



Ministry of Higher Education and Scientific Research

Moulay Tahar University of Saida

Faculty of Letters, Languages and Arts

Department of English



A Writing Course for First-Year LMD Students

**Module: Written Expression and
Comprehension**

Level: 1st year LMD

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Course Annual Content

Teaching Unit

Weekly time:3 hours

Fundamental

Coefficient: 2

Credit: 4

Assessment and Evaluation

Continuous Assessment 40%

Final Assessment 60%

Aim

-To learn all the skills necessary for written expression, a highly structured, explicit, systematic teaching approach is needed with many opportunities for students to practise and apply learned skills.

Objectives

First Semester

- Approach comprehension and written expression in the language of study, so that the student will be able to produce a coherent text.
- Allow the student to develop his textual, meta-textual and linguistic knowledge by reading all types of texts to produce them subsequently.
- Install / develop reading and writing skills (and strategies).
- Know how to identify the literal and inferential meaning.

Second Semester

- Approach comprehension and written expression in the language of study, so that the student will be able to produce a coherent text.
- Install / develop reading and writing skills (and strategies).
- Students will be able to start the process of writing based on planning and outlining, drafting, revising and editing and writing a final copy in a clearly structured, logical sequence.

1st Semester

1- Part of Speech (Introduction)

2- Types of Sentences

- According to Function (Declarative, Interrogative, Exclamatory and Imperative)
- According to Form (Simple, Compound, Complex and Compound-Complex)
- Coordination/Subordination / Correlation

3- Punctuation

4- Sentence problems/ Faulty Coordination/Subordination

- Unparalleled Structures
- Wordiness
- Choppy Sentences
- Stringy Sentences
- Run-ons (Fused Sentences) and Comma Splices

2nd Semester

- **Paragraph Organisation**

- Topic
- Supportive
- Concluding sentences

- **Mechanics of Writing**

- Capitalisation
- Punctuation...etc

- **Types of Paragraphs**

- Descriptive
- Narrative

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These lectures are a synthesis of books, university handouts and websites, which were adapted to meet First Year LMD Licence' students' needs. The references are acknowledged at the end of the course.

Course Description

Writing is one of the most important and difficult skill which requires cognitive representativeness and extensive practice. People use writing as a means to communicate different kinds of ideas and feelings. In point of fact, writing's main characteristic is its permanent and long lasting presence and utility. For this reason, writing requires steady and well- prepared syllabus in addition to serviceable instructions and fruitful strategies.

This course material is designed for first year LMD students of the English department. It is a collection of the annual lectures of writing. Its major aim is to conduct students and provide them with the main hints required for a successful writing. As far as the stipulated objectives of this course are concerned, basic elements to the writing process such as parts of speech, sentences and its types including paragraph writing and its types represent the core of this paper. Yet, writing in English for a non –native speaker particularly needs endless efforts, as students require mastering the English language grammar and distinguishing each part of speech and its multiple usages according to different context.

The course is composed of 20 lectures which are covered throughout the two semesters with two sessions per week. The lectures vary in their teaching styles, extensiveness and students' needs. This course material will cover almost all the basic lectures and rules that a given beginner may need to start his writing adventure. The first part is devoted to sentence writing and the second part to paragraph writing. When students master the first step i.e. writing correct sentences including all the types and using transitional words to develop the idea may smoothly lead to the second one i.e. writing well- elaborated paragraphs.

The lectures in this course take the form of lessons (rules, hints, structures, examples) + applications to reinforce students' writing skill. The course at hand includes a set of activities and texts of comprehension selected attentively from books and

websites in order to meet students' needs. The sources are acknowledged in the list of references.

Course Goals

The course's main goal is to gather all the necessary rudiments of English writing for first year students. Hence, the annual syllabus suggested by the teachers of the department of English and the most important points required to help students overcome the difficulties of the prompt of writing are taken into consideration. At the end of the year students are supposed to write their proper academic and effective paragraph (group of sentences) including all its types and following all its prerequisites.

Objectives

The paramount objectives of this course are:

- To enable students to start working on their own style of writing, starting by their own meaningful sentences using appropriate punctuation forms and capitalization in addition to the use of suitable transitional words.
- To write chronologically ordered and coherent paragraphs.
- To distinguish between types of paragraphs and consider the particularities of each type.

Lecture One: Parts of Speech (Introduction)

Objectives

- Pinpoint the eight parts of speech (noun, pronoun, adjective, verb, adverb, conjunction, interjection, and preposition) and their functions as a primordial phase of starting academic writing.
- Help students to determine function of each word apart in a sentence and further train them to write their own sentences.

The introductory lecture of parts of speech permits to students to identify and to properly use them adequately. It also clarifies the relationships between words and facilitate the recognition of their role in a sentence. Several words in English can have more than one function at the same time within the same sentence. Put differently, the same word can be a verb, a noun or an adjective. The following example can illustrate the above idea: the dump truck dumped the garbage in the dump. The same word “dump” is used thrice but each usage has distinct function i.e. adjective, verb and noun.

There are eight parts of speech: nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, interjections.

Parts of Speech

Noun is used to refer to a person, place or thing e.g. woman, street, chair).

Verb is refers to an action or state of being e.g. play, have, laugh, try, write).

Adjective is used to describe things or persons e.g. (rapid, happy, kind, big, wonderful).

Adverb is a word that describes a verb, adjective, or another adverb An adverb is a word that describes a verb, an adjective, or another adverb. Many adverbs end in the letters -ly e.g. (happily, quickly, very, quietly).

Prepositions: e.g. in, on, under.

Articles: e.g. the (definite) a, an (indefinite).

Interjections: oh, eh, ahh, hmm.

Testing Knowledge

Give below are a few exercises. Try them out and assess your understanding of the different parts of speech.

Identify the Part of Speech

Go through the following sentences and identify the part of speech of the underlined words.

1. Namitha is not coming today.

Namitha: a noun

2. He is my brother.

My : pronoun

3. My mom will be leaving to Bangalore tomorrow.

will be leaving: a verb

tomorrow: adverb

4. Oh! That is really sad.

Oh: interjection

Sad: adjective

5. There is a cat under the table.

Under: preposition

6. The clothes did not dry as it was raining all night.

As: **conjunction**

Exercise One– Look at these words, then answer the questions below.

Happy Correct Lucky Sure Possible

- 1- What part of speech are these words?
- 2- Change each one into an adverb

- 3- Can you write down a synonym for at least three of the words.
- 4- Which prefix do you need to form the opposite of each word?
- 5- Which word has the main stress on the second syllable?

Exercise Two

Identify the part of speech of each underlined word in the following passage. Write your answers on the corresponding lines below.

Manuel walked on stage and the song started immediately. Glassy-eyed from the shock of being in front of so many people, Manuel moved his lips and swayed in a made-up dance step. He couldn't see his parents, but he could see his brother Mario, who was a year younger, thumb-wrestling with a friend. Mario was wearing Manuel's favorite shirt; he would deal with Mario later. He saw some other kids get up and head for the drinking fountain, and a baby sitting in the middle of an aisle sucking her thumb and watching him intently. **From "La Bamba," page 112 Gary Soto.**

Exercise Three– Identify the adverb

Go through the given sentences and identify the adverb.

1. We have seen this before.
2. The postman comes to her daily.
3. The man repeated the same thing thrice.
4. Your friend called again.
5. Please walk forward.
6. The horse ran away.
7. My brother writes clearly.
8. The army fought bravely.
9. The mangoes are almost ripe.
10. Are you keeping well?

Exercise Four – Use the appropriate pronoun

1. Shyam is my brother. ___ study in the same class
2. Between Ritu and me, ___ am the younger one.

3. Do you see this book with my name on it? It is ____.
4. Miss Gwen is our new class teacher. ____ is very sweet.
5. While cutting vegetables, Mitu cut ____.
6. The jury got divided among ____.
7. I'm coming too. Please wait for ____.
8. Nobody but ____ was present.
9. ____ book is better than the other.
10. Is the mug ____? It was on your table.

Exercise Five– Identify the prepositions in the following passage.

Goldilocks used to live with her parents in a cabin near the forest. One day, she decided to go for a walk. She strolled down the lane that led to the forest and came across a cottage. Feeling intrigued, she decided to check whose house it was. She knocked on the door, but no one answered. Then she decided to go in and check. Once she came into the cottage, she saw three soup bowls kept on the table. Feeling hungry, she drank the soup out of the smallest bowl. She saw a flight of stairs that led to a room above. She decided to go and see the rooms. On reaching the rooms, she saw there were three beds. Feeling sleepy with all the walking and hot soup, she decided to take a nap and slept on the smallest bed. When she woke up, she saw three bears standing in front of her, and the smallest bear among them crying loudly. Terrified, she started screaming and ran past the bear family to reach her home.

Exercise Six

Rewrite these sentences using the underlined nouns as verbs. The meaning must stay the same. Look at the example first.

Example: There was a lot of rain yesterday

It rained a lot yesterday.

1- We had a long wait.

.....

2- I had a dream about you last night.

.....
3- We waited in the queue for half an hour.

.....
4- The cost of the holiday was about £ 500.

.....
5- I wrote a reply to his letter yesterday.
.....

Exercise Seven

In each blank, insert one of the following prepositions: *of, by, with, in, without*. Use each preposition once.

1. The letter from his girlfriend had been sprayed perfume.
2. The weedkiller quickly killed the dandelions..... our lawn.
3. giving any notice, the tenant moved out of the expensive apartment.
4. Donald hungrily ate three scoops..... ice cream and an order of French fries.
5. The cratesthe back door contain glass bottles and old newspapers.

Exercise Eight: Write any appropriate adjective in each blank.

1. Thepizza was eaten greedily the..... teenagers.
2. Melissa gave away the sofa because it was..... and.....
3. Although the alley is..... and..... , Jian often takes it as a shortcut home.
4. The restaurant throws away lettuce that is..... and tomatoes that are.....
5. When I woke up in the morning, I had a(n).....fever and a(n)throat.

Lecture Two: The Sentence

Objectives

- This course's main objective is to approach the sentence as a basic part of academic writing.
- To emphasize the main parts of a sentence.
- While the students start mastering the sentence, they are simultaneously creating a foundation for their building block of writing in English.

Main Definitions of the Sentence

The Oxford Learner's Dictionary (2005: 1331) retrieved from Anuku (2013: 1) defines a sentence as "a set of words expressing a statement, a question or an order, usually containing a subject and a verb". In the same line of thought, the Cambridge Dictionary (2024) defines the sentence as "a group of words, usually containing a verb that expresses a thought in the form of a statement, question, instruction, or exclamation".

Das (2023: 25) defines it as the largest unit of any language. In English, it begins with a capital letter and ends with a full-stop, or question mark, or an exclamation mark. He adds that "The sentence is generally defined as a group of words that expresses a thorough idea"

All in all, a sentence is a set of different parts/units of speech arranged in a particular order to get a complete meaning. It can disclose a general idea, ask a question or used to give an argument or an opinion and so forth.

The sentence is grammatically independent and should stand on its own as it has to meet the following requirements.

- 1- It needs a subject (noun or pronoun). This is usually the person, thing or concept that does the action in the sentence and is called the actor. It tells who or what the sentence is about:

e.g. **John speaks English/ Sarah speaks English / John and Sarah speak English.**

- 2- It needs a predicate (verb or verb phrase). This is usually the action that the actor/ doer does.

e.g. Helen **talks** a lot.

e.g. Helen **is** older than Stephany

The sentence

| Subject | Predicate | |
|---------------------------|-------------|-------------------|
| | Verb | |
| Helen and Stephany | Play | Volleyball |

- 3- It has to express a complete thought i.e. the sentence should supply enough information so that you are satisfied. If the sentence reads like the following examples, you should know that something is missing:

- When the president arrives
- Because I can't wait for the bus
- As if he knew what was going to happen
- Since I don't have enough money
- If you can work on Sundays

The above examples include subject and a verb as two major components of a sentence but the third requirement (full thought) is not found. So, they cannot be considered as sentences and cannot stand-alone.

Here are some more examples of subjects and verbs in a complete sentence

| | Predicate | |
|------------------|-------------|---------------------------|
| Subject | Verb | |
| Bali | is | a Hindu country |
| It | is known | for its dancing |
| Dancing | is | a Balinese passion |
| It | is inspired | by its Hindi beliefs |
| Balinese dancing | Is | a breathtaking experience |

Lecture Three: The Clause

Objectives

The main objectives of this lecture are:

- To underline the fact that independent clause is a simple sentence.
- To recognize the type of clauses (dependent and dependent).

Clauses

A group of related words that has a subject and a verb - may or may not express a complete thought or idea. Clauses can be categorized into two types i.e. independent and dependent ones.

Independent/Main Clause

“Independent clause is one not dependent on another clause” Kellogg (2021).
“Independent clauses play a crucial role in constructing clear and concise sentences...
A main clause, also referred as an independent clause, is a collection of words that has the ability to function as a complete sentence on its own” Sario (2024).

e.g. Patrick enjoys swimming alone.

Comments

This combination of subject [**Patrick**] and predicate [**enjoys swimming alone**] is a complete sentence (simple sentence) as it conveys a full thought and does not need another part to complete its intended meaning.

Dependent/Subordinate Clause

Dependent clauses are subject and predicate structures needing a second clause structure for completed meaning. (O'Dwyer 2006: 138).

e.g. when she left the town.

Comments

The above dependent or subordinate clause cannot stand by itself and depends upon independent clauses to provide it with full meaning.

e.g. All the members of her family were crying, when she left the town.



Independent clause



Dependent clause

Exercise One: For each of the following sentences, identify the underlined word group by writing above it IND for independent clause a SUB for subordinate clause.

SUB

Example 1. The friend who is visiting this weekend is melody.

1. When Jeremy called last night, I was not at home.
2. I know the woman who owns that store.
3. John is the boy who is on the swim team.
4. It is hot today; please water the garden.
5. If he finishes his report on time, he can go to the beach Saturday.
6. This is the poem that I memorized last year.
7. The student whom I recommend for class president is Lindsey.
8. I can't concentrate when you play the trumpet with your door open.
9. Although these colors are beautiful, I don't like the painting.
10. The man whom you met is the president of the group.
11. The girls who painted that mural live in my neighborhood.
12. When you reach the end of the hallway, turn right.
13. Please fold these clothes before they become wrinkled.
14. After we wrapped the presents, we hurried to the post office.
15. We didn't go to her party because we went camping that weekend.
16. The trees that my great-grandfather planted still shade the farmhouse.
17. Whenever you dust the shelves, I sneeze.
18. My aunt stays at our house when she comes to the city for business meetings.

19. The CD that you borrowed last week is due at the library today.
20. Preheat the oven to 350 degrees, and take the chicken out of the refrigerator.

Exercise Two:

Consider the following clauses: dependent or independent. And if the clause is DC, add information to make it complete sentence.

- _____ 1. Although the day was bright and sunny.
- _____ 2. Because she is so vain and conceited.
- _____ 3. I believe in ghosts.
- _____ 4. When we reach our destination.
- _____ 5. He completed his work.
- _____ 6. If the recession ever ends.
- _____ 7. Before the play starts.
- _____ 8. The cat climbed the oak tree.
- _____ 9. While Anne was driving east.
- _____ 10. She received an “A” in English.

Exercise Three:

Directions: Read and analyze each sentence. Circle the predicates and underline the subjects. Draw a line separating the clauses in the sentence, count them, and write the amount of clauses on the line.

Subject: a noun or pronoun that takes the predicate.

Predicate: an action or state of being (verb).

Clause: a subject and a predicate working together.

Example: She ate the donuts.

