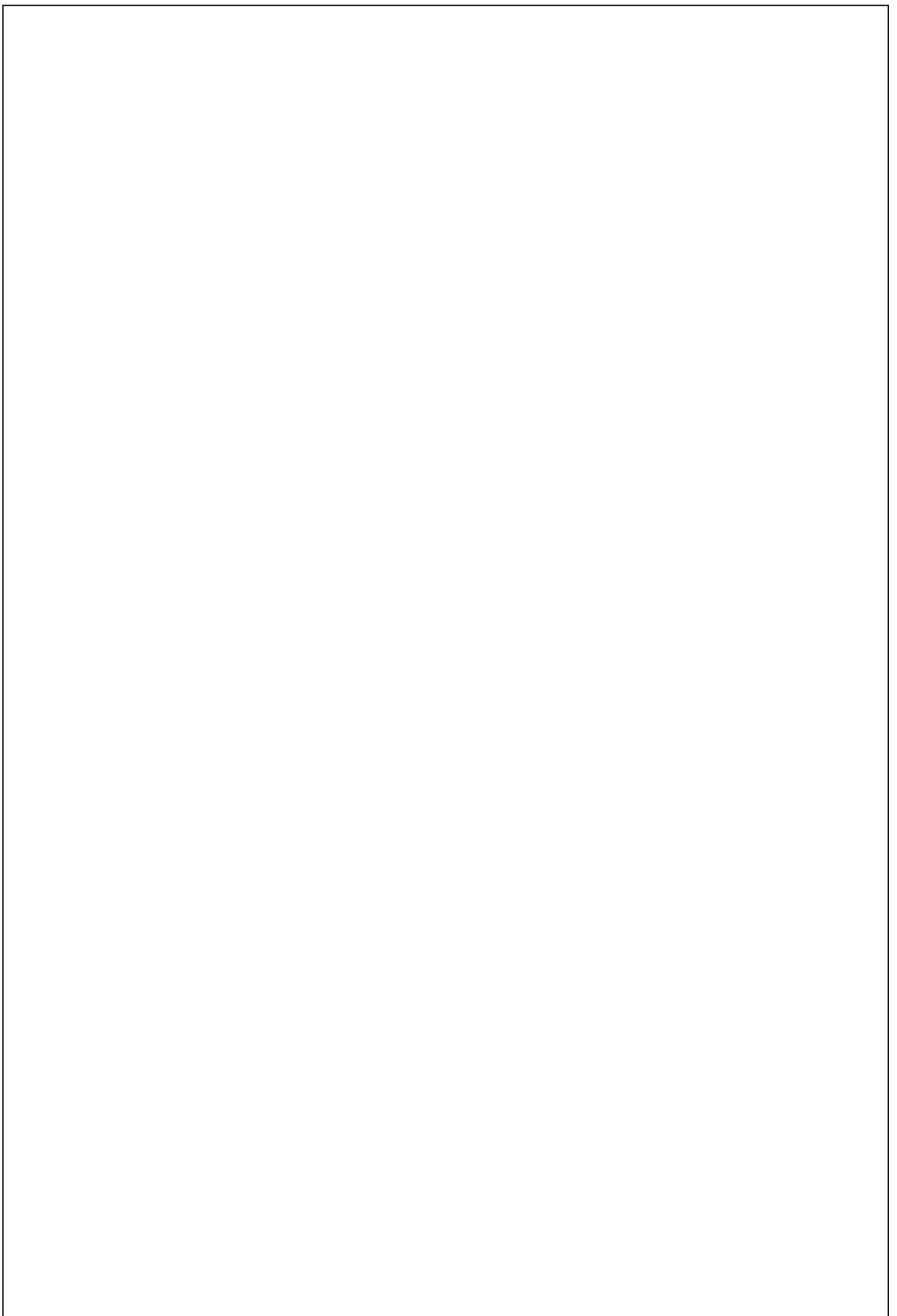
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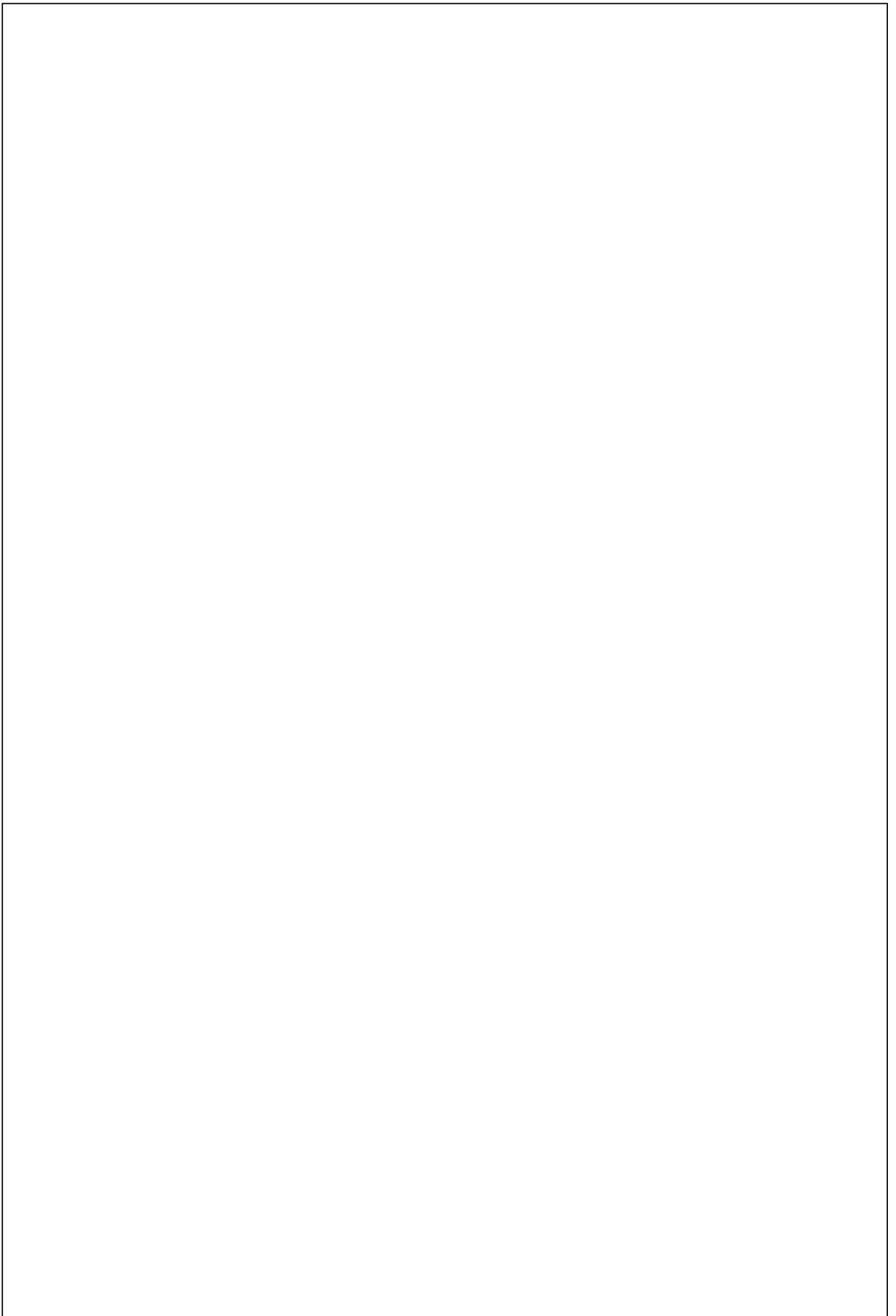
<sup>101</sup> <https://www.thoughtco.com/writing-descriptive-paragraphs-1212345>

The following three patterns: "Spatial Order", "Chronological Order" and "Climactic Order".<sup>102</sup>