It is cold in the classroom | but it is

hot in the hall

S P (one clause)

S P

S P

(two clauses)

1. My sister and I were at my grandma's house when the phone rang. # of Clauses: _____
2. We were watching TV on the couch, the old brown one, and eating sandwiches. # of Clauses: _____
3. It was Jan, my sister's friend, and she wanted to talk to my sister. # of Clauses: _____
4. I said, "I'll go get her, Jan," and then I went to get her. # of Clauses: _____
5. Jan told my sister that the new super group, the Dance Boys, was at the mall. # of Clauses: _____
6. My sister almost fainted because she's the biggest fan of the Dance Boys. # of Clauses: _____
7. "I love the Dance Boys," she said excitedly. # of Clauses: _____
8. Jan, my sister, and I all hopped on the bus to the mall to see the Dance Boys. # of Clauses: _____
9. I'm not really a fan of the Dance Boys, but I like to go to the mall, so I went. # of Clauses: _____
1
10. When we got there, the mall was packed with Dance Boy fans. # of Clauses: _____
11. Everyone wore Dance Boy shirts except me because I hate the Dance Boys. # of Clauses: _____
12. While the Dance Boys sang, Jan danced, but I played games on my cell phone. # of Clauses: _____
13. I challenged one of the Dance Boys to a dance battle but he was scared. # of Clauses: _____
14. Since we went to the mall, I've been working on my moves, but I'm still bad. # of Clauses: _____
15. If Jan, my sister, and I go to the mall again, I'll surely walk around and shop. # of Clauses: _____
2

Exercise Four: on the lines provided, add independent clauses to the following subordinate clauses to express complete thoughts. Make sure each sentence begins with a capital letter and has end punctuation.

² - <https://brainly.in/question/9720167>

e.g. after we left the pizza parlor We went to a movie after we left the pizza parlor.

1. when I graduate from high school
2. whose sweater was lost
3. which is a good book
4. until Mark moved to Chicago
5. after the game was over
6. that caused the accident
7. since I met you in art class
8. until I call you on Friday
9. whom I assist as a student aide during my free period
10. because I didn't think before I spoke

Exercise Five

Identify each clause in the sentences in the following paragraph as independent or subordinate.

[1] Jan Vermeer (pronounced yahn vuhr-MEER) was a seventeenth-century Dutch painter who used the pointillist method of painting. [2] With this method, the painter uses small dots, or points, of unmixed color, and the result is almost like putting gauze in front of a camera lens. [3] In paintings such as *The Lacemaker*, this technique gives the light a soft, blurry quality that has become the best-known characteristic of Vermeer's work. [4] His paintings are now world-famous, but Vermeer never left his hometown of Delft in the Netherlands. [5] In fact, he did not work primarily as a painter at all; he spent most of his life as an art dealer and innkeeper. [6] Vermeer's paintings deal with many subjects, including landscapes, but they are primarily known for their scenes of house interiors. [7] They show young people who are talking, playing musical instruments, reading letters, and laughing, all in a relaxed and peaceful atmosphere. [8]

Many of his subjects are caught in moments of concentration, yet the overall feeling is calm. [9] Perhaps his own paintings are unique because he never left his hometown and therefore did not see much of other artists' work. [10] Vermeer's paintings are alive with color, and they shine with a pure, serene light that is rarely found in art or life.³

³ - Sentence Structure The Four Basic Sentence Structures Chapter 7
file:///C:/Users/NTIC/Downloads/sentence_types_practice.pdf

Lecture Four: Sentences/ Types of Sentences (Function)

Mood/ Forms of Sentences

Objectives

- To allow learners to convey thoughts and ideas in a meaningful way.
- To employ each form for a particular purpose.

When People communicate, they do so for various reasons, the four main reasons are:

To inform someone of something

To get information from someone

To get someone to do something

To express one's attitude about something

Each of these communicative functions has a typical sentence pattern:

John is leaving

Is John leaving?

Leave!

How sad that John is leaving! What a shock that John is leaving!

These patterns have the following syntactic characteristic... We use different terms to denote each of these sentence types:

Declarative

Interrogative

Imperative

Exclamatory

Verspoor et al (2022:16)

Mood is used to refer to a verb category or form which indicates whether the verb expresses a fact (the **indicative mood**), a command (the **imperative mood**), a question (the **interrogative mood**) and so on.

- 1- **Declarative Sentence** (declaratory sentence): a sentence in the indicative mood that makes a declaration. Use a period (.) at the end of the statement.
e.g. Ducks lay eggs in the spring.

2- **Interrogative Sentence** (question): a sentence of inquiry that asks for a reply. Question mark at the end.

e.g. Is that a gazelle?

3- **Exclamatory Sentence**: a sentence that shows a strong feeling. Exclamation mark at the end.

e.g. You really surprised me !

e.g. What a beautiful place is this!

4- **Imperative Sentence** (command): a kind of sentence that gives an order or direction. (Exclamatory mark or full stop at the end.

e.g. Stand up

e.g. Please, open the door

5- **Negative Sentence**: a sentence in the negative form.

e.g. The rain is not heavy.

Exercise: Read the following passage and fill the table below

First Day of Third Grade

On the first day of school, I meet my teacher. My teacher's name is Mrs. Wong. She is so nice! We talked about the rules and she asked many questions. These are some of the questions she asked our class. What would you like to learn this year? Are you excited about third grade? What is your favorite thing about school? What are some of the things you are interested in? After answering these questions we began reading a book by Beverly Clearly. I loved the book! I was very interested in the main character. She hated cursive! Then we had circle time and talked about some of the things we will learn in third grade this year. I really enjoyed the first day of school!⁴

| Declarative Sentence | Interrogative Sentence | Exclamatory Sentence |
|-----------------------------|-------------------------------|-----------------------------|
| | | |
| | | |
| | | |
| | | |
| | | |

⁴ - <https://www.coursehero.com/file/pfgji6/>

Lecture Five: Sentence Structure

Objectives

- To differentiate between sentences' forms and structures.
- To distinguish each type alone and identify its major features.
- To determine the number and type of clauses in each type.

The two previous lectures namely sentences' mood and clauses are dealt with separately in order to pave the way to the following lecture which explains to the students that a sentence can be simple if it contains only one clause and can be compound, complex or compound complex if it consists of more than one or more clauses.

Students should know that there are four types of sentences: simple, compound, complex, and compound complex. The number of **independent** and **dependent** clauses determines the type of sentence.

1- Simple Sentence

A simple Sentence: contains one independent clause and no subordinate clauses.

Simple sentences, or basic sentences, are the main unit of expression in written text. A sentence contains a collection of words that communicate a complete thought. For a sentence to make sense it needs two important features: a verb and its subject, and a predicate. Newman (2012 p. 10)

e.g. Isabella wrote an article.

e.g. Kate went to the store.

2- Compound Sentence

A sentence can actually have two or more main clauses. And because they are main clauses, or independent clauses, the clauses don't depend on other words in other clauses to be complete. It's really like writing two or more separate sentences on separate pieces

of paper and then joining them together with glue. The glue in this case are the coordinating conjunctions. Newman (2012 p. 11)

A compound Sentence: contains two independent clauses that are usually joined in one of two ways.

- A comma and coordinating conjunction (and, but, or, for, yet, so)

e.g. Isabella wrote an article, and she asked her teacher to correct it.

e.g. Kate went to the supermarket, and she bought chocolate

- A semicolon (;)

e.g. Kate went to the supermarket; she bought chocolate.

3- Complex Sentence

A complex Sentence: contains one independent clause and one or more dependent clauses.

Complex sentences are considerably different from simple and compound sentences because they contain clauses which are not equal to the main clause. These unequal clauses are known as subordinate or dependent clauses. The subordinate clause is not a complete sentence and therefore cannot stand on its own. Newman (2010:13)

e.g. Olivia went to the store because she needed bread.

4- Compound – Complex Sentence

A Compound- complex Sentence: contains two or more independent clauses and at least one dependent clause.

e.g. Olivia went to the store, **and** she bought some bread **that** she needed.

Exercise One:

Reminder:

- _ **Simple Sentence** (Contains one main clause only)
- _ **Compound Sentence** (Contains two main clauses and is joined by a conjunction)
- _ **Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Identify whether the sentence is simple, compound or complex. Tick the box of the correct answer.

- a. The passenger jet taxied to the arrival gate, where the people got off the plane.
- b. Sasha walked with her mother past the lion's cage to the zebra and giraffe enclosure.
- c. The mountain goat stood upon a steep, snow covered ledge and looked down at the valley far below.
- d. The penguin leapt out of the water and landed on the icy ground.
- e. The pilot flipped on the switch and the mighty jet engines roared to life.
- f. Katy turned on the engine and buckled her seat belt.
- g. Paul watched as his teacher wrote the solution to the maths problem on the whiteboard.
- h. Brendan cast his fishing line into the swiftly flowing water while on the opposite bank others fished as well.
- i. Catherine waded through the chlorinated water to the deep end, where the big kids swam.
- j. While Carl sat uneasily in the chair, Dr. Benson inspected his teeth.
- k. Susan sat in the large audience with her friends, ate popcorn and waited for the movie to start.
- l. The children played outside until the bell rang.
- m. It was a warm day which caused the ice-cream to melt and drip over the cone onto Chloe's hand.
- n. The first rays of the sun peeked over the horizon.
- o. The bell went and Chris walked to the school bus for the trip home.
- p. The last of the sun's rays disappeared over the horizon, as the air became cooler.

- q. Carl waited until his soup was cool enough to eat.
- r. Kim had a coffee in the café while she waited for the post office to open.
- s. Dad put up the Christmas tree, while I draped the tree with tinsel and decorations.
- t. The moon was high in the sky when Karen went swimming.
- u. The milk on the stove frothed over the top of the saucepan.
- v. Before Pam went to school, she put on her coat, mittens, scarf and beanie.
- w. The shadows grew longer as the sun went down.

Exercise Two

Identify each sentence below as either a simple sentence, compound sentence, complex sentence, or compound complex sentence.

- 1- After the tornado hit, my house was completely destroyed.
- 2- John went to school today, but James remained at home.
- 3- This summer our vacation should be both exiting and restful.
- 4- I like playing basketball, and my brother likes playing tennis.
- 5- I'll help you if you help me.
- 6- Her name is Helary and she comes from England.
- 7- My mother cooked dinner while I was doing my home work.
- 8- While I was doing my homework, my father cooked the dinner and my mother was asleep in front of the television.
- 9- Do you want to go swimming tomorrow, or would you prefer to play volleyball?
- 10- I've brought my umbrella with me in case it rains.
- 11- I don't know why he did that.
- 12- My family came to Germany when I was in grade 5, but I never learned to speak German very well.

Exercise Three:

Combine each set of simple sentences below to produce the kind of sentence specified in parentheses. You will have to add, delete, change, and rearrange words.

1. Recycling takes time. It reduces garbage in landfills. (*Compound.*)
2. People begin to recycle. They generate much less trash. (*Complex.*)
3. White tissues and paper towels biodegrade more easily than dyed ones. People still buy dyed papers. (*Complex.*)
4. The cans are aluminum. They bring recyclers good money. (*Simple.*)
5. Environmentalists have hope. Perhaps more communities will recycle newspaper and glass. Many citizens refuse to participate. (*Compound-complex.*)

Exercise Four

Combine each set of simple sentences into a compound or a complex sentence. Write the combined sentence on your own sheet of paper.

1. Heroin is an extremely addictive drug. Thousands of heroin addicts die each year.
2. Shakespeare's writing is still relevant today. He wrote about timeless themes. These themes include love, hate, jealousy, death, and destiny.
3. Prewriting is a vital stage of the writing process. Prewriting helps you organize your ideas. Types of prewriting include outlining, brainstorming, and idea mapping.
4. Mitch Bancroft is a famous writer. He also serves as a governor on the local school board. Mitch's two children attend the school.

Lecture Six: From sentence to Paragraph

Sentence problems

Coordination/ Faulty Coordination

Objectives

By the end of this lesson, the students will be able:

- To use coordinating conjunctions in the appropriate place i.e. to join two equal parts.
- To emphasize the importance of conjunctions because they can help to add variety and interest to your writing.
- To make students' writing more concise by helping them to avoid repeating themselves.

There are three types of **conjunctions**: coordinating, correlative, and subordinating.

Coordinating: connect similar words together. e.g. and, but, nor, just.

Correlative: connect similar groups of words together, but always come in pairs: either.....or/ both....and, neither..... nor/ not onlybut also/as.....as/ whetheror

Subordinating: connect two ideas with one more important than the other.

1- Coordination joins two independent **clauses** that are equally important. It uses comma plus one of the seven coordinating **conjunctions**.

Independent clause, **and** Independent clause

 for

 nor

 but

or

yet

so

Each of the seven coordinating **conjunctions** clarifies a specific relationship between equally important ideas

| Conjunction | Relationship | Examples |
|-------------|--------------|---|
| For | Cause | Betty bought an iron with automatic shut-off for she was always forgetting to unplug it. |
| And | Addition | The temperature has fallen rapidly this afternoon, and the roads are slippery. |
| Nor | Alternative | Sally does not like the mountains, nor does she like the ocean |
| But | Contrast | His car is not running right now, but he intends to repair it before the week-end |
| Or | Alternative | We can eat dinner, or we can wait and eat after the movie |
| Yet | Contrast | He always arrives late, yet he expects everyone to arrive on time. |
| So | Consequence | My mom was born in Italy, so I have always wanted to visit that country |

You can easily remember these seven coordination **conjunctions** through this acronym **FANBOYS**:

Correlative **Conjunctions**

- 1- **Both John and Bill are excellent tennis players**
- 2- **Neither Debra nor Sally expressed her annoyance when the cat broke the antique lamp.**
- 3- **Professor Jenkins is not only patient, but also stimulating.**

Exercise 1

Fill in the gaps using the appropriate correlative conjunctions

- 1- Kenja isfastMartha. They have the same time in 100 meters.
- 2- Vichy studiesbiology.....chemistry.
- 3-the professorthe students like the new building.
- 4- I will go toBermuda.....St Thomas on vacation
- 5-you stay late.....leave right now, I want to thank you for your help.
- 6-Stephany hasan MBAand PhD . That's incredible.

Exercise two: In each sentence, circle the correlative conjunctions. Underline the elements they join.

1. The Yankees will either win the World Series or they will lose.
2. The vegetarian could eat neither fat nor lean.
3. The coach not only answered my questions but also gave sound advice.
4. Neither the bat nor the glove is mine.
5. Either Mother or Father will meet you at the airport.
6. Not only did we go to the zoo, but we also went to the circus.
7. Both wolves and coyotes are found in mountainous areas.
8. Many soldiers were both young and inexperienced.
9. The soldiers often fought not only the enemy but also the weather.
10. Neither the North nor the South expected to lose the war.
11. The holiday will be enjoyable whether you surf or swim.

Exercise three: Choose the correct conjunction.

1. I did my best to pass my English exam **yet** / **so** I failed.
2. I will get my car serviced **and** / **for** there is something wrong with the brakes.

3. The suspect went to the airport **and** / **yet** tried to use a license that had his brother's identification on it or / but he got caught.
4. Nobody expected Sam to get the job **nor** / **so** did I.
5. We can go to a Chinese restaurant **or** / **and** a Mexican, I don't really mind.
6. It was raining heavily **and** / **so** we decided to stay at home.
7. Everybody was eager to participate the charity walk **or** / **but** the manager.
8. I got a seat in the front row **for** / **yet** I was really interested in the lecture topic.
9. My brother **and** / **nor** I will retire soon and go sailing around the world.
10. He can speak English **so** / **and** Spanish fluently, **but** / **or** his French is not so good.

Exercise four: Complete the text with and, but, or.

I get up at half past eight in the morning. I'm hungry there isn't any food in the kitchen. I want milk, cereals orange juice. Then, I go to the shop when I get there it's still closed. I go back home and into the kitchen. There's some grapefruit juice and brown bread..... I don't like grapefruit juice brown bread! This is not a good morning, so I go back to bed until the shop opens.