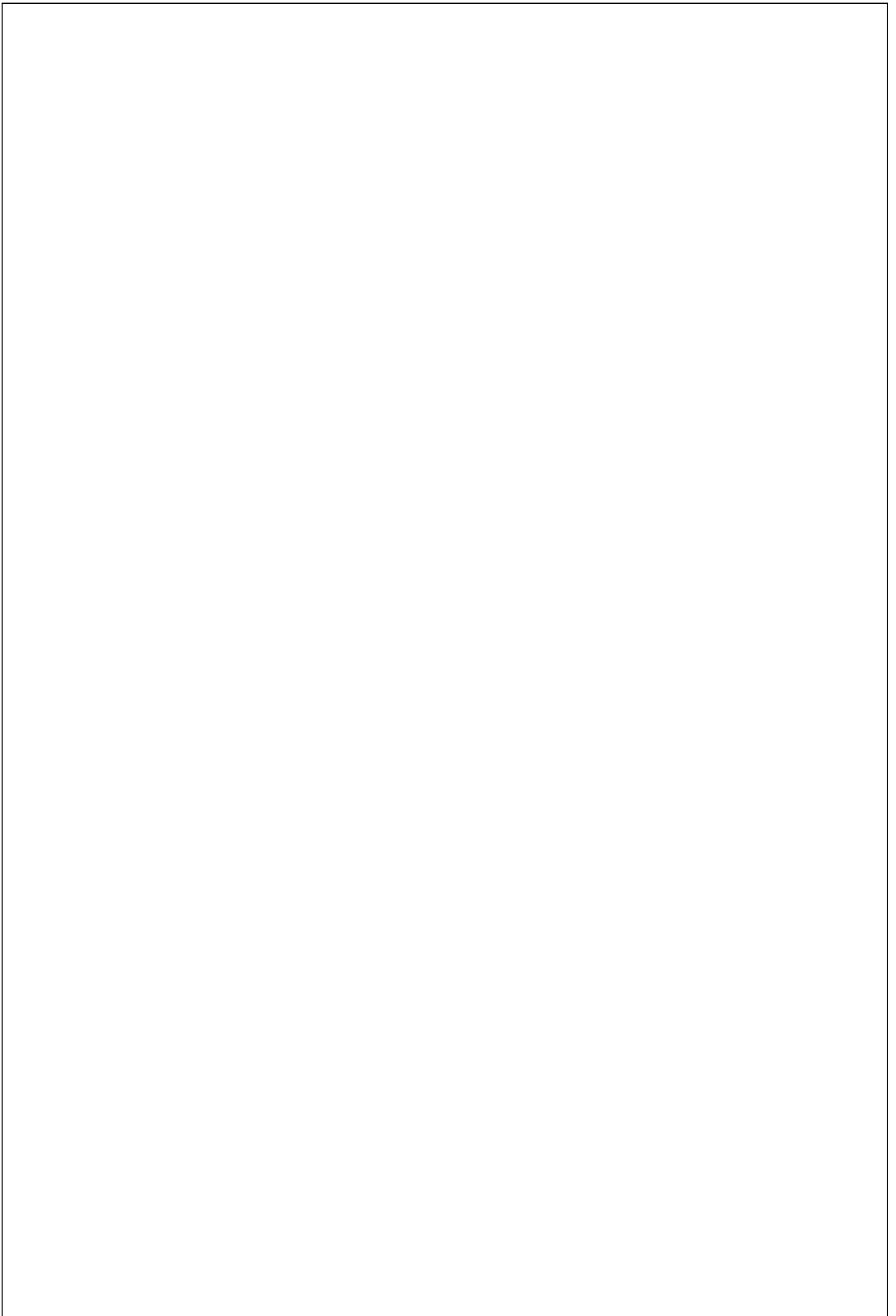
**Spatial Order Pattern**

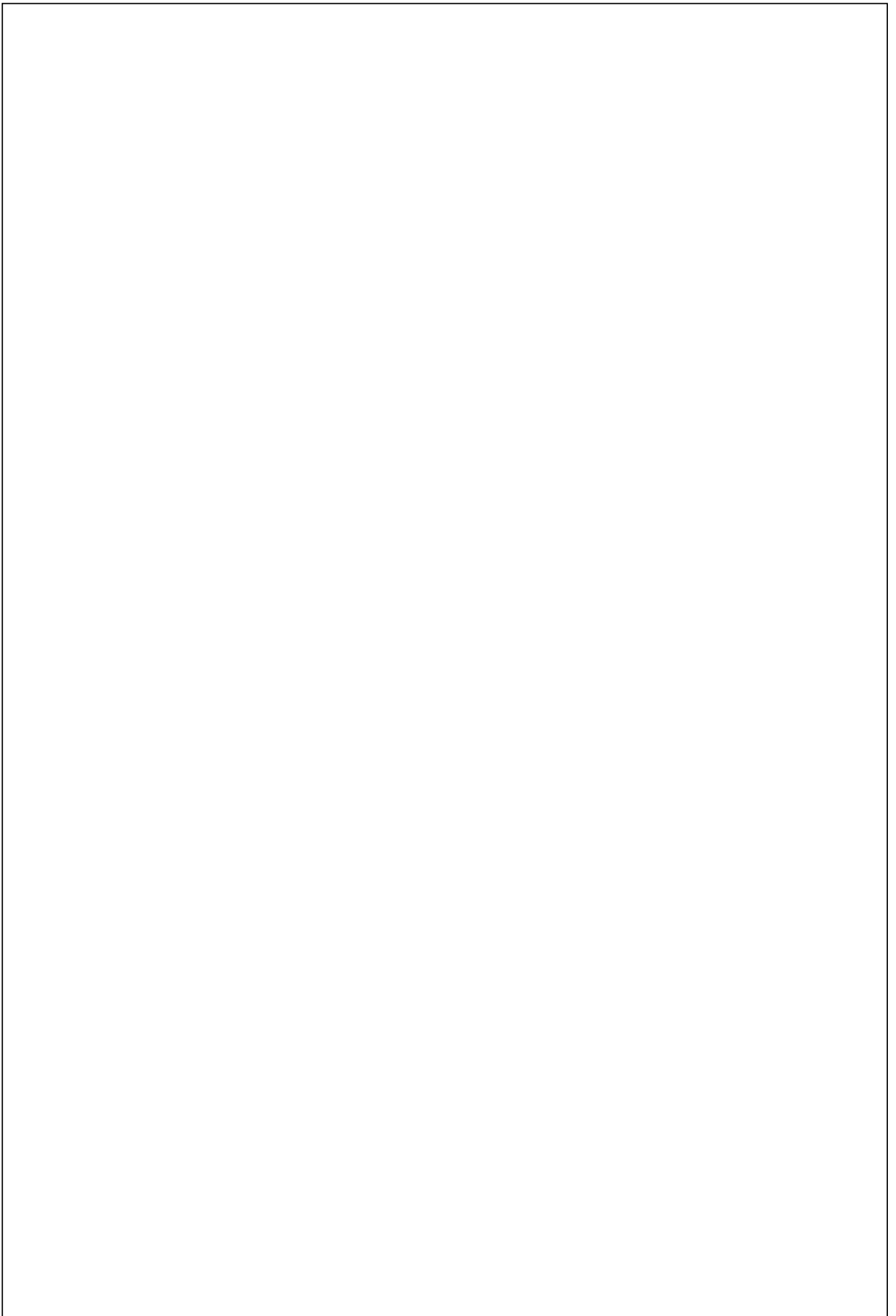
Introduction

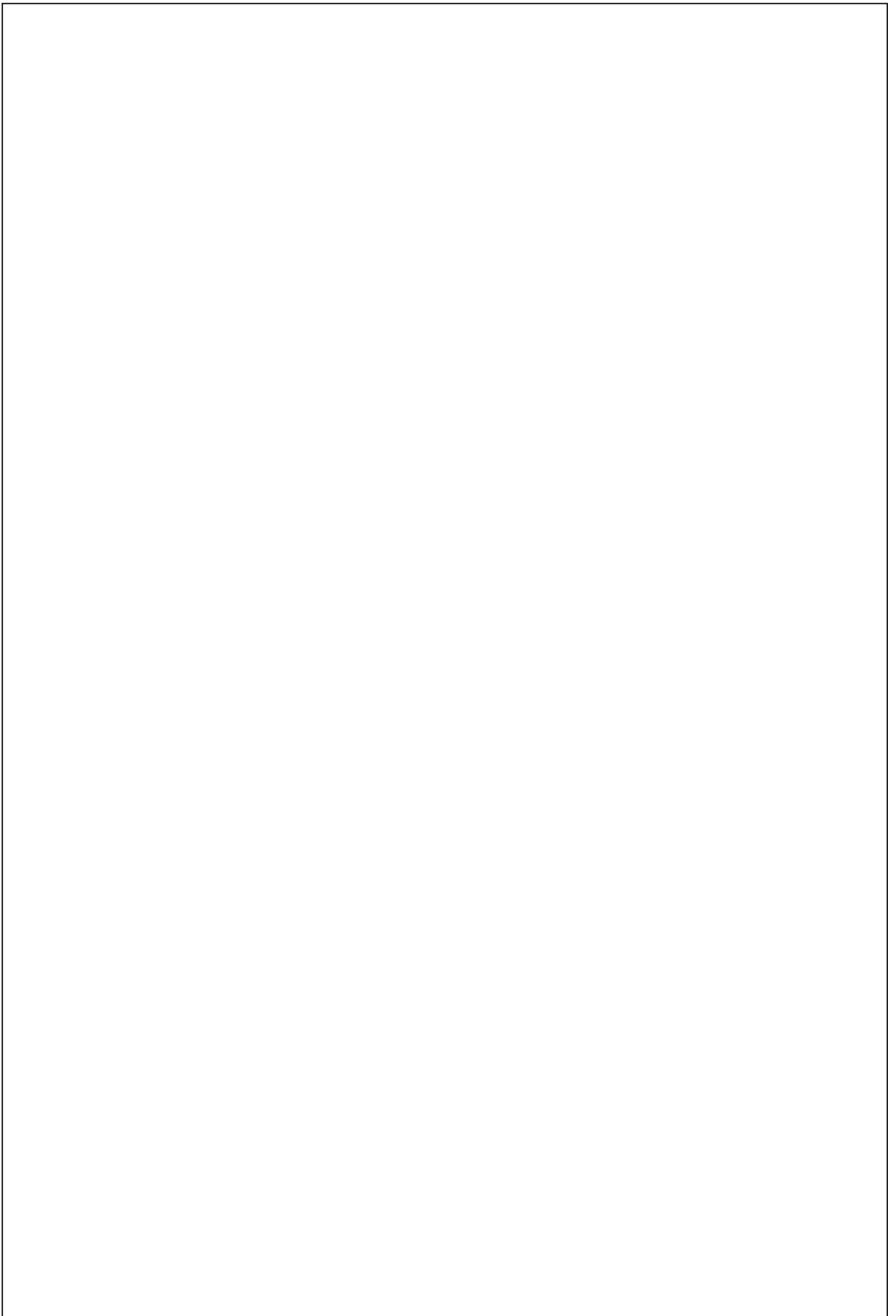


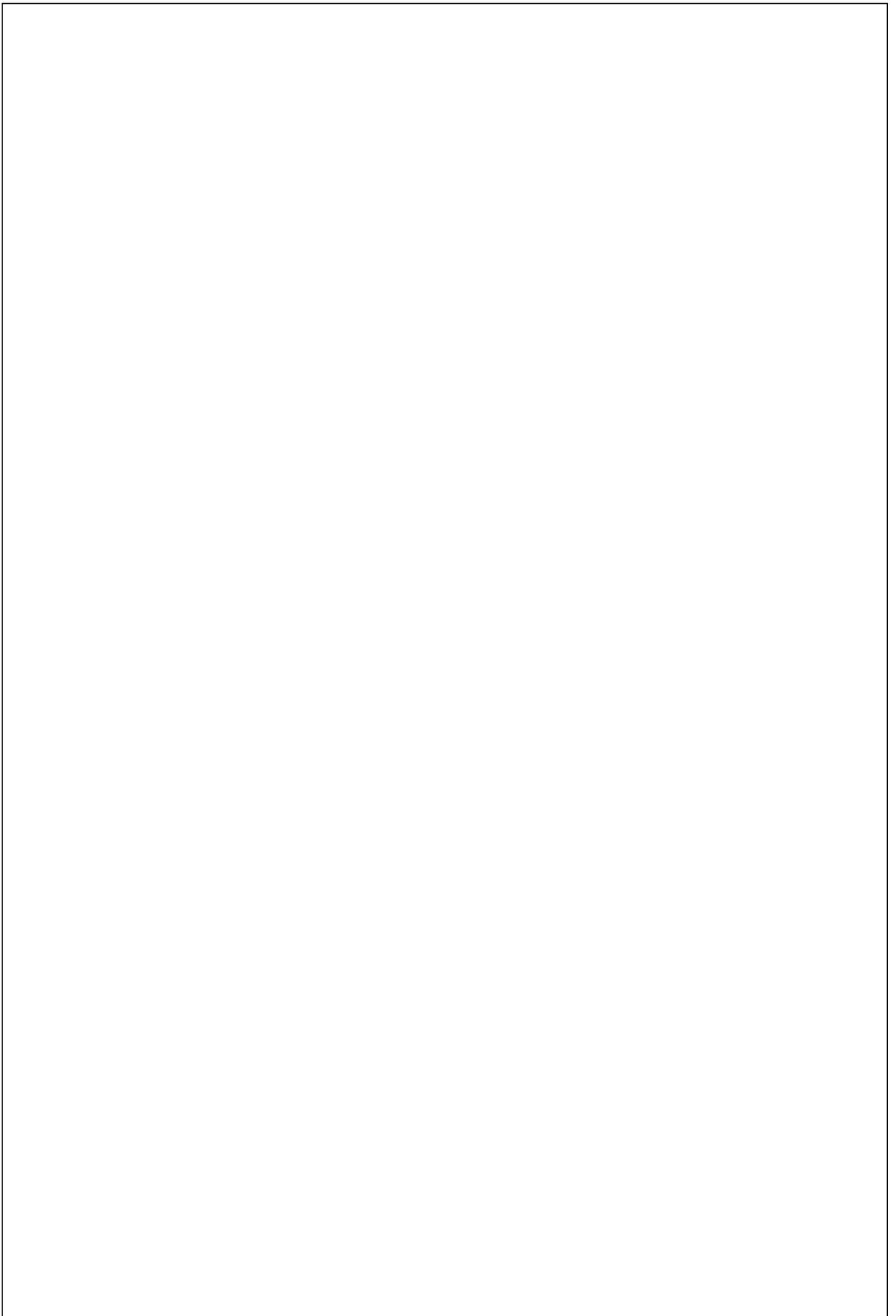


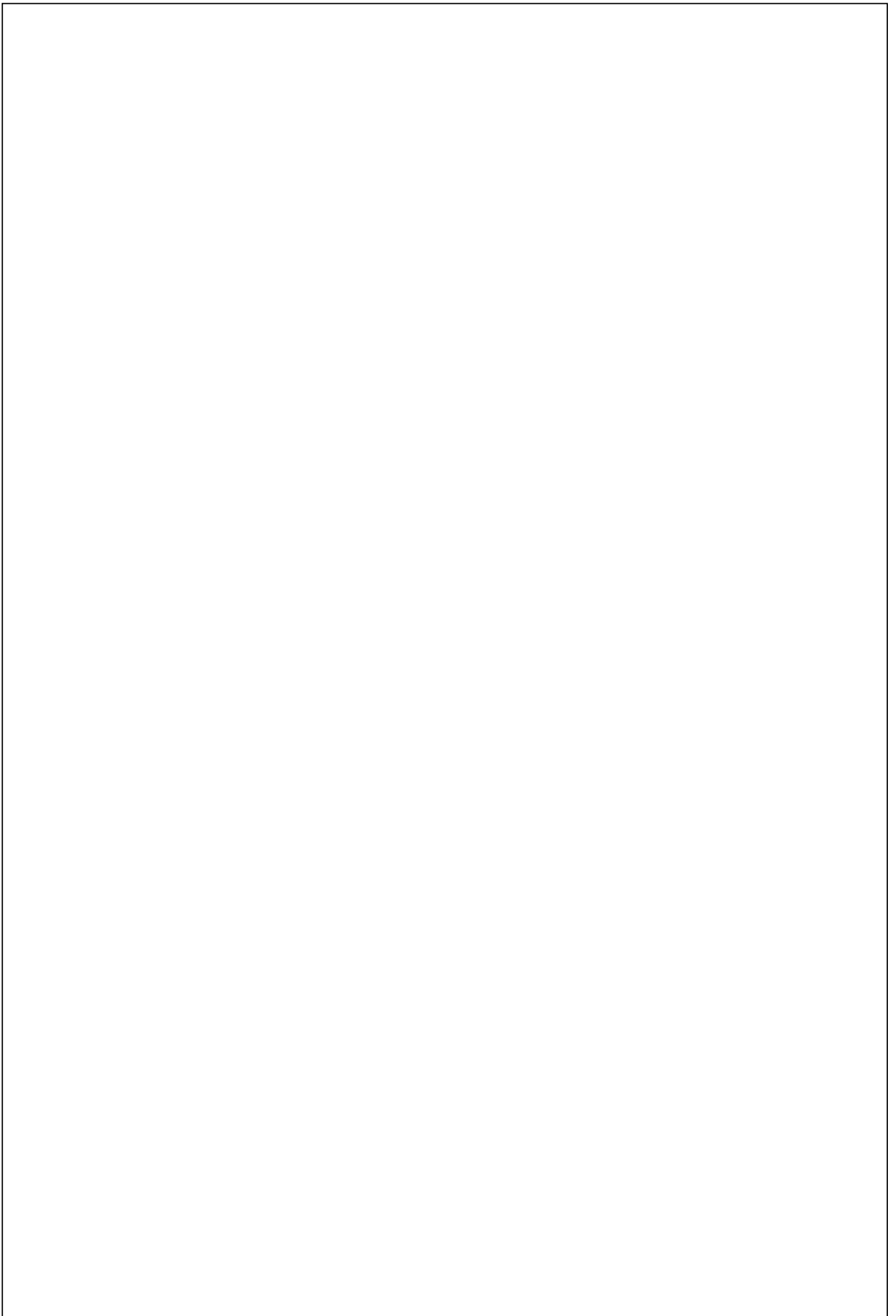












2. Now call one student on the board and ask him to underline all the descriptive words in the written paragraph.
3. After that one of the student to read the paragraph for the whole class.
4. Now ask students to describe any pet if they have or if they have seen in any picture in their notebooks.
5. Ask the students to read their description for the whole class.

*Activity 4*



1. Ask students to write a descriptive paragraph on “The place I Visited”.
2. Ask students to write a descriptive paragraph about their favorite fruit in their notebooks.
3. Ask them to tell how it looks, tastes, smells, and feel to the touch.

## CHAPTER 13

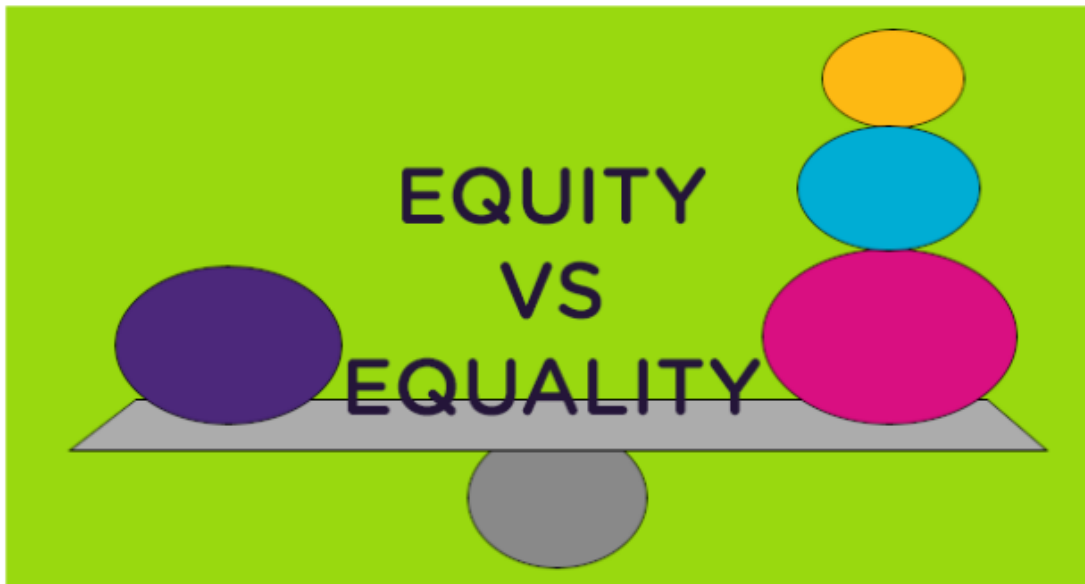
### DEFINITION PARAGRAPHS

After this lesson, students will able to:

- Understand concept of definition paragraph
- Make a definition paragraph

What Do You Think?

Learn this picture!<sup>106</sup>



<sup>106</sup>[https://www.google.com/imgres?imgurl=https%3A%2F%2Fwww.thinkingmaps.com%2Fwp-content%2Fuploads%2F2018%2F03%2FEquity-vs-equality-Scale.png&imgrefurl=https%3A%2F%2Fwww.thinkingmaps.com%2Fequity-education-matters%2F&tbid=ASwBuzsj6n\\_QyM&vet=10CNQBEDMokwNqFwoTCIi8fjEkvECFQAAAAAdAAAAABAH..i&docid=mq3TLQJ1QNIKJM&w=620&h=330&q=s tudents%20activity%20about%20definition%20paragraph&hl=id&safe=strict&client=firefox-b-d&ved=0CNQBEDMokwNqFwoTCIi8fjEkvECFQAAAAAdAAAAABAH](https://www.google.com/imgres?imgurl=https%3A%2F%2Fwww.thinkingmaps.com%2Fwp-content%2Fuploads%2F2018%2F03%2FEquity-vs-equality-Scale.png&imgrefurl=https%3A%2F%2Fwww.thinkingmaps.com%2Fequity-education-matters%2F&tbid=ASwBuzsj6n_QyM&vet=10CNQBEDMokwNqFwoTCIi8fjEkvECFQAAAAAdAAAAABAH..i&docid=mq3TLQJ1QNIKJM&w=620&h=330&q=s tudents%20activity%20about%20definition%20paragraph&hl=id&safe=strict&client=firefox-b-d&ved=0CNQBEDMokwNqFwoTCIi8fjEkvECFQAAAAAdAAAAABAH)

## Equity in Education: What it Is and Why it Matters

Discuss this topic with your partner !

One way to write the topic sentence of a definition paragraph is to give three pieces of information:<sup>107</sup>

- a) The word or thing you will define or explain (the topic)
- b) The large category or group to which the word or thing belongs
- c) The distinguishing characteristics that make it different from other members of the category.