Exercise Five: Insert commas and coordinating conjunctions (for, and, nor, but, or, yet, so) when appropriate to complete the sentences.

1. My favorite desserts include cookies, cheesecake ____ tiramisu.
2. I wanted to spend my entire summer reading books _____ I had to get a job.
3. I finished my homework _____ my mom let me go outside.
4. I could not play outside _____ I had to study for a test.
5. I want to eat at the new Chicago pizza joint _____ at a steakhouse.
6. I have no money _____ I keep shopping.
7. I have neither done the dishes _____ the laundry.

8. We should bring either pizza _____ cake to the party.
9. Look at all the people in high places who began as nothing more _____ less than adventurers.
10. His heart was pounding _____ that he could hardly speak.

Faulty coordination occurs when two coordinate clauses have unequal ideas.

e.g. Steam was pouring forth from my car, and the gas station attendant said my radiator was cracked.

Each of the of the following sentences contains faulty coordination. Rewrite the sentences correctly using each method of correction at least twice.

1. I slowly climbed to the lookout point and reaching the top provided me with a spectacular view.
2. The car is dented and it has room for six.
3. We watched a special on naturalist John James Audubon and the organization dedicated to birds is named after him.
4. The diesel truck had a full load and it slowed down going up the grade.
5. We turned on the television and a commercial promptly showed up and I turned the channel looking for something better and commercials were on wherever I turned.
6. Evan has a new wool pullover and he plans to wear it to the beach where the wind can turn very cold.
7. Tammy walked on her sprained ankle and the ankle started to swell again.
8. Rocky Bleir received a serious injury in Vietnam and he came back to play football for the Pittsburgh Steelers.
9. Some terminally-ill people wish to be frozen, and this is the science of cryogenics.
10. The crowds to see the movie were enormous and we even ordered tickets prior to going, and unfortunately, we still sat near the screen and came away with kinks in our necks.

Lecture Seven: Subordinating Conjunctions

Objectives

- To recognize the structure of compound, complex and compound-complex sentences.
- To write compound, complex and compound-complex sentences.
- To help learners create cohesion with their writing.
- to signal different logical relationships between ideas.-
- To constantly help students to hone their writing skills

Subordination joins [clauses](#) that are unequal in importance. So, subordinating conjunction is used to make one clause dependent on another. The dependent clause is subordinate to the independent clause.

Independent

Dependent

The list of subordinating [conjunctions](#) is long; here are some of the more common ones.

| Conjunction | Relationship | Examples |
|---|--------------|---|
| When Whenever After Until Before After | Time | - Whenever the afternoon bell rings, a teeming horde of children rush eagerly out of school. - My uncle always calls after he watches the news |
| Where Wherever | Place | - I know a place where blackberries grow wild all along the roadside - Wherever you can find an empty spot, just drop your luggage there. |

| | | |
|----------------------------------|--------------|---|
| Because Since So that | Cause/effect | - Since you have to leave early, why don't you arrive a few days earlier? - I didn't answer your messages because I was out of the country. |
| If Unless If only | Condition | - If my ticket does not arrive today, I will not be able to fly out tomorrow. - He will not listen to you unless you make him turn off the radio. |
| Although Eventhough Though | Contrast | - Although I have called repeatedly, the credit card company has not corrected my account. - He still brings her roses even though he knows she is allergic to them. |

Exercise One: Choose the conjunction which fits best.

1. I haven't really studied for this exam, _____ I feel a little nervous.

a) so b) unless c) but

2. I told him not to come, _____ he came anyway.

a) since b) unless c) but

3. Do not do anything _____ you hear from him first.

a) unless b) since c) therefore

4. _____ I was really tired, I took a nap for 15 minutes.

a) Although b) Since c) Unless

5. _____ she likes to play basketball, her favorite sport is tennis.

a) While b) Because c) Since

6. _____ it was really hot outside, I wore shorts.

a) Although b) Since c) Unless

7. He has always done well on exams. This time, _____, he failed.

a) however b) accordingly c) moreover

8. I won't be able to borrow any more money _____ I pay off some of my previous debts.

a) but b) until c) although

9. _____ he wasn't a good player, he had a great game.

a) **Since** b) **Because** c) **Although**

10. The little girl slept _____ her father played the guitar.

a) **while** b) **therefore** c) **until**

Exercise two: Rewrite the sentences below combining the sentences. You may add words, such as conjunctions, as needed.

Be careful to keep the meaning of the new sentence the same as the original.

1. Joshua biked to school. Elizabeth went in a car.
2. The circus clown juggled china plates. She also rode a blue bicycle.
3. Monday is a school holiday. The class will take the test on Tuesday.
4. The blue chair is too big. The brown chair is too small.
5. I washed the dishes yesterday. I made the beds today.
6. Science is Kelly's favorite subject. She wants to be a biologist.
7. No one saw the wolf in the yard. It was too dark.
8. Washington, D.C. is popular with tourists. I haven't been there.

Exercise Three:

List each conjunction. Label them **CO** for coordinating conjunctions, **COR** for correlative conjunctions, and **SUB** for subordinating conjunctions.

1. Several animals live near the border of the desert where water is available.
2. Among these are the lion, panther, hyena, jackal and fox.
3. The desert is a natural environment for the ostrich, and it becomes a comfortable home for this bird.
4. The python is a desert dweller because it is suited to the climate.
5. The camel adapts easily to this region and lives there peaceably.
6. The camel is called "the ship of the desert" because it is suitable for desert travel.
7. Webbed feet not only make the camel's motion smooth, but also cause some passengers to feel seasick.
8. The camel is a native of Africa where it is found yet today.
9. The creature is a "baggage animal" in the deserts of both Africa and Asia.
10. Depending on their species, camels have either one hump or two.

11. Camels are interesting animals while they are lessons in endurance.
12. Suddenly a rocket flared and a cannon boomed.
13. For several years, the South could not be beaten, nor would it surrender.
14. The Civil War was a sad and unfortunate event in America's history, but Americans will always remember it.

Exercise Four: combine the following sentences using if, though and when.

1. We reached the place. It was quite dark.
2. She works hard. She will win.
3. I didn't know anybody at the party. I had a nice time.
4. I called for him. He came at once.
5. The dress was not expensive. It was beautiful.
6. The phone rang. I was having a shower.
7. You work hard. You are bound to succeed.
8. We reached the venue. The program had already begun.

Exercise Five

Instructions: Choose the best word to fill in the blanks in each sentence. Choose from these two words: if, unless.

1. The turtle will come out of its shell _____ it feels safe. (if/unless)
2. The fire truck will stay at the fire station _____ there is a fire to put out.
3. The yellow school bus must hurry _____ it wants to get all the kids to school on time. (if/unless)
4. Don't ride a bike without a helmet on _____ you want to get hurt when you fall. (if/unless)
5. _____ you brush your teeth then you will have strong teeth when you are older. (If/Unless)
6. Clear the dishes from the table when you are done eating _____ you want to get in trouble from your parents. (if/unless)
7. You should not eat peanut butter _____ you know that you are allergic to it.
8. You should not watch TV _____ your homework is already done. (if/unless)
9. The flower will not grow _____ you forget to water it. (if/unless)

Lecture Eight: Faulty Subordination

Objectives

- To avoid confusion in students' writing.
- To create a reasonable relationship between independent and dependent clauses through the selection of the right connector.

“Faulty subordination occurs when the sentence uses the wrong subordinating clause, resulting in confusion.” Krull and Shukyn (2015: 137).

Greever and Easley (2007: 15) emphasized the fact that: if a writer put the principal statement in the in subordinate clause, it will result in a violation of unity and then “upsides-down subordination”

Exercise One : Combine each set of sentences, using coordination or subordination wherever possible. Check each of your combined sentences for faulty coordination or subordination.

1. I lost the gold charm. It had been a gift from my father.
2. Daydreams invade the waking hours. Nightmares haunt the darkness.
3. Millions of bats inhabit one particular cave. Each night, they journey to a lake over a hundred miles away.
4. I enjoy thumbing through encyclopaedias. They contain fascinating articles.
5. The ice was inadvertently left out. It melted all over the countertop.
6. The handbook had a soft cloth cover. Inside, it was filled with clever ideas and shortcuts for household tasks.
7. The shepherds huddled near the fire, the only source of warmth on the lonely hill. Their dogs lay snuggled against their masters' legs.
8. I use a knapsack for daylong hike. I switch to a backpack for longer excursions.

9. Prehistoric beasts once walked this land. Today, we study fossils from that period.
10. I told the obnoxious man to stop talking during the movie. Next, I asked the management to remove him. They obliged me. The man was escorted from the theatre, still talking loudly.⁵

Exercise Two

1. Identify the Faulty Subordination:

- Although he studied hard, he failed the exam.
- While she enjoys painting, her brother prefers music.
- Since it was raining heavily, I decided to stay home.

2. Correct the Sentences:

- The movie was entertaining, although it was too long.
- He likes to swim, while his sister prefers running.
- Since she was late, we started the meeting without her.

3. Rewrite the Sentences to Eliminate Faulty Subordination:

- Although he loves soccer, he never plays on weekends.
- While I enjoy reading, I also like watching movies.
- Since they were tired, they went to bed early.

⁵ - <https://fr.scribd.com/document/390832630/141-145-Faulty-Coordination>

Lecture Nine: Parallel Structure / Parallelism

Objectives

- To avoid sentence problems and errors such as wordiness, run-on sentences fragments and faulty parallelism.
- To understand how complete sentences are put together.
- To pay attention to words' functions.

In English grammar, parallelism (also called parallel structure or parallel construction) is the repetition of the same grammatical form in two or more parts of a sentence.

In English grammar, parallelism (also called parallel structure or parallel construction) is the repetition of the same grammatical form in two or more parts of a sentence.

Not parallel

I like to jog, bake, paint, and watching movies.

Parallel

I like to jog, bake, paint, and watch movies.

I like jogging, baking, painting, and watching movies.

Maintaining parallel structure helps you avoid grammatically incorrect sentences and improves your writing style. Although lack of parallelism is not always strictly incorrect, sentences with parallel structure are easier to read and add a sense of balance to your writing.

Parallel construction is most commonly used in sentences containing elements that appear in a series or in a pair. It is also applied to [headings](#) and [outlines](#) in academic writing.

Parallel structure in a series

Use parallel construction when items in a series have an equal level of importance. These items are usually joined by [commas](#) or [semicolons](#) along with *and* or *or*.

Parallel words

On the word level, a [noun](#) should be grouped with other nouns, an [adjective](#) with other adjectives, and so on.

Not parallel

The company is looking for a candidate who is friendly, organized, meticulous, and is going to arrive to work on time.

Parallel

The company is looking for a candidate who is friendly, organized, meticulous, and punctual.

When a series is composed of [verbs](#), do not mix forms. For example, mixing an infinitive (a verb beginning with *to*) with a gerund (a verb form ending in *-ing*) breaks parallel structure.

Not parallel

The participants in the workshop learned how to communicate, negotiate, and working collaboratively for the most effective outcome.

Parallel

The participants in the workshop learned how to communicate, negotiate, and work collaboratively for the most effective outcome.

The participants in the workshop learned about communicating, negotiating, and working collaboratively for the most effective outcome.

Parallel phrases

Parallel structure should be used to balance a series of phrases with the same grammatical structure.

For example, avoid mixing noun phrases with verb phrases.

Not parallel

Parallel

Initial trials showed that exposure to the chemical caused memory problems, intermittent dizziness, and deters sleep. Initial trials showed that exposure to the chemical caused memory problems, intermittent dizziness, and insomnia.

As with a series of verbs, a series of verb phrases should use parallel forms. Do not mix phrases based on an infinitive with phrases based on *-ing* verbs.

Not parallel

Parallel

Her main duties were answering phone calls, filing records, and to conduct visitor surveys. Her main duties were answering phone calls, filing records, and conducting visitor surveys.

Parallel clauses

Parallelism is also applicable to a series of clauses in a sentence.

Not parallel

Parallel

The report card stated that the student often talked in class, that he bullied other students, and rarely finished his homework. The report card stated that the student often talked in class, that he bullied other students, and rarely finished his homework.

The report card stated that the student often talked in class, that he bullied other students, and that he rarely finished his homework.

The report card stated that the student often talked in class, bullied other students, and rarely finished his homework.

Lists after a colon

A list that follows a [colon](#) should always have parallel elements.

Not parallel

Mainstream economists have attributed the recession to several key causes: deregulation policies, spike in interest rates, manufacturing orders declining, and the emergence of asset bubbles.

Parallel

Mainstream economists have attributed the recession to several key causes: the enactment of deregulation policies, the spike in interest rates, the decline in manufacturing orders, and the emergence of asset bubbles.

Mainstream economists have attributed the recession to several key causes: deregulation policies, high interest rates, low manufacturing orders, and asset bubbles.

Parallel construction in pairs

Use parallel construction when a sentence contains a pair of connected ideas.

Pairs can be connected by coordinating conjunctions, which include *and*, *nor*, *but*, *or* and *yet*.

Not parallel

She planned to collect data by either using an online survey or phone interviews.

Parallel

She planned to collect data by either using an online survey or conducting phone interviews.

She planned to collect data through either online surveys or phone interviews.

Use parallel structure when a pair of ideas are linked by a correlative conjunction, such as *not only...but also*, *either...or*, and *neither...nor*.

Not parallel

His paper argues that the distinctive divergence in the two artists' styles was not only shaped by their mutual rivalry but also because of the idiosyncratic tastes of patrons.

Parallel

His paper argues that the distinctive divergence in the two artists' styles was shaped not only by their mutual rivalry but also by the idiosyncratic tastes of patrons.

The same rule applies to pairs connected by a word of comparison, such as *over*, *than* or *as*.

Not parallel

He prefers movie nights at home over going to loud house parties.

Parallel

He prefers movie nights at home over loud house parties.

He prefers hosting movie nights at home over going to loud house parties.

Not parallel

1. Origin of homeopathy
2. Initial reception
3. Rising to popularity in the 19th century
4. Recent studies show lack of evidence

Parallel

1. Origin of homeopathy
2. Initial reception
3. Rise to popularity in the 19th century
4. Lack of evidence in recent studies

In college we learn good writing skills and how to think critically.

1. In college we learn how to write well and thinking critically.
2. In college we learn good writing and critical thinking skills.

The students agreed neither with the assignment requirements nor how the points were going to be distributed.

1. The students agreed neither with the assignment requirements nor with point distribution.
2. The students didn't agree with the assignment requirements, and they didn't agree with how points were distributed.

Students asked for clarification of the group project and to explain the requirements.

1. Students asked for clarification of the group project and an explanation of requirements.
2. Students asked to clarify the group project and for an explanation of requirements.

The new clerk was not only well-skilled but also someone who could be trusted.

1. The new clerk was not only well-skilled but also trustworthy.
2. The new clerk was someone who was skilled and also someone who could be trusted.

Students found that working on a group project was more challenging and rewarding than to do everything individually.

1. Students found that working on a group project was more challenging and rewarding than doing everything individually.

Students found that to work on a group project was more challenging and rewarding than doing everything individually.

Exercise One: Review the following sentences for errors in parallel structure. Correct the sentence by rewriting it. Not all sentences are incorrect. Answers may vary.

1. My dog is not only friendly but he is also playful.
2. We can go to the park or out dancing.
3. Jeremy likes to read historical, realistic and speculative fiction.
4. Tell Michael I said he can either do homework now or later.
5. Buying a car is not a decision to take lightly nor be careless about.
6. Tyler is for the legalization not criminalization of marijuana.
7. Sally needs a new stove, dishwasher and knives for her kitchen.
8. My first grade teacher taught me how to write, how to read and play tic-tac-toe.
9. She will not admit it nor will she be apologizing.
10. The whole wheat pasta is better than enriched wheat pasta.
11. Literature classes teach students to analyze texts, think critically, and have better writing
12. Beets are just as nutrient rich as rutabagas even though they are not in season.

Exercise Two: Correct parallel structure in the following sentences.

1. Tina has wit, charm and her personality is pleasant.
2. In English class, Tashonda learned to read poems critically and she appreciated good prose.
3. Raoul's IQ is higher than Ralph.
4. Our coach was a brilliant strategist, a caring mentor and he has wisdom.
5. We found the film repulsive, offensive and we thought it was embarrassing.
6. Professor Ali rewarded his students for their hard work on the final project and going beyond the call of duty.
- 7- Benefits of coaching include: knowing each player, helping that player to improve to see that person succeed in life.
- 8- At the party, my sister helped us make the cake, gathering the kids for games, clean up the mess, and to drive some kids home.

9-Exercises that I enjoy doing are marathon running, to swim lengths in a pool, riding my bicycle in the park, and to walk along the trails in a forest.

10-We must either change the laws about drunk driving or it will be necessary to start enforcing them more strictly.

11-The protestors were gathering outside, held signs, starting to shout loudly and stopped the speaker from being heard.

12-My sister-in-law loves fad diets and has tried: eating only meat, to not eat anything but rice, smoothies every morning while not restricting anything else, and fasting 12 hours a day.

13-To my horror, my wedding dress looked stained, torn and it had wrinkles.

14- The English teacher spoke in a nasal tone, unpleasantly, but conveying the information clearly and was funny.

Exercise Three: Which one is correct

- a- Let us forget his crime and that he has suffered
- b- Let us forget his crime and his suffering.
- a- To eat and drinking were his chief pleasures.
- b- To eat and to drink were his chief pleasures /or: Eating and drinking were his chief pleasures.
- a- There is nothing I like better than I like better than finding a good fresh stream, setting up camp and to spend a couple of days fishing.
- b- There is nothing I like better than I like better than finding a good fresh stream, setting up camp and spending a couple of days fishing.
- a- I admire James for the ideals in his poems but not his style.
- b- I admire James for the ideals in his poems but not for his style.
- a- In the wreck the circus lost a camel and elephant.
- b- In the wreck the circus lost a camel and an elephant.

Lecture Ten: Techniques for Reducing Wordiness

Objectives

- To avoid obscurity and make the sentence more straightforward.
- To enhance clarity and improves reader engagement.
- Encourage concise writing and allow the audience to grasp ideas quickly without wading through unnecessary language.

Wordiness means using more words than necessary within a sentence, especially short, vague words that do not add much meaning. Avoid wordiness in your essays whenever possible, since it makes your ideas difficult to follow. Eliminating wordiness will make your sentences more **concise**.

“*Wordiness*—using more words than necessary to express a meaning—is often a sign of lazy or careless writing. Your readers may resent the extra time and energy they must spend when you have not done the work needed to make your writing direct and concise.” Langan (2010:428).

Here is a list of some wordy expressions that could be reduced to single words.

| Wordy Form | Short Form |
|-----------------------------|-------------------|
| A large number of | Many |
| A period of a week | A week |
| Arrive at an agreement | Agree |
| At an earlier point in time | Before |
| At the present time | Now |
| Big in size | Big |
| Due to the fact that | Because |

| | |
|---------------------------|-----------|
| During the time that | While |
| Five in number | Five |
| For the reason that | Because |
| Good benefit | Benefit |
| In every instance | Always |
| In my opinion | I think |
| In the event that | If |
| In the near future | Soon |
| In this day and age | Today |
| Is able to | Can |
| Large in size | Large |
| plan ahead for the future | Plan |
| postponed until later | Postponed |
| red in colour | Red |
| return back | Return |

1- Try not to use **I** and **we** in a formal paper. The paper is obviously yours, so you don't need to use phrases such as **I think**, **I believe**, or **It seems to me**.

2- Avoid overusing **it is**, **there is**, and **there are** (weak expletives) at the beginning of sentences.

Wordy: **It is** expensive to rent old movies.

Concise: Renting old movies **is** expensive.

3- Change **is** or **was**, when they occur alone, to an action verb.

Wordy: A new fire curtain **is** necessary for the stage.

Concise: The stage **needs** a new fire curtain.

4- Change **is** or **have** with an **-ing** to a simple present or past tense verb as often as you can.

Wordy: The director **was having** problems.

Concise: The director **had** problems.

5- Replace **passive** verbs with **active** verbs.

Wordy: The old movies **were ruined** in the fire.

Concise: The fire **ruined** the old movies.

6- Change **which is** or **was**, when possible, to a past verb or **-ing** form.

Wordy: The movie, **which averages** 45 to 50 minutes, is black and white.

Concise: The movie, **averaging** 45 to 50 minutes, is black and white.

7- Omit **this** from the beginning of a sentence by joining it to the preceding sentence by using a comma. (You may need to change the wording slightly.)

Wordy: The director fired the cast. **This resulted** in the hiring of a new cast.

Concise: The director fired the cast, **resulting** in the hiring of a new cast.

8- Remove **should**, **would**, or **could** when possible and use a definite verb.

Wordy: They **could see** the problem.

Concise: They **saw** the problem.

9- Change **-sion** and **-tion** words to verbs whenever possible.

Wordy: I **submitted an application** for the job.

Concise: I **applied** for the job.

10- Whenever possible, use a colon after a statement and eliminate the beginning words of the sentence.

Wordy: The theater has three main technical areas. **These areas are** costumes, scenery, and lighting.

Concise: The theater has three main technical areas: costumes, scenery, and lighting.

11- Combine two closely related short sentences by omitting part of one.

Wordy: Ms. Petty **is the director of this play**. She decided not to play the scene that way.

Concise: Ms. Petty, **the director**, decided not to play the scene that way.

12- Change a phrase or clause to an adjective.

Wordy: The director is concerned about problems **that may occur with the lighting, sound, and props.**

Concise: The director is concerned about **the technical problems.**

13- Never say the same thing twice. Do not repeat yourself. Stop saying the same thing over and over and over and over and . . .

Exercise One: Rewrite the following sentences, cutting unnecessary words.

EXAMPLE

Starting as of the month of June, I will be working at the store on a full-time basis.

As of June, I will be working at the store full-time.

1. It is a well-known and proven fact that there is no cure as of yet for the common cold.
2. The main point that I will try to make in this paper is that our state should legalize and permit gambling.
3. Due to the fact that Chen's car refused to start up, he had to take public transportation by bus to his place of work.
4. When I was just a little boy, I already knew in my mind that my goal was to be a stockbroker in the future of my life.
5. The exercises that Susan does every day of the week give her more energy with which to deal with the happenings of everyday life.

Exercise Two:

1. Delete redundant modifiers

a. In this modern world of today, we must necessarily project ahead in planning for the future.

a.

b. He referred back to the notes he had taken during the meeting.

b.

c. We offer complimentary gift wrapping at no charge to our customers.

c.

2. Delete redundant categories

a. The table is round in shape, smooth in texture, and heavy in weight.

a.

b. The image is fuzzy in appearance.

b.

c. Redundant categories can leave your reader in a confused state of mind that is extreme in degree and perplexing in nature.

c.

3. Replace redundant word pairs with single words

a. Various and sundry alternatives were debated.

a.

b. I demand a full and complete explanation.

b.

c. Each and every one of the jury members voted “not guilty.”

c.

4. Delete “hollow” hedges and meaningless intensifiers

a. We are rather concerned about your tardiness.

a.

b. This effectively limits our ability to respond quickly.

b.

c. Your description is altogether fitting.

c.

6. Delete needless repetition

a. Although I wrote the draft, my friend Madeline helped me revise the draft.

a.

b. I called to tell her I would be late for dinner. Nevertheless, she was unhappy that I would be late for dinner.

b.

Exercise Three: Rewrite the following sentences, cutting unnecessary words.

EXAMPLE

Starting as of the month of June, I will be working at the store on a full-time basis.

As of June, I will be working at the store full-time.

1. It is a well-known and proven fact that there is no cure as of yet for the common cold.
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5. The exercises that Susan does every day of the week give her more energy with which to deal with the happenings of everyday life.

Lecture Elven: Run on/ Stringy

Objectives

- By the end of this lecture students will be able to:
- Write sentences with adequate and logical links.
- Write clearly and smoothly.

A run-on sentence is defined as: a sentence which joins two independent clauses or sentences with no punctuation or conjunction between them. Sometimes they occur from misuse of punctuation marks as well.

Examples to this are given as follows with different correct forms:

Example (a)

RUN-ON: I like spinach I like lettuce.

CORRECT 1: I like spinach. I like lettuce.

CORRECT 2: I like spinach, and I like lettuce.

CORRECT 3: I like spinach and lettuce.

CORRECT 4: I like spinach, I like lettuce.

Example (b)

RUN-ON: The nuclear plant malfunctioned radiation levels were high.

.....
.....
.....

A *run-on sentence* occurs when two or more independent clauses (also known as complete sentences) are connected improperly.

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

There are two complete sentences in the above example:

Sentence 1: I love to write papers.

Sentence 2: I would write one every day if I had the time.

Revised

.....

Run on

My mother likes to cook and she cooks delicious cakes and cookies and I love the smell of the house whenever she is baking something because it makes my mouth water.

Revised.....

A *stringy sentence* is made up of several complete thoughts strung together with words like *and* or *but*. Stringy sentences just ramble on and on. They don't give the reader a chance to pause before each new idea.

To fix a stringy sentence, you can

- break the sentence into two or more sentences
- turn some of the complete thoughts into phrases or subordinate clauses

STRINGY Martina climbed the stairs of the haunted house, and she knocked on the door several times, but no one answered, and she braced herself, and then she opened the door.

REVISED Martina climbed the stairs of the haunted house. She knocked on the door several times, but no one answered. Bracing herself, she opened the door.

STRINGY: She goes to the library early in the morning on Saturdays, and she stays there till 5 p.m., but she never gets bored there, so she must like libraries.

CORRECT: I never go out when it rains, so I stay at home and watch television. Sometimes when there is nothing good on television, I listen to good music, or I play the piano. But I never chat with my friends.

Exercise One:

Revising Stringy Sentences Some of the following sentences are stringy and need to be improved. First, identify the stringy sentences. Then, revise them by (1) breaking each sentence into two or more sentences or (2) turning some of the complete thoughts into

phrases or subordinate clauses. If the sentence is effective and does not need to be improved, write **C** for correct.

1. Mercedes O. Cubría was born in Cuba, but her mother died, and she moved to the United States, and she moved with her two sisters.
2. She worked as a nurse, and then she joined the Women's Army Corps, and she soon became an officer in the army.
3. Cubría was the first Cuban-born woman to become an officer in the U.S. Army.
4. Her job during World War II was to translate important government papers into a secret code.
5. The war ended, and she was promoted to captain, and later her official rank rose to major.

Lecture Twelve: Choppy Sentences

Objectives

- The lectures main objectives are:
- To teach students technique of writing tediously and explicitly
- To add interest and vary the length of sentences

“Short sentences are easier to understand than long, complex sentences. Nevertheless, you do not want to project filled with sentences of approximately the same length. Such a writing would be tedious to read. Just as you may occasionally want to vary the pattern of your sentences from the standard sentence order (subject-verb-object) to add interest, vary the length of you sentences to enhance readability” Bouchoux (2021:129)

Exercise One:

A. Combine each set of short, choppy sentences into one sentence.

1. I worked late.

Then I walked home.

Home is sixteen blocks from work.

I am tired.

I do not want to fix dinner

2. I want a ticket.

Mary wants a ticket.

Ilsa does not want a ticket.

The tickets are for tonight's concert.

3. Jet fatigue can be serious.

Jet fatigue paralyzes some passengers.

Long non-stop flights cause jet fatigue.

Exercise Two:

B- Combine each set of sentences to (1) coordinate parts that are equally important and to

(2) show explicitly how each part is related to the others. (Reminder: Coordinating conjunctions include and, or, nor, for, but, so, yet, either/or, and neither/nor.)

1. Writers should never omit revising steps.

Revising can improve idea development. Revising improves thought flow.

Revising writing takes time.

2. The revising stage in writing is important.

The revising stage should not be omitted.

The revising stage makes certain that the message will get across.

3. Sentence combining is useful.

It produces variety.

It adds maturity.

It also gives emphasis where needed.

Exercise Three

C- Rewrite this passage for more variety in sentence patterns. Show relationships: coordinate and subordinate.

A rocking chair is my tranquilizer. I sit in my rocker daily. It calms my nerves. I do not need to take a pill for that. I am too comfortable to get up for a pill. I'll never get hooked on tranquilizers. I can thank my rocker for that.

Exercise Four

D- Combine each pair of sentences to emphasize or highlight the most important thought. Subordinate whatever is less important.

1. You could obtain a loan at an out-of-town bank.

You will find that your local bank has lower interest rates.

2. I notice that I am squinting whenever I read.

Perhaps I need to have my vision tested.

3. You decide on the play.

Then you may order the tickets.

Get tickets for the performance you choose.

Part Two: Second Semester Lectures

Lecture One: What is a Paragraph

Objectives

The chief goal of this lecture is to teach students the main steps that are required in writing a paragraph such as:

- The main components of the paragraph namely the (topic sentence, supporting sentences, concluding sentence).
- The characteristics of a good topic sentence and supporting sentences.

By the end of this lesson, the students should be able to:

1. Recognize the basic structure of a written English paragraph.
2. Distinguish the different functions of sentences in a paragraph (topic sentence, supporting sentences, concluding sentence)
3. Write a well –organized and chain paragraph.

What is a paragraph?

A paragraph is a collection of related sentences dealing with a single topic. Learning to write good paragraphs will help you as a writer stay on track during your drafting and revision stages.

What is a paragraph?

A paragraph is a group of sentences that develop one topic or idea. It has three main parts. The first part is the topic sentence. It is called the topic sentence because it states the topic or the subject of the paragraph. The second main part is the supporting sentences. The supporting sentences develop the topic. This means that they explain the topic sentence in detail. The last part is the concluding sentence. The concluding sentence summarizes the paragraph and/or adds a final comment. A clear academic paragraph requires all of these parts.

A paragraph is a collection of related sentences dealing with a single topic. Learning to write good paragraphs will help you as a writer stay on track during your drafting and revision stages. Good paragraphing also greatly assists your readers in following a piece

of writing. You can have fantastic ideas, but if those ideas aren't presented in an organized fashion, you will lose your readers (and fail to achieve your goals in writing).

Elements of a Paragraph

To be as effective as possible, a paragraph should contain each of the following: Unity, coherence, a topic sentence, and completeness. As you will see, all of these traits overlap. Using and adapting them to your individual purposes will help you construct effective paragraphs.

Unity

The entire paragraph should concern itself with a single focus. If it begins with a one focus or major point of discussion, it should not end with another or wander within different ideas.

Coherence

Coherence is the trait that makes the paragraph easily understandable to a reader. You can help create coherence in your paragraphs by creating logical bridges and verbal bridges.

Logical bridges

- The same idea of a topic is carried over from sentence to sentence
 - Successive sentences can be constructed in parallel form Verbal bridges
 - Key words can be repeated in several sentences
 - Synonymous words can be repeated in several sentences
 - Pronouns can refer to nouns in previous sentences
 - Transition words can be used to link ideas from different sentences
- Completeness

The topic (which is introduced by the topic sentence) should be discussed fully and adequately. Again, this varies from paragraph to paragraph, depending on the author's purpose, but writers

Lecture Two: Unity and Coherence

Objectives

- To emphasize the role of coherence and unity to conduct a good paragraph.
- To insist on the fact that a paragraph should develop only one major idea.
- To write logically and orderly.