**9** Example;

**Paragraph 1.**

### The Underground Railroad

The Underground Railroad was a secret system that helped slaves escape from slavery in the United States during the mid-1800s. It was not a real railroad; rather, it was a loosely organized chain of people and safe houses that stretched from the slave states of the South to the free states of the North and Canada. The escapees traveled mostly on foot at night and hid during the day. Free blacks and some whites helped the escapees, giving them food, clothing, places to hide, and directions to the next safe house. Indeed, the Underground Railroad was a remarkable system that helped thousands of slaves find safety and freedom.

**9**

**Paragraph 2.**

### Courage

Courage is the quality of being brave when you are facing something that is dangerous or that you fear. For example, a soldier who goes into battle shows courage. A paramedic who crawls into a collapsed building to help an injured person also shows courage. However, you don't have to be a soldier or a paramedic to be courageous. You can display courage in

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<sup>107</sup> Oshima and Hogue, *Introduction to Academic Writing* THIRD EDITION.



everyday situations, too. For instance, a shy person who is afraid of speaking in public shows courage when he or she gives a speech at school or at work. A teenager who resists peer pressure to smoke, drink, or try drugs shows courage. To give another example, my friend Angela, who is terrified of flying, recently took her first airplane flight. As she walked onto the plane, she was trembling with fear, but she didn't give in to her fright. To me, Angela entering that airplane was as brave as a soldier entering battle.

9 In the supporting sentences, add details that explain the topic more completely. The supporting sentences may give additional facts telling who, what, where, when, how, or why, an explanation of a process, examples, or a description. In the concluding sentence, you may tell why the topic is important, interesting, or unique.

6 Most definitions are short; they consist of a synonym (a word or phrase that has about the same meaning as the term to be defined), a phrase, or a sentence. Sometimes definitions occupy a paragraph or an entire essay. The short definition is called a simple definition; the longer one is known as an extended definition.<sup>108</sup>

#### 6 TECHNIQUES FOR WRITING SIMPLE DEFINITIONS

1. Basic dictionary meaning. You can quote the dictionary's definition, but if you do, you are obliged to indicate your source, which you should do directly and explicitly.
2. Synonyms. Although no two words have exactly the same meaning, synonyms often follow as if in parentheses.  
Example;  
He was guilty of the ancient sin of hubris, of excessive pride.
3. Direct explanation. You can state the definition.
4. Indirect explanation. You can imply the definition

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<sup>108</sup> Brandon and Brandon, *Paragraphs and Essays With Integrated Readings Eleventh Edition*.

5. <sup>1</sup> Analytical or formal definition. In using this method, you define by placing the term (the subject) in a class (genus) and then identifying it with characteristics that show how it differs from other members of the same class,

The starting point for a definition paragraph is a **simple definition**\* which becomes the topic sentence of the paragraph.<sup>109</sup>

**Topic sentence** gives a simple definition.

**Support sentences** give more information through the use of examples, description or explanation.

**Concluding sentence** (usually unnecessary)

\* A simple definition has three parts: **item**, **category** and **features**.

Item	Category	Features
A forsythia	is a flowering shrub	With the yellow bell-shaped blossoms
Herbivores	are animals	which feed on plants.
Change	is a type of process	which involves passing from one <u>state</u> or phase to another.

#### Useful transitional words and phrases

##### For giving examples

for example, for instance, an illustration of this, another example

##### For providing a description

in the foreground, in the middle distance, in the background, in the far distance, next to, near, up, down, between, above, below, on top of, beneath, left, right, centre, front, back, middle, in the interior, on the exterior, on the inside, on the outside, surrounding

##### For beginning an explanation

at first, initially, to begin with, in the beginning, first of all, the first step

<sup>109</sup> <https://aso-resources.une.edu.au/academic-writing/paragraphs/for-a-definition/>

**For continuing an explanation**

while, as, at the same time, the next step, after, next, then, where, in general, other

**For ending an explanation**

finally, eventually, at last, the final/last step

**Sample;<sup>110</sup>****Sample paragraph 1*****What are longitudinal dunes?***

Longitudinal dunes are long low ridges of sand that lie approximately at right angles to the trend of the sand waves, or parallel to the direction of the wind. Some of the ridges are almost straight; others are slightly wavy. They range up to about 10 metres in height and 30 metres in width. Many are more than one and one-half kilometres long. Both sides of these dunes have practically the same slope and are usually covered with grass and shrubs. **While** the crest is usually bare of vegetation, on some dunes, even the crest is covered. **Where this occurs**, it means that wind action has stopped on this particular dune.

**Sample paragraph 2*****What is meant by protein quality?***

The term protein quality refers to the ratio of essential amino acids (eaa) in a protein in comparison with the ratio required by the body. A high quality protein contains eaa in a ratio that matches human requirements. A protein which is lacking or low in one or more eaa is termed a low quality protein. The eaa which is in the shortest supply is called the 'limiting' amino acid. **In general**, animal proteins tend to be high quality while vegetable proteins tend to be low quality. The exception is soy protein which is quite high quality.

**Sample paragraph 3*****What is cholera?***

Cholera is an intestinal infection that can be described according to its cause, symptoms, and treatment. Cholera is caused by a bacterium, called *Vibrio cholera*. Contaminated food, water, or faeces can result

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<sup>110</sup> <https://aso-resources.une.edu.au/academic-writing/paragraphs/for-a-definition/>

in the rapid spread of this disease. Patients who have been exposed to the disease may exhibit mild to extreme symptoms. The primary signs are watery diarrhoea and loss of water and salts. **Other** symptoms include clammy skin, wrinkled hands and feet, sunken eyes and a dry mouth. If the severe diarrhoea is not treated, it can be life-threatening because of dehydration and electrolyte imbalances. Possible treatments for cholera can include oral or intravenous replacement of fluids and salts as well as certain antibiotics. Prompt and appropriate treatment appears to significantly reduce the mortality rate and suffering.

**Task 1.**<sup>111</sup>

**A.** Complete each topic sentence for a definition paragraph with (1) a category or group and (2) distinguishing characteristics. Use a dictionary if necessary.

1. A dictator is a rule who has all the power in a country
2. An optimist is \_\_\_\_\_ who \_\_\_\_\_
3. A good friend is \_\_\_\_\_ who \_\_\_\_\_
4. An ideal spouse is \_\_\_\_\_ who \_\_\_\_\_
5. Chess is \_\_\_\_\_ that \_\_\_\_\_

**Task 2.**<sup>112</sup>

**A.** Complete the following formal definitions.

Subject	Class	Characteristics
A workaholic	is a person	
Dreadlocks	is a natural hairstyle	
A hawk		that has a short, hooked bill and strong claws

<sup>111</sup> Oshima and Hogue, *Introduction to Academic Writing* THIRD EDITION.

<sup>112</sup> Brandon and Brandon, *Paragraphs and Essays With Integrated Readings Eleventh Edition*.

1 Hay fever		affecting the mucous membranes of the upper respiratory tract and the eyes, causing sneezing, running nose, and itchy, watery eyes
A muumuu		
1 Bongos	are two connected drums	
A patriot		
A desert	is a large land area	
Jealousy	is a state of mind	
Love		

**B.** Write a short definition of each word. You can use dictionary or some books

1. fluctuate
2. enhance
3. consensus
4. insidious
5. disproportionate
6. augmenting
7. reverberating
8. escalate
9. innovative
10. intractable

**Task 3.**<sup>113</sup>

**A. Write a definition for each of the following terms. Include an adjective clause in your definition and underline the clause.**

1. Turtle

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2. Skunk

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3. Passport

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4. Submarine

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5. Capilot

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6. Odd numbers

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7. William Shakespeare

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8. Plumber

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9. Pele

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10. The United Nations

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<sup>113</sup> Folse, Muchmore-Vokoun, and Solomon, *Great Writing 2; Great Paragraph*.

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**B. Write a definition paragraph. Follow these guidelines;**

1. Choose a topic
2. Brainstorm some information about the topic. What do you want to include? What do your readers know about the topic? What do they want or need to know?
3. Write a topic sentence with controlling ideas
4. Write a few supporting sentences that relate to the topic
5. End with a concluding sentence that restates the topic or makes a prediction about it
6. If you use words from another source, put quotation marks around them





## What Is a Process Paragraph?<sup>115</sup>

When you explain how to do something (such as how to assemble a bicycle) or how something happens (such as how a glacier moves), you use a process to talk about the steps or events. A **process paragraph** is a group of sentences that tells this sequence.

A process paragraph consists of a series of connected steps. The steps must be logical and are often chronological in order. You can use time words and transition expressions to make the sequence of events or actions clear. Process writing is especially important when you want to explain the steps necessary to complete a task. Process paragraphs usually demonstrate how to do something.

You are probably familiar with a common kind of process writing: a recipe. For the result to be a success, the steps in a recipe must be clear, in the correct order, and concise. In academic settings, process writing is commonly used in science classes and labs, information technology courses, and many other disciplines.

In a process paragraph, you explain how to make or do something, so process paragraphs are also called how-to paragraphs. To explain how to do something clearly, break the process down into a series of steps and explain each step. The model paragraph explains the process of building a campfire. As you read it, count the number of steps. A process paragraph begins with a topic sentence that names the topic and tells the reader to look for a process or procedure. Use words such as steps, procedure, directions, suggestions, and instructions.<sup>116</sup>

- 1) You can teach your dog to fetch<sup>1</sup> in a very short time by following this procedure.
- 2) Making a pizza is easy if you follow these instructions.
- 3) Follow these steps to throw a Frisbee<sup>2</sup> accurately

The supporting sentences are the steps and details about each step.

- 1) When your dog brings back the stick, praise him extravagantly.
- 2) The first step is to gather the ingredients you will need.
- 3) First, grip the edge of the Frisbee with all your fingers wrapped underneath the edge and your thumb along the top.

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<sup>115</sup> <http://jicelc.weebly.com/uploads/1/3/4/4/13449366/theprocessessay.pdf>

<sup>116</sup> Oshima and Hogue, *Introduction to Academic Writing* THIRD EDITION.

The concluding sentence can be the last step, or it can give the results.

- 1) At the end of the lesson, give your dog a nice treat for a job well done.
- 2) Now sit down and enjoy your delicious pizza.
- 3) Finally, make sure the Frisbee stays level while you throw.

In a process paragraph, you arrange the steps in order by time and use time order signals to guide your reader from step to step.