An effective paragraph requires more than a topic sentence and supporting details; it must also be coherent. In a coherent paragraph, the writer takes the reader logically and smoothly from one idea to the next. The reader must clearly recognize that one sentence logically leads to the next.

Unity

All the sentences develop one idea i.e. the one expressed in the topic sentence : there is no irrelevant idea.

Coherence

The ideas are smoothly connected. Logical order or/ and transitions are used.

Development

The controlling idea is well-developed. There are enough details.

Before and After Comparison: From a wandering paragraph to a wonderful paragraph!

This example shows how one student approached the writing prompt “What is your favorite day of the week and why?” The original draft has some interesting ideas but overall, the paragraph wanders. It includes both relevant and irrelevant details and lacks the coherent focus required for a successful paragraph.

Before – Original Draft

Sunday is my favorite day of the week. I like it because on Sunday, I watch football. On other days, I also get to watch football but not all day. There are other sports

on other days to watch on TV. Sunday lunch is a favorite of mine because I eat with my father in front of the TV. All the other days, I have to eat at the table which is less fun. Some days my dad doesn't make it home from work until after I'm in bed. Some weeks my dad travels, and I don't see him for several days. The highlight of the day is when we watch the Dolphins play. Dad and I get so excited, we yell and cheer together. The thing that I like to do best in the world is watch TV with my dad.

Main observations

- 1.....
.....
- 2.....
- 3-.....

After – Revised Draft

Sunday is my favorite day because I spend the day watching football with my dad. On Sunday, unlike the other days of the week when he works, my dad spends the whole day with me watching football on TV. We even eat lunch together while watching. The highlight of the day is watching the Dolphins game. Dad and I get so excited, we yell and cheer together. On Sundays, I get to combine watching my favorite sport and spending time with my favorite person—what a great day!

Main observations

- 1.....
.....
- 2.....
- 3-.....

***Chronological Order**

Chronos means time. Dividing the word *chronological* into two parts—*chrono* and *logical*—is a good way to remember that it means “logical time” order.

Chronological order describes events in the order in which they took place. This is particularly effective for explaining a process.

Exercise One

Rewrite the following sentences in the correct chronological order on the lines provided.

1. Then you should find ways to speak to the students about the issues.
2. The results will be posted on the bulletin board in the main hall.
3. Finally, the students vote in the cafeteria.
4. The first step is to put up posters advertising your campaign for student body president.
5. The day before the election, you will speak at an assembly in the auditorium.

Self-check

The following sentences go together to form a complete paragraph, but they are in the wrong order. Keeping in mind the idea of coherence, put them in the right order.

- a) When the box is removed, the ant will not continue on its former course, but will start off rapidly in a new direction.
- b) This can easily be demonstrated by a simple experiment.
- c) Place a light-tight box over an ant carrying food back to its nest, and keep it imprisoned for a few hours.
- d) This new route will differ from the old by exactly the angle that the sun has shifted across the sky during the time the ant was imprisoned.
- e) Many insects rely upon the direction of the sun's rays as a sort of compass.

Glossary

'former : earlier; previous
'rapidly : very quickly
'light-tight : where light cannot enter
im'prison : shut up in prison
re'ly : depend

Transitional Devices

Man has been able to spread across the earth so widely for four main reasons. **First**, he is a terrestrial animal, not restricted to the forest. **Secondly**, he can cross any natural barriers, such as deserts, oceans and mountains. **Moreover**, he can live off a very wide variety of food. **Most important of all**, he has developed culture; he has learned to make clothes and build fires which allow him to live in climates where he would otherwise perish. **To a large extent**, he shares some of these advantages with the monkeys. They, **too**, can move over unforested land. They, **too**, can cross some natural barriers, as they have the ability to swim. **And** they, **too**, can digest many kinds of food. **Thus**, a single species of baboon has spread across Africa from Dakar in the west to Ethiopia in the east, and south all the way to the Cape of Good Hope. **Similarly**, Macaques have done at least as well. One species, the rhesus macaque, is equally at home in forest, in open cultivated fields, and inside heavily populated cities.

from Eimer, S. and De Vries, I. (eds.), 'The Monkey's Success in the Trees'. In *The Primate*, Time-Life Books.]

As you have seen, transitional devices are like signposts in a paragraph. They enable us to follow the writer's line of thought by showing us how one sentence relates to another in the above example, the words/ word phrases **First**, **Secondly**, **Moreover**, **Most important of all** indicate the four main reasons why man has been able to spread so widely across the earth. **Most important of all** also shows that some reasons are more important than others. **Too** indicates that monkeys also share man's characteristics. **Similarly** shows the relationship between the Macaques and the **baboons**.

Glossary

Terrestrial: living on land

barrier: something placed in the way to prevent further movement

perish: die; be completely destroyed

Species: a group of plants or animals that are of the same kind

baboon : a large dog-like monkey found in Africa and South Asia

Macaques: a monkey of African origin found mainly in Asia.

The following list includes other words and phrases that function as transitional devices:

To express result: therefore, as a result, consequently, thus, hence

To give examples: for example, for instance, specifically, as an illustration

To express comparison: similarly, likewise

To express contrast: but, yet, still, however, nevertheless, on the other hand

To express addition: moreover, further more, also, too, besides, in addition

To indicate time: now, later, meanwhile, since then, after that, before that time

To express sequence: first, second, third, then, next, finally.

Self-check Exercise

In the following paragraph the transitional words and phrases are missing. Fill in the gaps by choosing the most appropriate words or word phrases from the list given below: despite, however, also, Yet, but, in the future

Of all the sea's possibilities for man's future, the greatest may be its promise of an important increase in the world's food supply. Square mile for square mile, the sea is estimated to be more productive than the land. ...(i) ... at present the oceans supply only one or two per cent of man's food. ...(ii) ... all that he is learning about the sea, man's relationship to it is still primitive; he is a hunte'r rather than a harvester....(iii) ..., along some coasts oyster growers set out beds of oysters and fence out the oyster's enemies to increase the yield. ...(iv) ..., in the Philippines, Indonesia, Japan and China people already grow fish and prawns in freshwater ponds. ...(v) ... this is just a beginning(vi) ..., to meet the great needs of a rapidly expanding world population, man will have to farm the sea as he has for so long farmed the land.

Glossary

pro'ductive (adj.) : that produces much

'prikitive : at the earliest stage of development

'harvester : a person who gathers the crops

'oyster/'~~staa/ :t ype of shell-fish

'fence out : keep out by putting a fence

prawn : any of various types of small 10-legged sea animals

'rapidly ex'panding : fast increasing

Decide which transitions to use from the list below the paragraph.

Second, Also, Another reason is that, For example, Moreover, However, On the other hand, First, One reason is that, The best choice

There are three major airports near Washington, D.C., but the traveler to Washington should be careful about which one he or she chooses.

Baltimore-Washington International Airport, which is located near the city of Baltimore, is a good international airport. _____ it is not the best choice for a traveler who wants to visit Washington. _____ it is relatively far from the city of Washington itself. _____ a passenger bus trip between Baltimore and Washington is somewhat expensive. Dulles International Airport is a slightly better choice, since it is located closer to the city. _____ if a traveler arrives in the early evening, he or she will encounter rush-hour traffic, which is not a good way to begin a trip to the city. _____ may be Washington-Reagan National Airport. There are two reasons for this. _____ this airport is the closest to the city. _____ it is located on the Metro train system, which is a convenient method of transportation, allowing a traveler to travel almost anywhere he or she likes in the city of Washington.

Lecture Three: Paragraph and its Components

Objectives

- To begin with a clearly stated point (topic sentence) that unifies the paragraph
- To provide logical, detailed support for your point.
- To organize and connect the supporting sentences which sustain the main idea.
- To conclude the paragraph with a summarizing sentence.

Components of paragraph

1- Topic Sentence

2- Supporting Sentences

3- Concluding Sentence

Paragraphs

The writing process seems easy at the beginning and during the lectures. Obviously, writing requires the usages of rules and also the creativity of the writer himself. When the students are in class and the lecture is still fresh and is generally followed by activities everything seems under control. However, after the accumulation of the lectures when students are asked to write sentences (simple, compound, complex and compound-complex) and moving on to write paragraphs, the majority will not know how to start or are afraid from commencing. At this level, students are supposed to affront the obstacles of writing by following the rules and the tips of writing provided by the teachers and also to practice the prompt of writing since 'practice makes perfect'.

In fact, capitalizations, punctuation in addition to types of sentences are the starting points of any piece of writing namely; paragraphs.

Paragraph is a group of sentences as it represents the fundamental part of a given composition. A paragraph is composed of several sentences that are grouped together to tackle one main idea/topic.

The sentences that structure the paragraphs are divided into three parts: the topic sentence, body sentences, and the concluding sentence. A strong paragraph contains three distinct components:

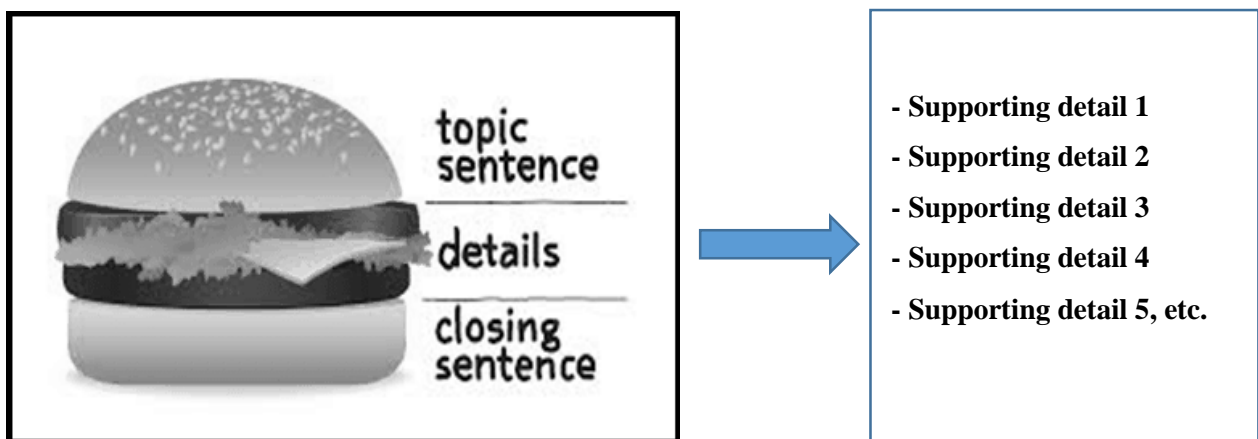
The topic sentence, body sentences, and the concluding sentence.

1. The topic sentence is the main idea of the paragraph i.e. the sentence that controls the main point of the paragraph. A topic sentence is most often located at the beginning of a paragraph, and it makes the structure of a text and the writer's basic arguments easy to locate and comprehend.

2. The body is composed of the supporting sentences that develop the main point i.e. the middle part of a paragraph containing supporting sentences. The body of the paragraph provides additional information about the topic sentence.

3. The concluding sentence is the final sentence that summarizes the main point in a paragraph.

When you write a paragraph, it should always follow the following structure



1- The topic sentence explains what the writer is going to say about the topic of the paragraph. This explanation is called the controlling idea.

e.g. My friend is an honest person

Controlling idea

This means that the [supporting sentences](#) of the paragraph will tackle the friend's main aspects which make him an honest person.

Characteristics of the Topic Sentence

- A topic sentence usually comes at the beginning of a paragraph; that is, it is usually the first sentence in a formal academic paragraph. It should be general and without details.
- A good topic sentence provides an accurate indication of what will follow in the rest of the paragraph.
- A good topic sentence contains both a topic and a controlling idea or opinion.
- A good topic sentence is clear and easy to follow.
- A good topic sentence does not include supporting details.
- A good topic sentence engages the reader by using interesting vocabulary.

Thus, it helps your reader to understand what the topic of your paragraph is going to be. The purpose of the topic sentence is to state the main point of the paragraph and to give the paragraph a sense of direction.

| Bad Topic Sentence | Good Topic Sentence |
|---|---|
| Ruth Bader Ginsberg was born in 1933. (Not enough info for reader.) | Ruth Bader Ginsberg, born in 1933, is one of the most influential Supreme Court judge in history. |
| Employment opportunities are important. (Statement is too broad.) | Employment opportunities are important in lowering crime rates. |
| The electric car industry became practical in the late 1800s. (Not thorough enough.) | Technological advancements in the late 1800s ushered in the first truly practical electric cars. |

| | |
|---|--|
| I am going to explain how electric cars are better for the environment. (Not precise enough.) | While electric cars do not eliminate pollutants, their improved efficiency is a huge step towards a cleaner future. |
| Electric cars should be a priority because they're better than environment-polluting gas guzzlers, and in just a few years, air pollution will become so awful that breathing comfortably will be impossible. (Not brief enough.) | Given how much electric cars could positively impact society, the automotive industry should make research and funding a priority. |
| I am going to discuss the Battle of Stalingrad. (It is too vague.) | The Battle of Stalingrad, fought in 1942, was a turning point in World War II. |

Not only is a topic sentence the first sentence of a paragraph, but, more importantly, it is the most general sentence in a paragraph. What does "most general" mean? It means that there are not many details in the sentence, but that the sentence introduces an overall idea that you want to discuss later in the paragraph.

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

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

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

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

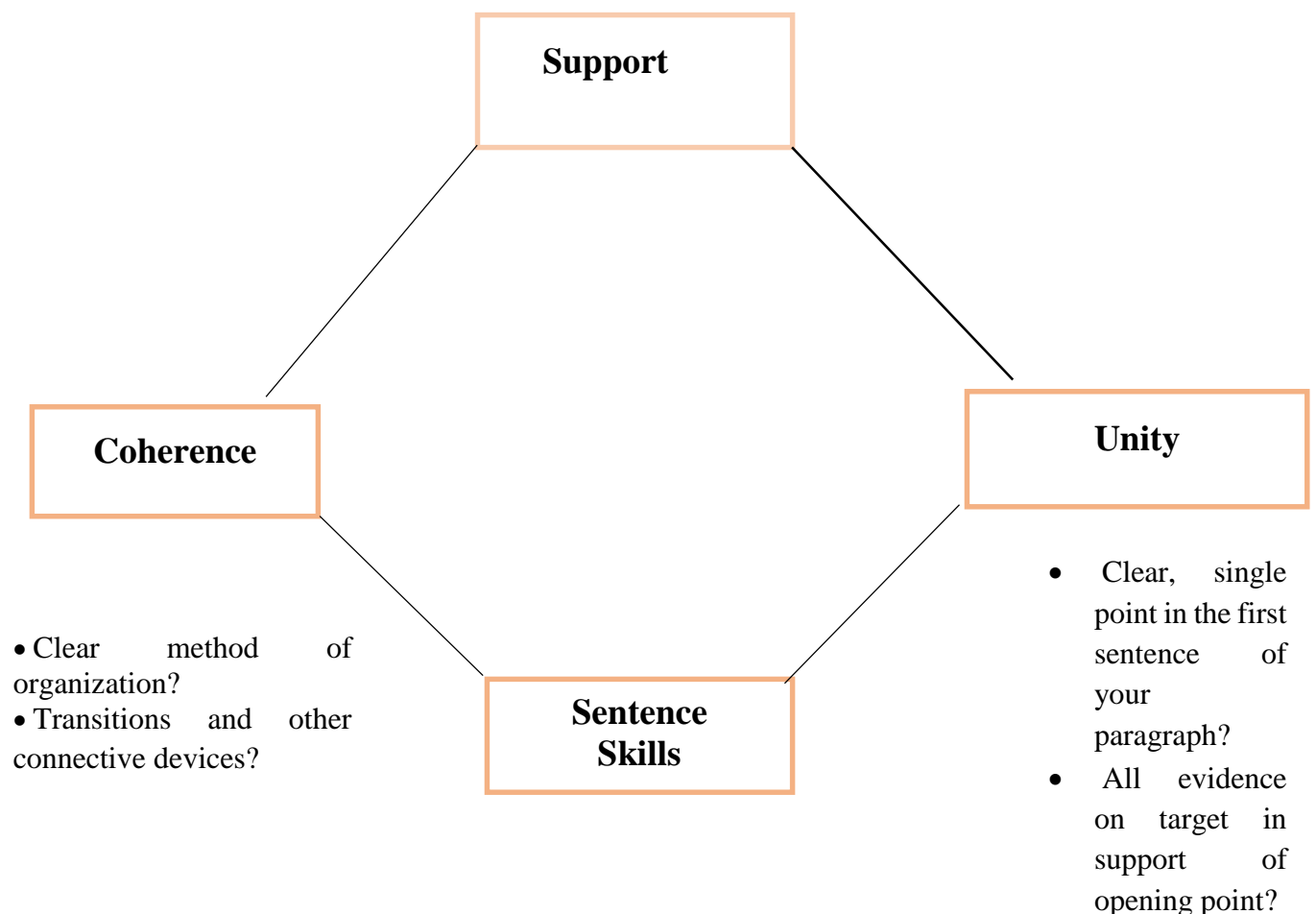
Here are some examples of sentences that cannot be used as topic sentences. Can you figure out why they are inappropriate?

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

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

3-Clouds are white.

A Summary of the Four Bases of Effective Writing (Langan (2010: 78))



Applications on Topic Sentence

Applications

Exercise One

***Circle the letter of the topic sentence in each of the following paragraphs.**

1. a. He won Rookie of the year in 1947. b. He broke the color barrier in professional baseball. c. He excelled despite encountering racist players, managers, and fans and receiving death threats. d. Jackie Robinson single-handedly brought equality and civil rights to professional sports.

2. a. There are two primary approaches to learning a foreign language. b. First, there is the textbook approach of understanding the grammar and linguistics while studying vocabulary. c. Second, there is immersion in a foreign language, either in a school or in a foreign country where the language is spoken. d. Ideally, learning a foreign language involves a combination of both methods.

3. a. Did I come to Venice to see the beautiful St. Mark's Basilica? b. Am I here to walk across the elegant white stone Bridge of Sighs? c. The main reason I am in Venice is to learn to pilot a gondola. d. A gondola is the traditional boat taxi of Venice's canals. e. It has a low hull and a steel prow and is rowed by a gondolier who wears an old-fashioned striped shirt and steers with a long oar.

Exercise Two:

Circle the main idea and underline the controlling idea in each of the following topic sentences.

1. Exercising three times a week is the only way to maintain good physical health.
2. Sexism and racism are still rampant in today's workplace.
3. Raising the legal driving age to twenty-one would decrease road traffic accidents.
4. Owning a business is the only way to achieve financial success.

5. Dog owners should be prohibited from taking their pets on public beaches.

Exercise Three

Choose the most effective topic sentence from the following sentence pairs.

1. a. This paper will discuss the likelihood of the Democrats winning the next election.

b. To boost their chances of winning the next election, the Democrats need to listen to public opinion.

2. a. The unrealistic demands of union workers are crippling the economy for three main reasons.

b. Union workers are crippling the economy because companies are unable to remain competitive as a result of added financial pressure.

3. a. Authors are losing money as a result of technological advances.

b. The introduction of new technology will devastate the literary world.

4. a. Rap music is produced by untalented individuals with oversized egos.

b. The writer will consider whether talent is required in the rap music industry.

Exercise Four: Using the tips on developing effective topic sentences in this section, create a topic sentence on each of the following subjects. Remember to include a controlling idea as well as a main idea.

1. An endangered species

2. The cost of fuel

3. A first date

4. A controversial film or novel

2-Supporting Sentences

Consider again the above-mentioned, short paragraph:

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

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

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

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

Supporting Sentences

It is important to fully develop and discuss the topic of your paragraph. If your paragraph is only 2-3 sentences, there is a good chance that you have not developed it enough.

Here are some ways you can develop and support your topic:

1. Use examples

2. Tell a story illustrating the idea
3. Compare and Contrast
4. Give data (such as facts, statistics, etc)

Kinds of Supporting Sentences

Good supporting sentences have different goals. Writers vary them to:

- explain: The family moved from the village to the capital for economic reasons.
- describe: She lived in a lovely three-story castle surrounded by a forest.
- give reasons: Lukas finally quit his job because of the stressful working conditions.
- give facts: More than ten percent of the university's student population is international.
- give examples: Oranges and grapefruits grow in California.
- define: Many tourists visit Bangkok, which is the capital and largest city in Thailand.

Matching Supporting and Topic Sentences

Read the two topic sentences below. Then read the list of supporting sentences. Match each supporting sentence with the corresponding topic sentence by writing the correct topic sentence number on the line beside the supporting sentences. Notice that each sentence is labeled in parentheses with the kind of supporting sentence that it is.

Topic sentences

TS 1: Low-fat diets are an excellent way to stay healthy and trim.

TS 2: High-protein diets are favored by athletes and competitors.

Supporting sentences

- a. These foods help build muscles and increase energy. (fact)
- b. They are preferred by the general public because they help with weight reduction. (reason)
- c. Low-fat diets are recommended by most physicians. (fact)
- d. Many athletes eat high-protein foods, such as meat, beans, and nuts. (example)

- e. Low-fat foods include fruits, vegetables, and pasta. (example)
- f. Because they are easy to find in stores, low-fat foods are convenient. (reason)
- g. Athletes generally eat high-protein diets to give them more energy. (reason)
- h. Crispy steamed vegetables and grilled fish and chicken are all tasty parts of a low-fat, heart-friendly diet. (description).

3. RECOGNIZING SUPPORTING SENTENCES

Read the following paragraphs and underline the supporting sentences.

1.) Use of the internet has grown very quickly. In 1983, there were 562 computers connected to the Internet. By the turn of the century, there were 72.3 million computers in 247 countries on-line. Experts say that the Internet is now growing at a rate of approximately 40 percent a year. As time goes on, the Internet is becoming more and more popular.

2.) There are many reasons I hate my apartment. The plumbing doesn't work properly and the landlord refuses to fix it. I also have noisy neighbors who keep me up all night. Furthermore, there are so many bugs in my apartment that I could start an insect collection. I really want to move.

3.) Vegetables and fruits are an important part of a healthy diet. First, fruits and vegetables are packed with the vitamins and minerals you need to keep your body functioning smoothly. In addition, they give you the carbohydrates you need for energy. Fruits and vegetables have lots of fiber to help your digestive system work properly. Finally, many scientists believe that the nutrients in fruits and vegetables can help fight diseases. If you eat a diet rich in fruits and vegetables, you'll be on the road to better health.

C) IRRELEVANT SENTENCES

Every supporting sentence in a paragraph must relate to the main idea stated in the topic sentence. A sentence that does not support the main idea does not belong in the

paragraph, thus such a sentence should be omitted. When a sentence does not belong in a paragraph, it is called an irrelevant sentence

4. RECOGNIZING IRRELEVANT SENTENCES There is one irrelevant sentence in each paragraph that follows. Find that sentence and cross it out.

1.) There are several ways people can conserve natural resources. One way is to turn lights off and appliances when they are not in use. Another way is to drive cars less. My favourite kind of car is convertible. People can also insulate their houses better. Finally, by reusing things like bottles and plastic bags, people can reduce the amount of waste. By practicing these simple guidelines, we can save our natural resources.

2.) Cats make wonderful house pets. They are very loving and friendly. Cats are also clean. They don't eat much, so they are not expensive. Unfortunately, some people are allergic to their hair. Cats look beautiful and they're fun to have in your home.

3.) The capital city of a country is usually a very important city. The government offices are located in the capital city and political leaders usually live there nearby. There are many different types of governments in the world. The capital may also be the center of culture. There are often museums, libraries, and universities in the capital. Finally, the capital city can serve as a center of trade, industry and commerce, so it is often the financial center of the country.

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

5.) The packaging of many products is very wasteful. Often the packaging is twice as big as the product. Packaging is used to protect things that are breakable. Many food

items, for example, have several layers of extra packaging. Most of these extra layers could be eliminated.

Exercise on Supporting Sentences

Practice One

Read each topic sentence. Then fill in the blanks with additional supporting sentences. Add as many supporting sentences as you can.

1- Owning a small car has several advantages

- a.....
- b.....
- c.....
- d.....

2- To keep your teeth healthy and your smile bright, do the following things.

- a.....
- b.....
- c.....
- d.....

3- Consider three/four or five factors when planning a family vacation

- a.....
- b.....
- c.....
- d.....

4- A good friend qualities

- a.....
- b.....
- c.....

d.....

Each topic sentence in this activity is followed by one supporting detail. See if you can add a second detail in each case. Make sure your detail supports the topic sentence.

1. Topic sentence: There are valid reasons why students miss deadlines.

a. Students may have more than one paper to write on any given day.

b.....
.....
.....

2. Topic sentence: Those who serve in the military make many sacrifices.

a. They leave their families to serve on tours of duty.

b.....
.....
.....

3. Topic sentence: Sabrina has such a positive outlook on life.

a. When she lost her job, she contacted an employment agency right away.

b.....
.....
.....

4. Topic sentence: There are many advantages to group work.

a. Everyone has talents to contribute.

b.....
.....
.....

5. Topic sentence: Everyone should take measures to prevent identity theft.

a. Passwords should be changed regularly.

b.....
.....
.....

3- Concluding Sentence

The concluding sentence is the ending line of the paragraph. It should restate the main idea of the paragraph. It summarizes the information that has been presented. You can think of a concluding sentence as a sort of topic sentence in reverse.

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

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

The conclusion of a paragraph signals the end of the paragraph; summarizes the main points of the paragraph and relates them to the topic sentence; gives a final comment on the topic and leaves the reader with the most important ideas to think about; can make a suggestion or prediction.

A concluding sentence is not absolutely necessary, but it is very helpful to the reader since it signals the end of the paragraph and reminds the reader of the important points. The concluding sentence often closes the paragraph by returning the main idea of it. They do this by repeating a keyword or phrase from the topic sentence.

e.g.

Topic sentence: There are many good reasons for why people live in the country but not in cities.

Conclusion : In conclusion, living in the country is much better than living in the city.

Topic Sentence:

Forests are important for life on earth.

Conclusion : To sum up, if there were no forests, there would be no life on this planet.

Topic Sentence: There are some important qualities of a good boss.

Conclusion : All in all, a qualified boss should be fair, should be a good leader and should act with consistency.

Read the paragraph. Circle the best concluding sentence in the list. Then write it on the lines. Be prepared to explain your choice to the class.

Getting Involved in Campus Life Students who participate in activities outside of class receive a number of advantages. To begin with, joining a club or attending a campus event can provide a much-needed break from studying. In addition, getting involved in student activities is a good way to make new friends. This is especially important for students who are feeling alone during their first days at a new school. Another advantage is learning new skills. For example, students who belong to a psychology club can learn more about their major and develop leadership skills that will be valuable later in life.

- a. In conclusion, students can have a lot of fun when they join campus activities.
- b. In conclusion, students who are involved in campus life get more out of school.
- c. In conclusion, students will not feel lonely if they join a club with other students.

WRITING CONCLUDING SENTENCES

Read the paragraphs below. They are missing a concluding sentence. Write a concluding sentence that is similar to the topic sentence and interesting!

Writing is not only a way to communicate, it is a tool for expressing your thoughts and exploring new ideas. Ever since I was young, I have kept a diary. I wrote my thoughts in my diary every day. Now that I am older, I still enjoy writing, and I often write short

stories. Sometimes I still like to write down my thoughts at the end of the day. It helps me understand myself better, and it helps me see my life more clearly.

My nephews Jason and Levi are like a ray of sunshine in my cloudy life. Every time I see them, they make me smile, even if I'm in a bad mood. Although they are much younger than me, I enjoy talking to them and sharing secrets with them. We like to go swimming and hiking as well as playing basketball sometimes. My nephews look up to me, so I try to behave well and give them a good example. I am glad my nephews live near me, and I am excited to watch them grow up.

For people around the world, the Red Cross is often the difference between life and death. For several years, the Red Cross has been helping people who are sick, victims of wars, and victims of natural disasters. The Red Cross does not take sides, but rather helps anyone who needs help. After Hurricane Katrina hit New Orleans, the Red Cross worked hard and saved many lives. Also, after Japan was hit by a tsunami in 2011, the Red Cross helped the people there get through this difficult time.

Write a concluding sentence for each paragraph.

1.) There are many reasons why I like wearing a uniform to school. First of all, it saves time. I don't have to spend time picking out my clothes every morning. Wearing a uniform also saves money. It's cheaper to purchase a new uniform than to go out and buy lots of school clothes. In addition, I don't have the pressure of keeping up with the latest styles. Most importantly, wearing a school uniform gives me a sense that I belong.

I really think that it adds to the feeling of school spirit and community.

2.) There are many reasons why I am against wearing a school uniform. For one thing, I don't like the style of the uniform. The navy blazer and plaid skirt are too conservative for me. Secondly, the uniform isn't comfortable. I prefer to wear baggy pants and a sweater instead of a skirt and a jacket. Finally, I want the freedom to express my individuality through my style of dressing.

3.) Credit cards have a lot of advantages. First of all, credit cards are convenient because you don't have to carry a lot of cash around. You can buy the products and services you need even if you do not have cash in your pocket. In addition, credit cards are very helpful in emergencies. Finally, you can become a better money manager as you learn to use credit cards responsibly.

Writing Effective Concluding Sentences Write an appropriate concluding sentence for each paragraph.

Paragraph 1 Smart Choices in the Cafeteria

The college cafeteria is full of food that can cause weight gain, but students have choices. For example, breakfast options include fruit and yogurt instead of pastries or bagels. At lunch, it is possible to have a green salad instead of a burger and fries or a slice of pizza. An excellent dinner choice is baked chicken with vegetables rather than a large serving of spaghetti or macaroni and cheese.

.....
.....

Paragraph 2 Children's TV for Language Learning

Watching children's programs on television is a good way to learn a foreign language. In fact, the spread of English has been helped by children's TV. First, the actors speak slowly and repeat often. Also, the vocabulary they use is not difficult. Finally, there is always a lot of action, so you know what is happening even if you don't fully understand the words.....

Lecture Four: Punctuation

Top Ten Rules of Punctuation

Objectives

- As punctuation marks are essential for conveying meaning accurately students should consider them to:
- - Establish a logical sequence of ideas, allowing readers to follow the author's argument smoothly.
- - Enhance clarity.

The importance of punctuation can be envisaged in its primordial role in helping the writer to understand the transitions between ideas and the reader to grasp the meaning. Wrong punctuation is able to change the desired meaning of the sentence.

Good punctuation makes a sentence clear and easy to read and understand, because it shows the grammatical structure of the text and its meaning.

Comma (,)

It is used :

1- To separate items in a list which is made up of the same parts speech.

e.g. The U.K. consists of England, Wales, Scotland (,) and northern Ireland.

e.g. My new friend is generous pretty(,) intelligent

2- To enclose words used in oppositions:

e.g. Martin Luther King, the peace Nobel Prize winner, was short dead in Atlanta.

e.g. John and Inga, the couple from next door, are coming for dinner tonight.

3- To separate independent clauses in a sentence

e.g. While I was eating, the cat scratched at the door.

4- To separate the words spoken in direct speech from the rest of the sentence.

e.g. My father said, “ I will see you tomorrow”.

e.g. “I was able”, she answered, “to complete the assignment”.

5- Use commas to prevent confusion

e.g. To George, Harisson had been a sort of idol.

Period or full stop (.)

1- It is used at the end of a sentence.

e.g. John is surfing on the web site.

2- Abbreviations

e.g. January → Jan.

e.g. Saturday → Sat.