### Time Order Signals

#### Sentence Connectors Others;

First, (Second, etc.)	The first step . . . (no comma)
Then (no comma)	The next step . . . (no comma)
Now (no comma)	The final step . . . (no comma)
Next,	After five minutes,
Finally,	
After that,	After you take the pizza out of the oven,
Meanwhile,	

- a. First, preheat the oven to 500 degrees Fahrenheit.  
Then prepare the pizza sauce.
- b. The next step is to mix the pizza dough.
- c. After five minutes, check the pizza.
- d. After you take the pizza out of the oven, cut it into 8 pieces.

### TWO TYPES OF PROCESS ANALYSIS: DIRECTIVE AND INFORMATIVE<sup>117</sup>

Directive process analysis explains how to do something. As the name suggests, it gives directions for the reader to follow. It says, for example, “Read me, and you can bake a pie [tune up your car, read a book critically, write an essay, take some medicine].” Because it is presented directly to the reader, it usually addresses the reader as

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<sup>117</sup> Brandon and Brandon, *Paragraphs and Essays With Integrated Readings Eleventh Edition*.

“you,” or it implies the “you” by saying something such as “First [you] purchase a large pumpkin, and then [you]. . . .” In the same way, this textbook addresses you or implies “you” because it is a long how-to-do-it (directive process analysis) statement.

Informative process analysis explains how something was (is) done by giving data (information). Whereas the directive process analysis tells you what to do in the future, the informative process analysis tells you what has occurred or what is occurring. If it is something in nature, such as the formation of a mountain, you can read and understand the process by which it emerged. In this type of process analysis, you do not tell the reader what to do; therefore, you will seldom use the words *you* or *your*.

### **Task 1.**<sup>118</sup>

#### A. Make an Outline

Topic Sentence \_\_\_\_\_

##### A. Where/when/with whom

1. Orlando
2. 1999
3. With family

##### B. Describe the trip

1. Planning
  - a. Rental car
  - b. Hotel
  - c. Itinerary
2. Activities
  - b. Weather
  - c. Different parks
3. How do I feel about it now?
  - a. It was the best trip!
  - b. I would like to go again.

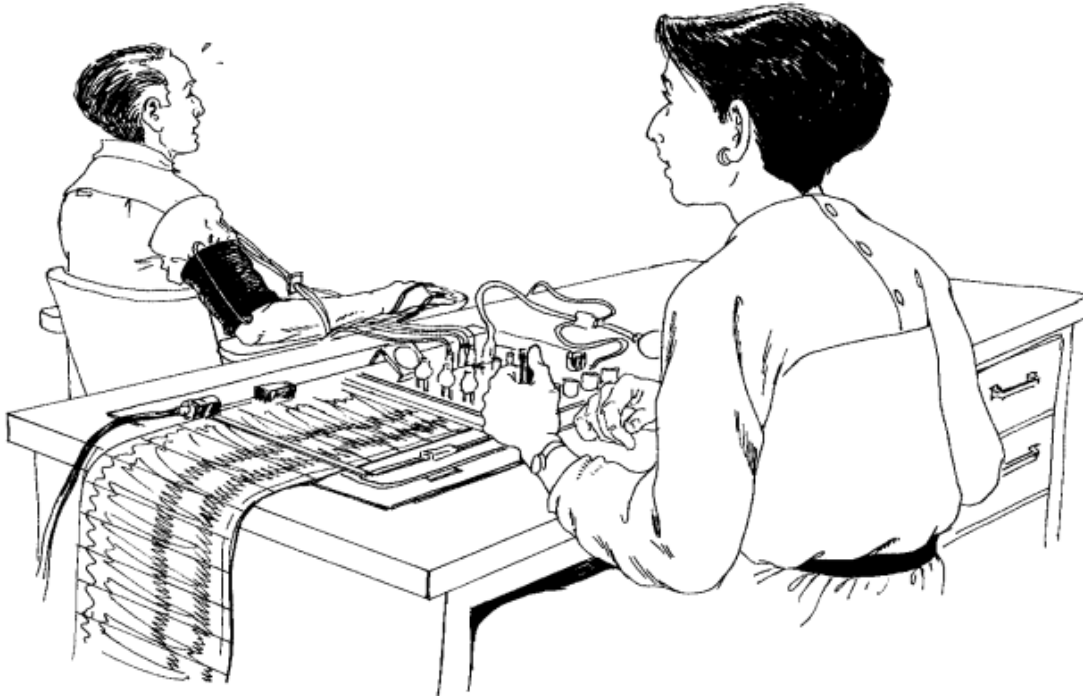
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<sup>118</sup>[https://moodle2.units.it/pluginfile.php/10614/mod\\_resource/content/1/THE%20PARAGRAPH%20PART%202%20copia.pdf](https://moodle2.units.it/pluginfile.php/10614/mod_resource/content/1/THE%20PARAGRAPH%20PART%202%20copia.pdf)

Now, write your outline about your vacation!

**Task 2**<sup>119</sup>

- A. Read the paragraph that describes a polygraph test. Then answer the questions. As you read, pay attention to the process that occurs. Text 1.



**5**

### **POLYGRAPH TESTING**

Many people know the terms polygraph and lie detector test, but many are not familiar with how this test actually works. The test uses a process that analyzes the **physiological** reactions in a person's body while he or she answers questions. First, a **device** called a pneumograph is attached to a person's chest to record breathing patterns. Any abnormalities in **respiratory** patterns are recorded during an official interview. Next, a machine similar to those used in doctors' offices is attached to the person's upper arm to measure blood pressure. During this part of the polygraph test, the **pulse** and changes in blood pressure and heartbeat are recorded. Finally, skin responses are used as part of the lie detection examination. Usually, the **tips** of a person's fingers are attached to **electrodes**. An abnormal amount of sweating is an indicator that the person may be lying. After the **preceding** steps have been followed, polygraph experts analyze the results. From the data, the

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<sup>119</sup> <http://jicelc.weebly.com/uploads/1/3/4/4/13449366/theprocessessay.pdf>

5

experts may conclude that the person is telling the truth, or they may decide that the person is most likely lying.

5

1. What is the topic sentence of this paragraph?
2. Reread the body of the paragraph and look for the three parts of the polygraph test process. What are they?
3. Find five transition expressions in the paragraph that show time or the passage of time. Write them here.
4. In process paragraphs, the topic sentence and the concluding sentence usually have a different relationship than in the other kinds of paragraphs you have studied. The concluding sentence is often about the result of the process and does not necessarily reflect the topic sentence. Reread and underline the concluding sentence. What is the final result of the polygraph process?

## Text 2.

5 Read the paragraph about DNA testing. Then answer the questions

5

### DNA THE EASY WAY

Believe it or not, the process of completing a DNA test is not very difficult. First of all, human cells must be collected. The cells can be collected from a person's **cheek** using a **swab**. The next step is to send this cell sample to a laboratory, where **scientists extract** the DNA from the swab and create many samples from it. Then the samples are put into a gel mixture, and are subjected to an electric current. A **DNA probe** can then be used, which attaches itself to the sample. Each person produces a unique location of DNA attachment, and this is how the identification works. Ultimately, scientists develop the film of this unique **DNA strand**. This type of DNA test becomes more **reliable** as more probes are used to test the strand. DNA testing has become very popular, so it is now available on the Internet. Ordinary people can now order in-home DNA tests and get their results in just a few days.

5

1. What is the topic sentence of this paragraph?
2. The paragraph tells how simple DNA testing is done. Fill in the missing information about the test (the steps) from the paragraph.

Step 1: Collect the sample

Step 2: \_\_\_\_\_

Step 3: Extract the DNA

Step 4: Create many samples

Step 5: \_\_\_\_\_

Step 6: Add electric current

Step 7: \_\_\_\_\_

Step 8: Analyze the probe's location

Step 9: \_\_\_\_\_

3. In "Polygraph Testing" on page 67, you located transition words that show a time relationship. Two of them were first and finally. What two transition words or phrases in "DNA the Easy Way" can you find that have similar meanings?

first = \_\_\_\_\_

finally = \_\_\_\_\_

4. Reread the last two sentences in the paragraph. What surprising information is given in these sentences? With what idea do they conclude the paragraph?

**B.** Now that you have chosen the profession you will write about, you can choose the below picture, the next activity is to organize the steps to becoming a professional in that field. Complete this outline with steps in chronological order to help with the organization of your paragraph



5

How to become a/an \_\_\_\_\_

The steps involved in this process:

1

Step 1 \_\_\_\_\_

Step 2 \_\_\_\_\_

Step 3 \_\_\_\_\_

Step 4 \_\_\_\_\_

Step 5 \_\_\_\_\_

Conclusion \_\_\_\_\_

### Transition Expressions<sup>120</sup>

In process writing, transition words and expressions are needed specifically to make the steps in the process clear. These transition expressions help the ideas or steps in the process flow from one to the next so that the reader can follow them logically and easily. Without the appropriate transition expressions, the paragraph is just a list of steps.

#### Transition Expressions: first, next, then, and finally

##### First

**Function:** signals the first step

**Use:** First is an adverb and is usually followed by a subject and a verb. However, first can also come in the middle or at the end of the sentence. In many cases, the imperative verb form (command form) comes after the word first to give directions.

Example: First, apply for the job.

**Punctuation Note:** When first comes at the beginning of a sentence, it is followed by a comma.

Example: First, Emilio applied for the job.

When first comes in the middle or at the end of a sentence, no commas necessary

Examples:

Emilio first applied for the job. Emilio applied for the job first

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<sup>120</sup> Ibid



5

## Next

**Function:** signals the step after the previous step or action

**Use:** Next is an adverb. It can come at the beginning or at the end of a sentence. Just as you can with first, you can follow next with a subject and a verb or use the imperative form.

Example:

Next, schedule an interview.

**Punctuation Note:** When next comes at the beginning of a sentence, it is followed by a comma.

Example:

Next, Emilio scheduled an interview.

When next comes at the end of a sentence, no comma is necessary.

Example:

Emilio went for an interview next.

## Then

5

**Function:** signals the step after the previous step or action

**Use:** Then is an adverb. The most common position for then is at the beginning of a sentence, followed by the subject and verb.

Example:

Then Emilio waited for an offer.

5

## Finally

**Function:** signals the last step in the process or action

**Use:** Finally is an adverb. It is used at the beginning of a sentence to signal the last, or final, step of a process.

Example: Finally, send the company a thank-you note for the interview.

Finally can appear in the middle and at the end of the sentence. In these cases, it means “at last” and does not signal the last step in a process.

Example: Emilio finally made an appointment for an interview.

### Task 3.

Read the paragraph. Fill in each blank with first, next, then, or finally. Some transitions may fit into more than one blank. Add correct punctuation where necessary.