3- Latin Tags

e.g. → example

i.e. → that is to say

p.m. → afternoon or evening

a.m. → in the morning

Question Mark (?)

It has one use as it goes at the end of a question

e.g. How many people will come to the party?

Exclamation Mark (!)

It is used to exclaim something. They are commonly used after interjections (words or phrases that are used to exclaim, command or protest like “wow” or “oh”

Exclamation mark can express the following emotions in writing:

Excitement: I can’t wait to go to USA./ oh! That hurts!

Surprise: “oh! You already bought a new car!”

Astonishment: wow! Your daughter is gorgeous”

Command/ imperative sentence: come here!

Quotation marks/ inverted commas

1- To enclose words which are directly spoken.

e.g. He advised me, “ do not smoke!”

2- To enclose direct quotations

e.g. Sapir defines language as follows: “ language is a purely human and non- instinctive method of communicating ideas”

Colon (:)

To introduce a list of items.

e.g. The daily newspaper contains four sections: news, sports, entertainment, and classified ads.

e.g. The three tenses are: the present tense, the past tense and the future.

Apostrophe (')

1- It is used to form possessives of nouns

e.g. The boy's hat

2- It is used to show the omission of letters

e.g. He'll go

Parenthesis ()

1- They are used for extra nonessential material in a sentence

e.g. The old train (drived by Emanuel) is arriving.

2- used when something is removed

e.g. “language is a purely human(...) method....”

3- References, year, page of books.

e.g. (Hudson, 1975:41)

Dash

Use the dash to emphasize a point or to set off an explanatory comment.

e.g. Our ideas for the week-end – going to a movie, having a picnic, doing home work- seemed like a lot to squeeze in.

Semicolon

Semicolon separate clauses or phrases that are related and that receive equal emphasis.

e.g. Megan said she was tired; she had stayed up late doing homework.

Hyphen

Used to form compound words and to join prefixes, suffixes.

e.g. Forty-two students

e.g. Re-use

e.g. self –control

e.g. a hot- water bottle.

Exercise N°1

Punctuate the Following Sentences

- 1- He is not really nice looking and yet he has enormous charm.
- 2- When I was a child I could watch TV whenever I wanted to
- 3- I t is a fine idea let us hope that it is going to work
- 4- Mrs Solomon who was sitting behind the desk gave me a big smile
- 5- I don't like this one bit said Julia
- 6- Have you met our handsome new financial director
- 7- Michael in the Ferrari was conering superbly
- 8- Looking straight at me he said I cant help you
- 9- The men in question Harold Keene Jim Peterson and Gerald Green deserve awards

10- Several countries participated in the airlift Italy Belgium France and Luxembourg

11- Yes Jim said I ll be home by ten

12- The following are the primary colors red blue and yellow

13- The automobile dealer handled three marks of cars Volswagens Porshes and Mercedes Benz

Exercise N°2

A) Punctuate the following

If you look about you and consider the lives of others as well as your own if you think how few are born with honour and how many die without name or children how little beauty we see and how few friends we hear of how many diseases and how much poverty there is in the world you will fall down upon knees and instead of repining at one affliction will admire so many blessings which you have received from the hand of God.

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.

Lecture Five: Capitalization

Capitalization Review

Objectives

- - To distinguish between different types of words.
- - To ensure that writing is both coherent and standardized.

There are general rules that govern the use of capital letters in English.

- 1- The first word of a sentence begins with a capital letter and the first letter of a quote

e.g. **T**hey soared above the earth like birds.

Stacy said, “**M**y sister and I are going to the water park”

- 2- Names of persons are capitalized
e.g. **W**e shall meet **J**uan and **M**iller

- 3- Initials used in names and abbreviations of well- known organisations are capitalized
e.g. The “**W**HO” **W**orld **H**ealth **O**rganization

- 4- **The word “I” is always capitalized**
e.g. Martha and **I** will do the job.

- 5- **The names of months**

e.g. He was born on January, 1st, 1995.

- 6- The names of days of the week

e.g. This class will meet on Tuesday and Thursday

N.B Seasons are not capitalized (summer, autumn, winter, spring)

- 7- **The names of holidays**

e.g. **C**hristmas day comes in December.

- 8- The names of countries, states and cities.

e.g. The doctor is native of **M**exico.

e.g. I have visited France, England, and U.S.A.

9- The names of streets and avenues

e.g. There are no business buildings on Temple Street.

e.g. Meet me at 212 Fifth Avenue.

10- The names of mountains, parks, and bodies of water.

e.g. The Mississippi River enters the Gulf of Mexico at New Orleans.

11- Titles with names (courtesy titles), titles of books and newspaper.

e.g. Dr. and Mrs. Hill had dinner with Captain Smith.

e.g. The name of a book : “The Old Man and the Sea”

e.g. Did you read The Washington Dc Post advertisements?

12- All the words in the greetings and the first word of the closing of letters

e.g. Dear Mr. Arnaz/ Dear Sir

To Whom It May Concern

Sincerely

13- The names of religions/ companies

e.g. Last fall we attended a Catholic wedding in San Diego

e.g. Coca Cola, Visa Card, Google, Yahoo

14- Specific periods and historical events that have proper names should be capitalized

e.g. Most of the World War I veterans are deceased.

e.g. In the Middle Ages, poor hygiene was partly responsible for the spreading of disease.

15- Nationalities and names of languages should be capitalized.

e.g. Algerian, Chinese, Spanish, English.

1. Capitalization Exercises Worksheet 1

A. DIRECTIONS: Circle the words in the following sentences that need a capital letter. There are 25.

2. my favorite books are green eggs and ham and horton hears a who.
3. on sunday, i will see the movie star wars and eat at taco bell.
4. terry and louis went to central park last july.
5. she has a friend from london, england.
6. did you know that abraham lincoln was the sixteenth president?

B. DIRECTIONS: Write the following sentences correctly.

1. every december, i can hardly wait for santa claus.
2. friday is the best day because we order pizza from domino's.
3. the best television shows are sponge bob and ed, edd, and eddie.
4. my favorite song is we will rock you.
5. king arthur ruled over camelot.

2-Capitalization Worksheet

A. DIRECTIONS: Put an X if the sentence is capitalized incorrectly and a C if it is capitalized correctly.

1. ____ Big Ben of London is a clock.
2. ____ I drove east to the city and turned north.
3. ____ My family supports the American cancer society.
4. ____ Yellowstone National Park is a great Park.
5. ____ I work for the New York Times.
6. ____ She is a republican and proud of it.
7. ____ The Emancipation proclamation was issued in 1862.
8. ____ Buddhists have been around a very long time.
9. ____ The Sidney Opera House is a Gorgeous Building.
10. ____ The Bronze Age lasted for several thousand years.

Lecture Six: Types of paragraphs

Type One: Narrative paragraph

Objectives

- To structure a narrative paragraph.
- To teach students the key elements of a strong narrative paragraph.

Narrative Paragraphs

Narration is a story telling/writing. When you write a narrative paragraph, you write about events in the order they happen. In other words, you use **time order signals** to organize your sentences. The narrative paragraph can be fun to write because you tell a story or relate an event. Narratives have a beginning, middle, and an end. Narrative paragraphs often describe events from the writer's life.

Time Order Signals

| Words | Phrases |
|-------------------------------|------------------------------|
| Finally, | At last, |
| First, (second, third...etc.) | At 12.00, |
| Later, | After a while, |
| Suddenly, | After that, |
| Meanwhile, | Before beginning the lesson, |
| Next, | In the morning, |
| Now | The next day, |
| Soon | |
| Then | |

Every narrative paragraph has a beginning, a middle, and an end. Read this example and study the questions and answers.

I never thought I could do it, but I finally conquered my fear of public speaking. My English teacher gave the assignment (to speak for three minutes in front of my class) at the beginning of the semester, and I worried about it for two months. I have always been afraid of making a speech in public. I wrote all of my ideas on note cards. I practiced my speech with my notes in front of a mirror, in front of my dog, and in front of my husband. Would I be able to make my speech in front of my class? When the day of my speech came, I was ready. As I reached the podium, I looked at my audience and smiled. Then I looked down at my note cards. At that moment, I realized that I had the wrong information. These were the notes for my biology test not the information about my speech! I closed my eyes and took a deep breath. Suddenly, I began the speech. To my surprise, the words flowed from my mouth. Three minutes later, it was over. Everyone applauded my speech that day, and I left the podium feeling like a winner.

- The first sentence in the paragraph -the topic sentence- gives background information about the story. The writer introduces the characters and prepares readers for the action that will come.
- After the beginning part, you will find the middle part of the story. This is where the main action or problem occurs.
- The end of the story gives the final action or result. If there is a problem or conflict in the story, the solution is presented here.

The main character in this paragraph is I.

1. What will the story be about?
2. What is the beginning of the main action or problem in this narrative paragraph?
3. What was the main action or problem? What happened?

4. Does the story have a happy or a sad ending? Does the author learn anything from this experience?

Writing Assignment

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
- A 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.

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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 Examples | Subordinators 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 After a moment of silence, she asked who had broken the vase. I used to work from Saturday to Wednesday. | While when as whenever before after until as soon as the moment that once While I was driving away, the driver copied my license plate number. We were friends until I told the teacher about the vase. As soon as I found out that I was innocent, I exhaled slowly. The moment that I saw her, I thought she was pretty. |

Complete the sentences with a preposition of time or a subordinator. More than one answer may be correct.

1. The school year runsSeptember to June.
2. I usually don't get home5 o'clock.
3. he arrived, we were able to relax.
4. Please finish the workthe 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 himit was too late.
7. I didn't have to workThursday.
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 this essay, the writer talks about how he feels about betraying a friend.

As you read, think about these questions:

- Who was at fault? The writer? His friend? The teacher?
- Was the punishment fair? Why or why not?

I remember vividly the day I made a big mistake regarding one of my friends. I was eleven years old, in the fifth grade, and I went to a school in the country. The school, which was very small and poor, had about twenty classrooms.

I and my friend, who became acquainted with me about a year before, studied in the same classroom. We quickly became familiar and even more friendly than before. When either of us did not understand something, we would ask each other to clear up our questions.

Our classroom had a shelf which was made of wood and painted brown. The teacher

used it to place miscellaneous¹ things on. Among those things, she especially liked a pink flower vase which was made of pottery. One time, she told the students that her mother had given her this flower vase a long time ago when she had gone to visit her mother in town.

One day, when we were waiting for the teacher, my friend and I went to the shelf to look at the objects on it. We saw a toy car on top of the shelf and because it was too high to reach, my friend grabbed the edge of the shelf with his right hand and started to climb up. Suddenly his left hand collided with² the flower vase. It fell on the floor with a little dry sound; the flower vase was broken into pieces.

Before we could think of what to do next, the teacher appeared in the door. We ran back to our seats and we told nobody what had happened. The teacher quickly noticed the pieces of the broken vase on the floor. She was stunned for a moment. Then she slowly turned her face to the class and asked in a trembling voice who had broken the vase. Nobody answered her question. After a moment of silence, she said in an angry voice that if anybody had seen someone break the flower vase and did not willingly point out the culprit, then when she found out he would get the same punishment as the one who Broke the vase.

When I heard those words, I became afraid of the punishment if I kept silent. I stood up, pointed my finger at my friend, and said that he had broken the vase. I slumped down in my chair as if I had just thrown a burden from my shoulder, but now, because of my egotism, this burden was transferred to my friend. He was flogged with a ruler five times on his palm. Maybe my friend will forgive me for what I did to him, but I will never forget my fault. All these years later, I always promise myself that I will never betray my friends again; I will never let my friends think of me as a mean person.

COMPREHENSION Answer the following questions.

1. Where did the incident take place?
2. Who were the people involved?

3. What happened in this incident?
4. How did the writer feel about it?
5. What effect did this incident have on the writer's life?

DISCUSSION Discuss these questions with your class.

1. What do you think about the writer's action? Did he do the right thing?
2. What did the writer learn from this incident?
3. Have you ever done something because you were afraid and then regretted it later?

Tell about the incident.

Lecture Seven: Descriptive Paragraph

Objectives

- To enable students to make descriptive paragraph more vivid.
- To train students on how to employ sensory details that can make a scene of descriptive paragraph more vivid.

Descriptive paragraph paints a word picture that appeals to the reader's senses: sight, hearing, taste, touch and smell. It allows writers to pick one element such as a person, room, or object and then explain in detail what the subject looks like. To put this in to practice one has to employ adjectives as effectively as possible. The other method is to use spatial order - space order which could be from simple to complex, and/or from right to left and vice versa. More than any other type of writing, a descriptive paragraph needs sharp and colorful details. Therefore, use precise and vivid words to recreate your vision and make your writing livelier. A good description depends on the use of specific rather than general descriptive words.

Describing a Person

When we describe a person we are concerned with his/her physical appearance or personality. Certain nouns and adjectives help us to describe the person accurately. Below is a list of words that can be used to describe the physical appearance, and the internal or emotional qualities of a person.

1. Some of useful adjectives for describing a person's appearance.

& **Age:** young, middle-aged, old, elderly, in his or her early thirties/ mid forties/ late fifties etc.

& **Face:** long, round, oval, attractive, beautiful, un-shaven.

& **Hair:** long, medium-length, short, straight, curly, wavy, dark, black, gray, fair, white, plaited (braid), bald.

& **Forehead:** high, low.

& **Eyes:** brown, blue, gray.

& **Ears:** big, small, protruding, slanting.

& **Nose:** long, pointed, turned-up, flat.

& **Build:** short, fat, plump, over-weight, thin, slim, slender, skinny, broad-shouldered, muscular.

& **Clothes:** cotton, wooden, hand-woven, leather, traditional, western, colorful, attractive, well-dressed, smartly-dressed, casually dressed.

2. Useful adjectives for describing a person's personality.

Happy, cheerful

Friendly, pleasant, amusing kind

hard-working

polite, well-mannered truthful

crafty clever, intelligent, wise shy

unhappy, sad, miserable

unfriendly, unpleasant

unkind, cruel lazy

impolite, rude, ill-mannered dishonest

stupid, silly, dull confident, etc

Sample Descriptive Paragraph

Almaz

Almaz, my sister, is a cat like creature. Framing her face is a layer of sleek black hair that always looks just-combed. Her face, with its wide forehead, sharp cheekbones and narrow, pointed chin, resembles a triangle. Almaz's skin is soft, velvety brown eyes slant upward at the corners, and they emphasize their angle with a sweep of maroon eye shadow. Almaz's habit of looking sidelong out of the tail of her eye makes her look

cautious as if she were expecting something to sneak upon her. Her nose is smooth and flat. The sharply outlined depression under it leads the observer's eye to a pair of red-tinted lips. With their slight upward tilt at the corners, Almaz's lips make her seem self-satisfied and secretly pleased. Her long neck and slim body are perfectly in proportion with her face. Almaz manages to look elegant and sleek no matter how she is standing or sitting, for her body seems to be made up of graceful angles. Her slender hands are tipped with long, polished nails. Her narrow feet are long, too, but they appear delicate even in flat – soled running shoes. Somehow, Almaz would look perfect in a cat's jeweled collar.

A Stroll Through Autumn

As the sun dipped below the horizon, casting a golden hue across the landscape, the air filled with the crisp scent of fallen leaves. The trees, adorned in vibrant shades of amber, crimson, and burnt orange, stood like sentinels guarding the path. Each step crunched softly underfoot, a symphony of nature's decay that echoed in the stillness. A gentle breeze whispered through the branches, sending a cascade of leaves swirling into the air, dancing like confetti in a celebration of the season. In the distance, the faint sound of laughter from children playing added warmth to the cool evening, while the sky transformed into a canvas of purples and deep blues, signaling the arrival of night. It was a moment suspended in time, where nature's beauty and tranquility enveloped all who wandered through this autumnal wonderland.