It is easy to make a telephone call if you follow these simple directions. To make the call, \_\_\_\_\_ you must know the telephone number you are dialing. \_\_\_\_\_ pick up the phone and listen for the dial tone. \_\_\_\_\_ you can start dialing the telephone number. If the person answers the phone, begin speaking. If an answering machine clicks on, wait for the beep and record your message. \_\_\_\_\_ hang up the phone when you have finished your call.

## CHAPTER 15

### NARRATIVE PARAGRAPHS

After this lesson, students will be able to:

- Understand concept of narrative paragraph
- Make a narrative paragraph

**What Do You Think?**

#### Group Discussion!<sup>121</sup>

- Ask students to provide examples of fictional and nonfictional examples of narrative writing that they have read.
- Have students read the rest of the text lesson and complete the corresponding quiz.
- While the students are finishing the lesson and quiz, write the following key terms on the board or provide a printed version to students:
  - a) Characters
  - b) Plot
  - c) Conflict
  - d) Setting
  - e) Point of View
- When all students have completed the quiz, ask students to compose a narrative piece based on the events of their day that includes each of the elements listed.

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<sup>121</sup><https://study.com/academy/popular/narrative-writing-lesson-plan.html>

### **What is narrative writing?<sup>122</sup>**

What is the difference between 'Goldilocks and the Three Bears' and a newspaper article on bear attack statistics? Both are about human interaction with bears, but the difference is the first is a made-up story about a girl meeting some bears, while the second is reporting on facts about bears. A story has many obvious differences from a statistical report. 'Goldilocks' is an example of **narrative writing**, which is any kind of writing that tells a story.

#### **Narrative writing as a fiction.**

Usually, narrative writing is categorized as **fiction**, which is based on imaginative events or stories that did not actually happen. The other category of writing is known as **nonfiction**, which would be writing that is based on real facts. This usually consists of newspapers, essays, reports, and other informative writing. However, some nonfiction can in fact tell a story, which would classify it as narrative writing. In the case of nonfiction, the story must be a true story with real people and events. Autobiographies and biographies are examples of nonfiction that is narrative writing, as they tell the real story of a person's life.

#### **Characteristic of narrative writing**

There are many specific traits every piece of narrative writing should have. All stories must have **characters**, also known as the people or subjects of the story. Usually there are also specific types of characters needed in order to create a developed story. For example, each story will often have a **protagonist**, which is the hero or heroine. This is the central character of the story. Often, there is also an **antagonist**, which is a character who opposes the protagonist. Overall, each story needs characters to push forward or react to the events in the plot.

*Learn this concept!<sup>123</sup>*

When you write narrative paragraphs, use clue words and phrases to help tell things in sequence.

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<sup>122</sup> <https://study.com/academy/lesson/narrative-writing-group-activities.html>

<sup>123</sup> <https://learning.hccs.edu/faculty/desmond.lewis/esol0354/unit-2/writing-a-narrative-paragraph-exercise-1/view>

The sentences in a narrative paragraph should move the reader along smoothly from action to action. Clue words, such as those in the box, signal time order. They can help smooth out a narrative paragraph by signaling when one action ends and another begins.

and	first	now	before	later
today	next	then	after a while	finally
yesterday	last	at first	soon	last night

Notice the clue words in the paragraph below. It tells of a Navaho girl listening to streams of melting snow rushing down a mountain side.

I heard the first sound of their coming while I lay awake at night. At first it was a whisper, like the wind among the dry stalks of our cornfield. After a while it was a sound like the feet of warriors dancing. Then it was a roar that shook the earth. I could hardly wait until the sun rose.

*from Sing Down the Moon by Scott O'Dell*

The girl hears three different sounds, one after the other. The first is “a whisper, like the wind among the dry stalks of our cornfield.” The writer uses the clue words “At first” to signal this sound

**Narratio:**<sup>124</sup>

### Controlling Idea in writing paragraph

To narrate is to tell a story or describe an incident. In academic writing, an incident is often used to illustrate a larger point. For example, you might use a personal narrative to support a general idea or an opinion.

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<sup>124</sup>[https://ngl.cengage.com/assets/downloads/devref\\_pro0000000156/developing\\_chapter\\_2.pdf](https://ngl.cengage.com/assets/downloads/devref_pro0000000156/developing_chapter_2.pdf)

2

In a narrative, the topic is the incident or story and the controlling idea is the writer's attitude or feeling about the event. A strong controlling idea helps to focus the paragraph and helps the reader understand the writer's purpose. Look at the topic sentences below. Notice that the second topic sentence is more focused and makes the writer's purpose clear.

1. I spent a lot of money during my seven-day vacation at Disney World.
2. My trip to Disney World showed me that spending a lot of money doesn't guarantee a good time.

2

### **Supporting the Main Point with an Incident**

In narrative writing, the writer focuses on a particular incident to support the main point. The incident consists of events that are linked in time. All the events should support the controlling idea. The writer also includes words and details that support the controlling idea

2

### **Organizing by Chronological Order**

In telling a narrative, a writer organizes the events in the story according to time. This organizational pattern is called chronological order. The writer gives the topic sentence, necessary background information, the story itself, and sometimes an explanation of the point of the story.

2

### **Connecting Words for Narration**

In narration, the writer needs to show the relationship of events in time. The writer can make the time clear by using connecting words—either prepositions of time or subordinators in adverbial clauses of time. Study the examples in the chart.

## WORDS TO INDICATE TIME RELATIONSHIPS

Prepositions of Time	2 Examples
after (a moment) at (ten o'clock); at noon by (ten o'clock); by then during (the morning); during that time from (six o'clock) to (seven o'clock) from then on in (May); in (2009) on (Saturday) one (day, time) (three days) later until (six o'clock); until then	<p><b>After a moment of silence</b>, she asked who had broken the vase.</p> <p>I used to work <b>from Saturday to Wednesday</b></p>
Subordinators	2 Examples
While When As Whenever Before After Until as soon as the moment that once	<p><b>While</b> I was driving away, the driver copied my license plate number.</p> <p>We were friends <b>until</b> I told the teacher about the vase.</p> <p><b>As soon as</b> I found out that I was innocent, I exhaled slowly.</p> <p><b>The moment that</b> I saw her, I thought she was pretty.</p>

### Task 1.<sup>125</sup>

Choose the best answer!

#### 3. How is a story different than a narrative?

- a. They are the same thing
- b. A story is the chronology of events as they happened and a narrative is a perspective-based retelling of those events
- c. A story is fictional while a narrative is fact

<sup>125</sup> <https://study.com/academy/lesson/narrative-writing-group-activities.html>

- d. A story is a plot summary while a narrative is a reflection on that plot
4. **What length of story should you generally choose for a narrative paragraph?**
- A short story
  - A long story
  - epic novel
  - None of these are correct
5. **Why might you open your narrative with an exciting event from the middle or end of your story?**
- You wouldn't ever want to do this.
  - In order to confuse your reader.
  - In order to grab your reader's attention.
  - In order to give your reader more context.

### Task 2.<sup>126</sup>

#### 5 Exercise A

Read the narrative paragraph below. Fill in each blank with the clue word or phrase that you think best fits the meaning of the sentence. Use the clue words in the box, or use clue words of your own.

I knew I'd never catch the 8:00 train, but I tried anyway. Several things happened to delay me. \_\_\_\_\_ I tripped on a crack in the sidewalk. \_\_\_\_\_ I dropped my suitcase. \_\_\_\_\_ I ran into a man with an armload of packages \_\_\_\_\_ had to stop to help him pick them up. \_\_\_\_\_ I was ready to board, but the train had already left.

#### Exercise B

Pretend that you are baby-sitting for the first time. Write a narrative paragraph about trying to feed a ten-month-old baby. Work with the

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<sup>126</sup> <https://learning.hccs.edu/faculty/desmond.lewis/esol0354/unit-2/writing-a-narrative-paragraph-exercise-1/view>



following details. Add more if you wish. Use clue words to help tell things in sequence. When you finish, look over your paragraph with the Checklist questions on the next page in mind

Details:

put baby in highchair	hurry back to baby
baby starts crying	forgot spoon, go back for it
what will I do?	drop spoon, get another
hurry up and get food	baby still crying
get it out of jars onto plate	start feeding baby
	baby stops crying, hooray!

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### **Narrative Paragraph Revision Checklist**

- √ Does the paragraph have a clear main idea?
- √ Have I told the actions in order, first to last
- √ Have I included only important actions?
- √ Have I used clue words to help smooth out the action?
- √ Does each sentence begin with a capital letter and end with the correct punctuation mark?

### Task 3.<sup>127</sup>

- A. Read the following student paragraphs. For each one, write a topic sentence with a clear controlling idea. The first one is done as an example.

Text 1.

Sometimes you can feel grateful not to get something you thought you really wanted. When I was 16, a local Italian-American organization offered a travel scholarship to three students. It sounded like an incredible opportunity. I immediately submitted my application for the scholarship. The three lucky students would go to Italy to study for the summer. They would live with Italian families and study Italian and other subjects at a local university. The scholarship would cover all the expenses including food. This was very important to me because my father was a factory worker and my mother was a hairdresser, so money was tight. In addition, I was studying singing and loved opera. I was very excited about getting the chance to attend opera performances in Italy. In the end, a lot of students applied, so it was very competitive. When I found out I hadn't won a scholarship, I was so disappointed I almost cried. All of my dreams vanished. In order to make me feel a bit better, my mother bought tickets for the two of us to attend the performance of a local opera company. One of her clients from the hair salon arranged for us to go backstage after the performance. There I met the head of the opera company. When he heard that I wanted to be an opera singer, he invited me to audition for a summer internship with the company. I got the internship. Because of that, I got a scholarship to a great music school and finally got to Italy. But this time, I was actually singing in the opera rather than just watching it. I am so glad that I didn't get what I thought I wanted.