Read the paragraph. What does the writer plan to do with the car?

The Long Life of My Grandfather's Car

I own a car that has special meaning for me because it belonged to my grandfather. When he was a young man, he saved money so he could buy a beautiful car to use on trips around the country. He bought a Cadillac convertible. It was white and blue with silver trim. There were white circles on the tires. The car had a powerful horn that made people jump out of my grandfather's way. The seats were also white, but the

dashboard was black. The steering wheel had a brown leather cover. The mats were gray and always clean. My grandfather took very good care of his car. After my grandfather died, my uncle gave the car to me. I am very happy because the car still has the original motor, and the body is intact. If it has problems, I will fix it myself. I plan to take very good care of my grandfather's car. Someday I will use it to travel to all the states and cities that my grandfather visited when he was a young man.

A- Answer the following questions

- 1- Which of the following sentences best describes the main idea of the paragraph?
 - a- The writer's grandfather travelled around the country in the 1950's.
 - b- The writer likes Cadillac convertibles
 - c- The writer has strong feelings about his grandfather's car.
 - d- The writer will take good care of the car
- 2- Which two of the following types of details did the author include in the paragraph?
 - a- Appearance
 - b- Smell
 - c- Sound
 - d- Feel
- 3- Why is the car important to the writer?
 - a- It connects the writer to his grand father
 - b- The writer likes old cars
 - c- The writer likes to work on cars and repair engines
 - d- The writer wants to travel around the country

B- Examine the organization of the paragraph. Respond to the questions and statements below.

- 1- Underline the topic sentence in the paragraph twice
- 2- Write the supporting sentence that tells why the writer's grandfather bought the car.
- 3- Underline two supporting sentences that tell what the car looks like.
- 4- Circle the phrases that tell how the car has been cared for.

5- This writer frequently uses colors to describe what different parts of the car look like. Read the paragraph again and write the color of each part of the car

- Trim
- Circles of the tires
- Seats
- Dashboard
- Mats

*** Consider the following topics and think of descriptive details. List as many sights, smells, sounds, etc., as you can**

1-A storm

Dark, cloudy, dark clouds, howling wind, wet sidewalk, slick streets.

2-A subway station (or a bus stop) at rush hour

.....

3-A Busy airport terminal

.....

4-The emergency room of a hospital

.....

My Banana Garden.

1Behind my childhood home, there is a large piece of land that is surrounded by banana trees growing in wild disorder. 2Crowds of banana trees grow freely everywhere. 3Their green leaves are so thick that sunlight cannot pass through. 4Underneath the trees, the ground is so moist that wild mushrooms and plants grow there all year around. 5In the center is a wild field where the children of my village often fly kites. 6Every evening, just before sunset, some birds arrive to look for a place to rest their tired wings. 7They want to land in the dark banana garden, but the banana leaves are too wide to be made into nests. 6The birds cry out and then fly away, seeking a better place to nest. 9During the rainy season, it rains for days and days, and the banana leaves become glossy and slick. 10The rain also makes the banana garden produce a very strange

melody. 11 On rainy days, I used to sit near my window and listen to this wonderful song. 12 Now, whenever I hear the plop-plop-plop of raindrops on the roof of my small, tidy apartment in the city, I remember the beautiful, wild banana garden of my childhood.

Questions on the Model

- 1 . Find the topic sentence of this paragraph . What is the topic? The controlling idea?
- 2 . Does the paragraph have a concluding sentence?
- 3 . Circle any spatial order expressions you can find.
- 4 . What adjective is repeated four times in the paragraph (in sentences 1 , 4 , 5, and 1 2)

Reread the paragraph "My Banana Garden" and notice the supporting details. Which of the senses does the writer of this paragraph appeal to in his description: sight, smell, sound, touch, and/or taste? List the details in the paragraph that appeal to each sense.

| SIGHT | SMELL | SOUND | TOUCH | TASTE |
|-------|-------|-------|-------|-------|
| | | | | |

Descriptive Paragraphs

An Important Possession

If I have to choose one thing that is important in my life, it is my notebook computer. It is an Acer notebook running Windows 7. It’s a fairly cheap notebook that I bought about four years ago. It’s black and thin and has rounded edges that are soft and smooth when you pick it up. It’s also light enough for me to carry in my backpack. 1 _____, it can do nearly everything I need it to do. 2 _____, I can create documents, design new pages on my website, make recordings and download TV shows. 3 _____ to many files I have saved for my work, it contains a lot of photos and music. 4 _____, it is not a perfect

computer. It crashed a few years ago and since then it's been much slower. 5 _____, it has downloaded some programs that I hate. I don't know how to get rid of them. 6 _____ though, this computer is pretty reliable, convenient and allows me to work anywhere I go.

Put the transitions in the appropriate places.

However, In addition, Overall, Moreover, Furthermore, For example

Cafes in the University

Cafes are essential places for students and teachers who want to have a break. Although they are just small shops, they have a 1 _____. You can smell the 2 _____ of coffee and they are often located in a 3 _____ part of the university surrounded by trees. The best cafes are air-conditioned inside but they have a deck outside which is where 4 _____ groups like to hang out and chat.

Inside where it is 5 _____ other students read books, work on computers or check their messages on their smart phones. The service is usually 6 _____ and 7 _____. Moreover, if you are 8 _____ from studying, you can usually find a café wherever you are in the university. The cafes are not just shops; they are an 9 _____ part of university culture.

Put the descriptive words in the appropriate places.

Cooler, tired, special atmosphere, aroma, green, bigger, quick, friendly, important

Lecture Eight: Expository Paragraph

Objectives

- To educate the reader about a subject.
- To present information in an organized manner.
- To inform and enlighten readers through structured and factual writing.

Warm Up

What is its purpose? To share information

Where does it come from? Expository comes from the word expose.

What does it do? Expository writing exposes, or makes clear and explains.

Expository writing is one where a writer is explaining, exposing, or elaborating on their stance. The type of writing that you read in the newspapers, manuals, textbooks, and encyclopedia articles is termed as expository writing. Expository writing is further divided into five categories.

These categories include problem & solution, cause & effect, compare & contrast, definitions & classification, and how-to.

Problem & Solution - This is a type of expository writing where the writer identifies an issue, elaborates on it, and suggest solutions that are backed by thorough research.

Cause & Effect - The second type is the cause & effect. It is one where the writer talks about why a specific event took place, or a certain thing happened.

Compare & Contrast - Here the writer compares and contrasts two or more perspectives, objects, or situations.

Definitions & Classification - It is the type of writing which is explaining a specific topic and highlighting aspects such as definitions, effects, types, etc.

How-to/Process - The fifth and the last type of expository writing is how-to/process. It takes the reader through a step-by-step process of completing a specific task.

1- PROBLEM AND SOLUTION PARAGRAPHS

1. What's a problem/solution paragraph?

Problem / Solution writing first explains a problem and then proposes solutions to that problem. This type of writing requires more than one paragraph.

EXAMPLE

Let's analyze these paragraphs:

Deforestation is a serious problem because forests and trees aren't just pretty to look at, they do an important job making the earth's environment suitable for life. They clean the air, store water, preserve soil, and provide homes for animals. They also supply food, fuel, wood products, and paper products for humans. In the past fifty years, more than half of the world's rainforests have been destroyed. Today, the forests of the world are being cut down at a rate of fifty acres every minute! Scientists say that if deforestation continues, the world's climate may change, floods may become more common, and animals will die.

One solution to the problem of deforestation is to use less paper. If you use less paper, fewer trees will be cut for paper making. How can you use less paper? One answer is to reduce your paper use by using both sides of the paper when you photocopy, write a letter, or write an essay. A second answer is to reuse old paper when you can, rather than using a new sheet of paper. The backs of old envelopes are perfect for shopping lists or phone messages, and when you write a rough draft of an essay, write it on the back of something else. A final answer is to recycle used paper products instead of throwing them away. Most schools, offices, and districts have recycling center. If you follow the three Rs – reduce, reuse, and recycle –, you can help save the world's forests

- a) How is the first paragraph developed?
- b) Which is the main idea?
- c) What are the supporting ideas?

- d) What solutions does the writer offer?
- e) Is there a concluding sentence in the second paragraph?

2. How to write a problem paragraph.

A problem paragraph describes and discusses a problem issue. The topic sentence names the issue you will discuss. The supporting sentences show why this issue is a problem.

3. Language

Conditional Sentences are very useful when talking about problems. There are different types, for example:

Fish will get ill if factories dump their waste into streams.

Remember that there are several types of conditional sentences.

Choose the best one depending on your intention.

4. How to write a solution paragraph

The topic sentence introduces the first solution (remember that you only include one idea per paragraph). The supporting sentences show how your solution will solve the problem. For this, you can use details, definitions and examples.

5. How to link a solution paragraph to a problem paragraph

- a) In order to solve this problem, ...
- b) To meet this need, ...
- c) One answer is...
- d) A second/third, final answer is...
- e) In order to overcome these problems, ...

6. In short, the structure in these paragraphs is:

Problem: Topic sentence (it presents the problematic issue) + supporting sentences (explain why that is problematic + a sentence to close the paragraph)

(e.g. : a conditional sentence: “If we do nothing to change this situation, more trees will disappear and human life will be in danger”)

Solution: Topic sentence (it introduces the idea of a solution – you can use a “linking phrase”) + supporting sentences (explain the solution) + final concluding sentence.

Try it out: follow the above instructions and write your paragraph

Sample Paragraph

Astronomers estimate that the universe contains ten thousand billion stars. That’s a 1 with 22 zeroes after it! Even so, those innumerable stars fall into just seven main types. Seven is a much more manageable number than ten thousand billion billion! Whenever you separate something into types or parts, you are classifying it. In this chapter, you will write a classification paragraph that will break a topic into categories. When you are finished, you can share with your reader a part of your universe.

The following paragraph classifies the types of “planets” in our solar system.

Three Types of Planets People often think all planets are alike, but there are actually three types of planets in the solar system. The terrestrial planets are made of rock and metal and are closest to the sun. These include the midsize planets Mercury, Venus, Earth, and Mars. They rotate slowly and don’t have many moons. Farther from the sun are the planets called gas giants, Jupiter, Saturn, Uranus, and Neptune. They are called gas giants because they are formed from gases such as hydrogen and helium. Gas giants rotate fast and have many moons. Finally, planetoids are objects made up of rock and ice and are too small to be true “planets.” Planetoids sometimes even get pulled into a planet’s gravitational field and become moons themselves. Whether they are terrestrials, gas giants, or planetoids, the planets in the solar system are fascinating.

Sample Expository Paragraphs

Today the P.E. teacher talked with our class about physical fitness. In fact, she said it is important to exercise at least an hour every day. Exercise doesn’t have to be a chore. For instance, riding a bike is great exercise. Roller-skating is, too. So, find an activity you enjoy and get some exercise! I made a plan for getting enough sleep at night. After I eat supper I play for a while. Then I take a warm bath. When I finish bathing, I put on my pajamas and climb in bed. Finally, I read a good book. Reading makes me sleepy and I usually fall right to sleep.

It is important to stay clean. If you don't take regular baths germs can grow easier in cuts or sores. In fact, sometimes you have to use medicine to kill the germs. Also, if you don't take regular baths you might not smell so good. As a result, your friends might not want to play with you. Staying clean helps you stay healthy and happy.

What Is a Cause/Effect Paragraph?

A cause/effect paragraph is one which shows *either* the reasons *or* the results of something. A paragraph giving causes answers the question, "Why does/did this happen?" A paragraph giving effects answers the question, "What are/were the results of this?" The paragraph below gives the causes of a social concern.

If you walk into any animal shelter, especially in a big city, you will see dogs of all shapes and sizes who need a loving home. There are several reasons why so many dogs end up in animal shelters. Firstly, these dogs might simply be lost. Maybe they have wandered away from home and can't find their way back. This sad situation could be avoided if dog owners remembered to put a collar on their dog with their name and phone number on a tag. Secondly, in some cases, a dog's owner becomes too old or sick to care for the animal. One day, the dog is found looking for food on the street and is taken to a shelter. This unfortunate situation can be avoided by making sure a friend or family member is willing to take care of your dog if you are unable to. Thirdly, and most tragically, the dog is simply no longer wanted. Too many pets are given to children as birthday presents. The children become bored with the pet, and the poor creature is abandoned. These tragedies can be avoided if people think very carefully about giving cute animals as presents. Puppies grow up, they are no longer cute, and they need a lot of care. It is clear, therefore, that the number of shelter dogs could be reduced if people exercised a little more thought and planning when it comes to their dogs.

• Steps for Writing the Cause/Effect Paragraph

1. As you know, your writing should begin with some brainstorming. Think about your topic—what do you want to say about it? Use a mind map to start to collect some ideas.

2. Make a plan for your paragraph.
3. Write your first draft. Don't worry about getting everything perfect at this stage; just get your ideas on paper. Have you recognized and indicated that causes or effects are rarely straightforward, and that there may be complicated factors at work? Make sure you have included enough detail.
4. Revise your draft. Follow the ARMS checklist you learned (Add, Remove, Move, and Substitute). You may want to use words like *Firstly*, *Secondly*, and *Finally* to introduce your various points.
5. Edit your paragraph and write your final draft. Now that your ideas are in place, you can focus on grammar, spelling, word choice, and punctuation.

Read the paragraph and fill in the blanks to understand the organization of the paragraph in relation to cause and effect.

Without sunlight, there could be no form of life as we know it and all human's basic needs can be ultimately traced back to the sun. In the first place, by its light and warmth the sun directly creates the necessary conditions for human survival. Secondly, the sun indirectly provides people with water, for the heat of the sun causes damp air over the seas to rise and form clouds, which cool at a high altitude and consequently fall as rain. One result of rainfall is the formation of lakes and rivers, from which people takes their water supply and which can be used for hydroelectric power. At the same time, rain, together with sunlight, enables plants to grow, and plants to provide food for humans and also for animals, which are themselves another source of food for people. [from Anita Debska: *Upgrade your English*, Oxford University Press.]

| Causes | Effects |
|--------|---------|
| | |
| | |

Carefully read the following topic sentences. Decide whether each sentence focuses on causes, effects, or both. Look for key words that give you clues. Circle the best answer.

1. People become homeless due to difficult life circumstances.

- a. Causes b. Effects c. Both

2. Homeless people must deal with difficult situations in their day-to-day lives.

- a. Causes b. Effects c. Both

3. Because of many problems at the Chernobyl nuclear site, the environment in Ukraine has changed forever.

- a. Causes b. Effects c. Both

4. Scientists have proposed many theories that explain the disappearance of the dinosaurs.

- a. Causes b. Effects c. Both

Read the next student paragraph, and answer the questions.

Smoke-free work zones, implemented for obvious reasons, have had surprising consequences for employees. First, smokers light up outside the main entrances of buildings, and nonsmokers must pass through a cloud of heavy smoke to get inside. Additionally, the ground outside entrances is littered with cigarette butts, which smokers do not consider as pollution. Moreover, smokers get more breaks because they frequently leave their workstations to have cigarettes. Some people smoke ordinary cigars, and others smoke electric ones. The nonsmokers must work more harder to cover for their smoking colleagues, and this makes the nonsmokers resentful. An other surprising consequence is that the smoking culture influences nonsmokers. Former smokers, or those who have never smoked, sometimes get into the habit of smoking in order to socialize with their colleagues during the many breaks. Although nosmoking rules are in the public interest, the consequences of such rules should be examined more thoroughly.

1. Does the paragraph focus on causes, effects, or both? _____

2. List the causes or effects given. _____

3. There is one sentence in the paragraph that does not relate to the topic sentence. Cross out that sentence.

4. There is one error with the comparative form. An adverb is incorrectly formed. Correct the error directly on the text.

5. This paragraph contains three misspelled words. Identify and correct th

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