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<sup>127</sup>[https://ngl.cengage.com/assets/downloads/devref\\_pro0000000156/developing\\_chapter\\_2.pdf](https://ngl.cengage.com/assets/downloads/devref_pro0000000156/developing_chapter_2.pdf)

2  
Text 2

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I had known Dax for about four years and thought he was a nice, honest guy. One day, he called me and told me about a problem he was having. He had lent his car to his friend Paco, who had an accident and then lied to Dax about it. When Dax tried to collect the insurance, he lied to the insurance company, saying that he was driving the car. The insurance company found out Dax was lying, so they refused to pay to fix the car and sued Dax for lying. Dax had to pay to fix the car himself, and he had to get a lawyer to defend him. Within a month, he had spent four thousand dollars. After I heard Dax's story, I felt sorry for him. Even though I believe that money and friendship don't go together, I agreed to lend Dax two hundred dollars. He promised he would pay me at the end of the month. However, the next month, he called and said he didn't have the money. That situation continued for six months. After that, I gave up and didn't ask him for the money. Then, he had the nerve to call me and ask for another loan. I was amazed. I refused and told him I didn't have any money left. He said I was greedy. I told him he was a cheat and hung up the phone. Even though I felt sad to lose a friend over money, I think it was better to find out what kind of person he really was

Text 3.

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In our religion, boys must not see girls after they become adults. However, when a man wants to get married, he has the right to see the girl he is going to marry. A particular girl moved to my city when I was sixteen years old, so I hadn't seen her before. I told my mother that I wanted to marry this girl, and my mother agreed to help me. After two weeks, my mother talked to the girl's mother and she said we could meet. Three days later, I went with my parents to visit the

girl's parents and see the girl. I wore my best clothes. My father and I sat with her father and brother. We drank tea and we talked about some business. Then they gave me permission to enter the room. My heart started beating faster and faster; I started sweating. I went to the mirror and made sure I looked okay. I started walking into the room where she sat with her mother and my mother. I entered the door and saw my mother, who was waiting for me. She grasped my hand and sat me beside the girl. I sat and looked out of the corner of my eyes, trying to get a glimpse of her. Suddenly my mother took a hold of my head and forced me to look at her. She was very pretty. I didn't think she would be that pretty. I didn't talk to her because she was shy. I stayed for only ten minutes and then I left . I couldn't believe that such a lovely young woman would want to marry me, especially since our first meeting was so awkward. We met several times aft er that, and gradually we became more comfortable with each other. Despite our initial discomfort, we are now very happily married.

2

Text 4.

It was a beautiful morning in Moscow, Monday, August 19, 1991. I woke up in a very good mood, looked out of the window, and determined that it was going to be a great day. I called my friend, who was to be my future wife. Her roommate picked up the phone and asked me if I knew what had happened last night. I said no. Then she told me there had been a coup. I did not believe her, so I turned on the TV. Since there was a symphony orchestra playing the same music on all channels, I knew something had happened. I turned on the radio and found a channel with a government announcement. Th e radio said that our president was sick and that strong people were needed to take over the government. Th e leaders of the coup arrested many people who opposed them, and it seemed that our country would become a dictatorship. I was so upset that I almost cried. However, I

didn't know what to do. I was just one person. However, by the end of the day, I found a paper pasted to the wall in a train station. It said that people opposed to the coup should protest at the parliament building in order to protect democracy. I went to the protest and stayed there for two nights. I knew that it was dangerous, but I also knew that I didn't want to live in a country with a totalitarian regime anymore. In the end, we won and democracy was restored.

**2**  
**B. Look again at Text 2, 3, and 4 in Part A. Choose one of them and then analyze it. Use the analysis in the chart above as an example. Write the incident and controlling idea at the top of a piece of paper. On the left side, make a list of the events discussed in the paragraph. On the right side, make a list of the details that support the controlling idea.**

**2**  
**C. Read the paragraph and then answer the questions that follow**

I hate to be late and will do almost anything to be on time. However, I recently learned that being late for an event is better than not getting there at all. Two months ago, my family and I went out to celebrate my nephew's birthday. My two daughters were so happy. They like to go to my nephew's house because he has a lot of toys. That Sunday it was raining. My husband was driving the car. He hadn't slept very well the night before because he had to study very hard for a test on Monday. There was a brown car in front of us, and I was talking with my husband when this car stopped suddenly. The pavement was very slippery because of the rain, so we couldn't stop and the cars crashed. Everybody in the car was scared. My two daughters, who were sitting in the back seat, were crying. The first thing that came to my mind was them. Fortunately, none of us had any injuries. When I looked at my husband, his face was white. I think he was really scared for the children, too. Two hours after the accident

happened, a policeman came and took information about the accident. He asked my husband and the other driver, who wasn't hurt, for their driver's licenses and insurance cards. The policeman was very nice. He said that my husband was guilty because he was supposed to stop. The insurance company paid everything for both cars. It wasn't a big accident, but we decided to go back home and rest. Two days later, we went to the doctor's office and he told us that our children were fine

1. Underline the topic sentence and circle the controlling idea.
2. Is the paragraph unified?
3. Do all the sentences support the controlling idea?
4. Are the events in the incident in chronological order?
5. What part of the paragraph did you enjoy the most?
6. What part would you like to know more about?

**D. You are going to write a paragraph narrating a memorable incident. Follow these steps.**

**PREWRITING**

1. First, think about a memorable incident. If you need help thinking of something, look at this list:
  - A time you confronted authority
  - A time you took responsibility
  - 2 time you did the right thing even though it wasn't easy
  - A time you didn't do the right thing and then felt regretful
  - A time you helped someone OR needed help
  - A time you failed at something OR succeeded at something
  - A difficult time
  - A humorous incident
  - Your first performance
2. Get ideas by making a list of the events in your story. Read over your list.
3. Decide on your main point. Write a topic sentence with a clear controlling idea.
4. Look at the list of events again. Cross out any events that are not relevant to your main idea.

5. Next to the events you are going to use, write words and details that make the story come alive.
6. Decide on any background information the reader will need to understand the story.
7. Organize your paragraph in chronological order

## DRAFTING

When you have organized your ideas, write the first draft of your story. Remember to focus on your controlling idea—your attitude toward the event.

## REVISING AND EDITING

1. Ask a partner to evaluate your story using the “Peer Review Guidelines.” Using this feedback, write a second draft of your story.
2. Reread the second draft of your story and then use the “Editing Checklist”.

### E. Complete the sentences with a preposition of time or a subordinator. More than one answer may be correct.

1. The school year runs \_\_\_\_\_September to June.
2. I usually don't get home \_\_\_\_\_5 o'clock.
3. \_\_\_\_\_he arrived, we were able to relax.
4. Please finish the work \_\_\_\_\_the weekend.
5. I'm leaving in two days, so we won't see each other \_\_\_\_\_tomorrow.
6. He didn't see the car coming toward him \_\_\_\_\_ it was too late.
7. I didn't have to work \_\_\_\_\_Thursday.
8. I moved to the United States \_\_\_\_\_ I graduated from high school.
9. I visit my uncle \_\_\_\_\_ I have a free weekend.
10. \_\_\_\_\_the winter, we usually eat \_\_\_\_\_dinner six o'clock.

In addition to time relationships, the reader must also know the sequence of events—what happened first, second, and so forth. Look at the following chart.

### TRANSITION WORDS TO INDICATE SEQUENCE

Transition Words	Examples
first, second	First, I called my friend. Then I turned on the radio.
next	
later	First, he wanted to know if anyone was hurt. Later, he scolded me.
then	
last	I was looking for a good place to take a photo; next, a man ran at me and grabbed my camera
finally	
now	

**F. Read the following student narrative and then underline the connection words.**

When I started to work here in New Orleans, something really funny happened that taught me I should not be afraid to ask questions. My mother got me a job at the Marriott Hotel as a cocktail waitress. I was really nervous because I had never worked before. First, I trained for two days, but I didn't speak English at all except for one or two expressions. I tried to memorize the keys of the cash register, but that was the only thing I could do. When my training was over, I was supposed to start on my own. From that moment, it was a terrible experience. Finally, I had my first customer. I went to the table and I said, "Hello, how are you doing? Can I get you something?" The lady said, "Yes, I would like a glass of water and a grasshopper." I went to the bar, but I was afraid that I had misunderstood. I knew that a grasshopper was an insect, but that didn't make sense. I was too afraid to ask because I was sure that she hadn't actually said the word "grasshopper," so I just got the glass of water. Then I went to the table, and said, "Sorry, we don't have it." The lady started talking wildly. I realized some-thing was wrong, so I said, "I'm sorry." I went back to the bar and gave the bartender the order. She explained that it was an alcoholic drink and she fixed it for me. Now I laugh when I



think about how stupid I looked because I was afraid to ask a questions

## CHAPTER 16

### ARGUMENTATIVE PARAGRAPHS

After this lesson, students will be able to:

- Understand concept of argumentative paragraph
- Make an argumentative paragraph

**What Do You Think?**

#### **Group Discussion!**<sup>128</sup>

- What is the purpose of argumentative essays?
- What is the most important element of an argumentative essay?
- Why does the author need reasons in an argumentative essay?
- How does evidence help an argumentative essay?
- What do counters do for an argumentative essay?

An argumentative paragraph is used when you are arguing for or against a CLAIM or when you are trying to persuade someone to agree with you.<sup>129</sup>

- If you are asked to write a paragraph that:
  - Argues
  - Evaluates
  - Proposes
  - Persuades

you will be writing a persuasive paragraph.

#### **Organizing Your Argumentative Paragraph**

- The organization of an argumentative paragraph is similar to an expository paragraph, but a persuasive paragraph includes a COUNTERARGUMENT.

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<sup>128</sup><https://study.com/academy/lesson/argumentative-essay-definition-format-examples.html>

<sup>129</sup> <https://mrwestrup.weebly.com/argumentative-paragraph.html>

## CLAIM

- This is what you are arguing about the topic. It is the answer to the writing prompt or guiding question.
- Your CLAIM should consider the opposing argument and provide a REASON why you believe your CLAIM.
- Example: Although I disagree with much that those who oppose animal testing say, I fully endorse their final conclusion that there are many better alternatives to animal testing.

## EVIDENCE

- This is a quote or example from the text that supports your CLAIM.
- Remember to cite your EVIDENCE using the title of the text or the author's name.
- Example: Moreover, “ Scientists have developed method to test cosmetics and other personal products that are faster, cheaper, and more accurate than traditional animal testing.” (Title of Text)

## LINK

- This is where you explain what the quote MEANS and why it MATTERS to your claim.
- Your LINK demonstrates your understanding of the EVIDENCE and how it connects to your CLAIM.
- Example: In other words, there are better alternatives to animal testing and the FDA agrees. If we don't need to use animals, why should we?

## COUNTERARGUMENT:

- This is where you acknowledge the opposing arguments and anticipate your readers' objections. Doing this will help your CLAIM seem more reasonable and valid.
- Introduce a possible argument against your CLAIM and then refute it with a REBUTTAL to explain why their argument is flawed and incorrect.
- Example: Some readers may challenge the view that animal testing can be done away with. After all, many believe that \_\_\_\_\_ it \_\_\_\_\_ is

impossible to eliminate the need for animals in research. Nonetheless, my discussion of alternatives to animal testing is in fact addressing the larger issue of choice.

### E. Sample Argumentative Paragraph

Writing Prompt:

After reading the article on animal testing, write a paragraph in which you address the question and argue for or against the use of animal testing. Support your position with evidence from the text.

Although I disagree with much that those who oppose animal testing say, I fully endorse their final conclusion that there are many better alternatives to animal testing. The Food and Drug Administration has stated that they support the development and use of alternatives to animal testing. Moreover, "Scientists have developed methods to test cosmetics and other personal products that are faster, cheaper, and more accurate than traditional animal testing." (Title of Text) In other words, there are better alternatives to animal testing and the FDA agrees. Some readers may challenge the view that animal testing can be done away with. After all, many believe that it is impossible to eliminate the need for animals in research. Nonetheless, my discussion of alternatives to animal testing is in fact addressing the larger issue of choice. If we don't need to use animals, why should we?

### Organization of Argument Paragraph<sup>130</sup>

#### Topic Sentence:

identifies what is being argued for or against

#### Support Sentences:

include facts, examples, appeals to authority or counter-argument to back up your point of view. Present your reasons in order of importance: from most important to least important.

#### Concluding Sentence:

restates what is being argued for or against and why

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<sup>130</sup> [https://www.une.edu.au/\\_\\_data/assets/pdf\\_file/0010/10540/paragraph-argument.pdf](https://www.une.edu.au/__data/assets/pdf_file/0010/10540/paragraph-argument.pdf)

## **Useful transitional words and phrases**

### **For extending or adding to an argument:**

also, furthermore, in addition, moreover

### **For counter-argument:**

but, however, of course, nevertheless, although, despite, in spite of

### **For giving reasons**

because, since, for this reason

### **For indicating a result**

therefore, as a result, thus, consequently, accordingly

### **For indicating time and sequence of ideas**

first, second, third, next, finally, at the same time, subsequently, in conclusion

### **For clarifying a point**

in other words, that is

### **For providing more detail or explanation**

to be more precise, in fact, indeed, more specifically

## **Examples of questions requiring an argument paragraph**

1. Are career discussions between supervisors and employees important?
2. 'UV intensity is the most important factor in skin cancer fatalities.' Do you agree?
3. Do epidemiological studies have limitations?
4. Mobile phone use places a financial burden on adolescents. Discuss.

### **Task 1.<sup>131</sup>**

A. Read these eight topics. Put a check mark (V) next to the one that could be good topics for argument paragraph.

\_\_\_\_\_ 1. The first time I flew in a plane.

\_\_\_\_\_ 2. University education should be free.

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<sup>131</sup>[https://www.matthewbarbee.com/uploads/1/6/8/9/16895428/argumentative\\_essay\\_worksheets\\_5.pdf](https://www.matthewbarbee.com/uploads/1/6/8/9/16895428/argumentative_essay_worksheets_5.pdf)



**Task 2.**<sup>132</sup>

**Choose the best answer!**

1. Which piece of evidence best supports the claim that *-students should have sports class in middle school-*?
  - a. "Schools that have sports class are popular"
  - b. "Including sports programs is expensive."
  - c. "Research shows that sports increase student interest in school"
  - d. "School sports include volleyball and soccer."
  
2. What is the other side of the issue (opposite of your claim) called?
  - a. Counterargument
  - b. Conclusion
  - c. Thesis statement
  - d. Opposition
  
3. Which of these transition words would you use in the counterargument paragraph?
  - a. Also
  - b. Similarly
  - c. However
  - d. In conclusion
  
4. The evidence below best matches which claim?  
*Teachers often stay late at work, plan and grade student work at home and spend many hours on weekends planning lessons for the week.-*
  - a. Teachers respect students.
  - b. Teachers work very hard.
  - c. Teachers are very knowledgeable.
  - d. Teachers are very important.

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<sup>132</sup> <https://quizizz.com/admin/quiz/5ed91cfa9d05de001d4254dc/argumentative-text-practice>

5. Going out in the burning sun without sensible protection is extremely dangerous. The first reason is that you can get extremely sunburnt. The second reason is that you can get horrible skin cancers because of damaging light rays. Another reason is that too much time out in bright sunlight can damage your eyesight. Remember to wear a hat, put on a shirt, use sunscreen and wear sunglasses.

What is the author's claim?

- a. It is important to always wear sunscreen and sunglasses when you're outside.
  - b. Being out in the sun can be dangerous, so it is important to protect yourself.
  - c. Too much time in the sun can cause cancer and many other health problems.
  - d. Being sunburnt can be extremely painful, so you should always wear sunscreen.
6. Facts, quotations, examples, anecdotes, and statistics can all be used as \_\_\_\_\_.
- a. evidence
  - b. claims
  - c. arguments
  - d. counterclaims
7. Stating the opposing argument by addressing the position of someone who may not agree with your argument is called
- a. plagiarism
  - b. opinion
  - c. counterargument
  - d. argument
8. What is an argument?
- a. A claim that has logic and facts.
  - b. A claim that has feelings in it.
  - c. A claim that tells a story.



### Task 3.

Learn this picture. Then, you make a argumentative paragraph!



### Task 4: With a group: <sup>133</sup>

Write one sentence for each number below:

1. Write a claim about “smoking”
2. Write one supporting topic sentence.
3. Write a counterargument. (one sentence)
4. Write a refutation. (one sentence)

---

<sup>133</sup><https://www.cabarrus.k12.nc.us/site/handlers/filedownload.ashx?moduleinstanceid=69470&dataid=383218&FileName=ArgumentativeWritingActivities.pdf>

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## SYNOPSIS

Textbook entitled *Students Workbook; Effective for Writing* is presented in the form of a worksheet as a learning resource for English writing activities. Writing means conveying thoughts, feelings, or considerations through writing. In learning English, every student is required to have the ability to write which is an important skill in everyday life. The ability to write itself is a person's ability to express thoughts, ideas, ideas, using a series of good and correct written language. Moreover, writing skills in English are often considered the most difficult skills because students need to develop a mindset in assembling a unified and coherent story.

In addition, the writing process also requires stages from brainstorming to drafting. In other words, learning to write is considered as a process in the classroom that suggests to educators to provide real and directed guidance so that students' writing skills increase. In this case, educators provide stages of the writing process such as planning stage, implementation stage (pre-writing, writing, post-writing), and evaluation. So, this book presents the basic concepts of sentences needed in writing, the stages of writing paragraphs to types of paragraphs. To improve understanding of the theoretical concepts, textbooks are also equipped with various exercises. The textbook consists of three main sections that are designed sequentially from basic grammatical concepts for writing, then understanding of paragraphs, and types of paragraphs.

## GLOSARIUM

### A

Action verb tells what action the subject performs

### B

Brainstorming is quickly writing down all the thought that come into your head

### C

**Clustering** (sometimes also known as 'branching' or 'mapping') is a structured technique based on the same associative principles as brainstorming and listing

Complete thought is an idea, expressed in a sentence, that makes sense by itself, without other sentences

1

Compound sentence consists of two or more independent clauses with no dependent clauses

1

Compound-complex sentence consists of two or more independent clauses and one or more dependent clauses

1

Clause is a group of words with a subject and a verb that functions as a part or all of a complete sentence

7

Comma splices occurs when two or more independent clauses are joined only by a comma

Coherence belongs to the substructure of the paragraph, to relationships of thought, feeling, and perception.

### D

9

Descriptive writing tells how something looks, feels, smells, tastes, and/or sounds.

Definition paragraph is simple define include items, category, and feature.

## **E**

1

Effective objective description presents the subject clearly and directly as it exists outside the realm of emotions

1

Effective subjective description is also concerned with clarity and it may be direct, but it conveys a feeling about the subject and sets a mood while making a point.

## **F**

7

Fused sentence occurs when independent clauses run together with no marks of punctuation or coordinating conjunctions to separate them

Freewriting is one of the techniques to select the ideas when you have to write or you do not have ideas in writing process

## **G**

1

Gerund is a verblike word ending in -ing that acts as a noun

## **H**

Helping verb joins the main verb in a sentence to form the complete verb

## **L**

Linking verb connects (links) the subject to another word or group of words that describes the subject

## **N**

Nouns are naming words



## P

Pronoun is a word that is used in place of a noun

Phrase is a group of words that go together

8

Paragraph is a group of sentences about a single topic

## R

7

Run-on sentence occurs when two or more independent clauses are not joined correctly

## S

Sentence is the basic unit of written communication. It must build using correct grammatical in English

1

Subject is who or what causes the action or expression a state of being

7

Sentence fragment is a group of words that looks like a sentence, but actually isn't a complete sentence

8

Simple sentence is a sentence that has one subject-verb pair

3

Summarizing is a flexible tool. You can use it to give a one-sentence outline of an article, or to provide much more detail, depending on your needs

## T

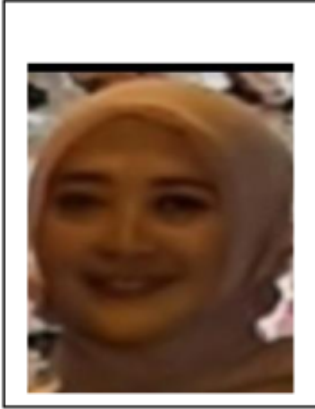
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Topic sentence because it tells the reader what the topic of the paragraph is.

## U

Unity in writing is the connection of all ideas to a single topic

## AUTHOR BIOGRAPHY



**Dr Hj. Nurul Lailatul Khusniyah, M.Pd** dilahirkan di Tulungagung, anak kedua dari 5 bersaudara dari ibu Hj. Siti Nasikah dan ayah H. Syaifudin Abu Mansyur (Alm). Penulis menikah dengan Dr. H. Lukman Hakim, M.Pd. dan sudah dikaruniai 2 putri bernama dr. Faradila Khoirun Nisa 'Hakim, dan Fidelya Fitria Hakim, serta seorang putra bernama M. Victor Farid Hakim.

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Sehari- hari tinggal di Jalan Wisma Seruni V/ 1 Lingkungan Taman Seruni Kelurahan Taman Sari Kecamatan Ampenan Kota Mataram NTB

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