

People's Democratic Republic of Algeria

**MINISTRY OF HIGHER EDUCATION
AND SCIENTIFIC RESEARCH**

University of Ghardaïa

FACULTY OF LETTERS AND LANGUAGES

Department of English Language



A Course of Writing for First Year LMD Students

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Introduction

The module of Written Comprehension and Expression is paramount in the Letters and English Language specialty in that it is through mastering the writing skill that learners can achieve many objectives such as writing papers, exposés and theses. To this end, teachers should be aware of the final objective of the course and careful in selecting the suitable material that helps reaching that objective. The methodology is very important in that through clear examples and great involvement and interaction on the part of learners, teachers can attain the aforementioned objective.

Writing needs much practice, which necessitates incorporating different tasks and activities in the syllabus besides assignments to be done outside the classroom. In this essence, students should be encouraged and motivated to work individually and collaboratively, and ask questions whenever it is needed.

Course description and Objectives

The course of written comprehension and expression aims at developing the 1st year students' competence in English academic writing. It deals and focuses on the basics of English academic writing through different lessons, exercises and assignments. The ultimate goal of this course is to equip the learner with all the tools that enable him/her to write and communicate correct English sentences and paragraphs. Therefore, all the course components are at the service of this terminal objective.

This course begins with written comprehension in that it allows the learners to have a clear idea about the English sentence structure, sentence patterns and sentence types. In addition, during the first semester, they learn about the spelling rules, some differences between American and British spelling variations, commonly confused words, homonyms, parallelism, formal style in writing and some vocabulary differences between British and American English. Students are involved through various exercises and assignments.

In the second part, learners will learn about capitalisation rules and punctuation which are very important in academic writing. The most important component of this part is paragraph development and learners are expected to express themselves using different types of organisation through a variety of tasks.

First Part: Written Comprehension

1. The simple sentence

- Definition
- Elements
- Sentence patterns
- Verb types

2. Sentence types

- Simple sentence (Reminder)
- Compound sentence
- Complex sentence
- Compound-complex sentence
- Run-together sentences
- Choppy writing

3. Spelling

- Spelling rules
- Words often confused
- Homonyms
- British Vs. American spelling

4. Formal and informal styles

5. Parallelism

6. Vocabulary differences between American and British English

Second Part: Written Expression

1. Capitalisation

2. Punctuation

3. Paragraph writing

- Paragraph definition
- Paragraph constituents
- Paragraph format
- Paragraph structure
- Unity
- Coherence
- Types of paragraph
- Paragraph editing

Lecture One

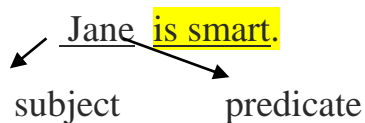
I. The Simple Sentence

Objective:

By the end of this lecture, students will be able to write various simple sentences using different sentence types and elements.

1.1. Sentence Definition

A sentence is the basic unit of language that expresses a complete thought. It consists of a **subject** and a **predicate**.

e.g. 

A sentence begins with a **capital letter** and ends with a **full-stop** (.), a **question mark** (?), or an **exclamation point** (!), but **NEVER a with COMMA** (,).

Examples :

- This exercise is easy.
- How are you doing?
- Get out!

1.2. Sentences are used to:

➤ **make statements:**

The train leaves at 9 a.m.

➤ **ask questions or make requests:**

What is your job?

Would you please close the window?

➤ **give orders:**

Stop gossiping!

Come quickly!

➤ **express exclamations:**

It's hot in here!

Note: The following are **NOT** sentences.

- Is good to read. → There is **NO** subject.

- Meriem nice. →There is **NO** verb.
- When he left. →The meaning is **NOT** complete.

Examples of sentences:

1. Kate is terrible.
2. My father will travel to England.
3. Our team won the game.
4. I love basketball.

Subject	Predicate
Kate	is terrible
My father	will travel to England
Our team	won the game
I	love basketball.

1.3. The main parts of a Sentence

A. The Subject

The **subject** is the part of the sentence that tells whom or what the sentence is about. It can be a **noun**, **pronoun** or **noun phrase**.

Examples:

- **Ines** is cute. (noun)
- **They** are noisy. (pronoun)
- **Tim's brother** is a dentist. (noun phrase)

The types of subjects are: **simple subject**, **complete subject** and **compound subject**.

- a. A **simple subject** is only one word, without any modifiers; it is usually a noun or a pronoun.
e.g. **Tim** is tall.
- b. A **complete subject** is the simple subject with all modifiers.
e.g. **The president's speech about** made the audience very cautious.
- c. A **compound subject** consists of more than one subject element.
e.g. **William and Harry** are not twins.

Examples:

1. Michael and Elvis got the best marks. → **Compound subject**
2. Lions are wild animals. → **Simple subject**
3. My brother's cat is sick. → **Complete subject**

B. The Predicate

"Mary took a taxi."

In the above sentence, "took a taxi" is called the predicate because it informs us what Mary did.

-A sentence can have a predicate composing of only a verb. For example,

"It snowed." → A complete sentence.

- **Types of predicates**

1. **Simple predicate**

- A **simple predicate** is only a verb of one word or a verb string.
e.g. It snowed. → (one word)
It has been snowing. → (verb string)

2. **Complete predicate**

- A **complete predicate** is composed of a verb and modifiers and other words that complete the verb's meaning.
e.g. The little boy quickly ran towards the door.

3. **Compound predicate**

- A **compound predicate** is made up of **two or more** simple connected predicates.
e.g. The beggar ate a piece of cake **and** slept.

Exercise 1: Fill in the table below.

1. Paul and Sue are doing their best.
2. He went to the market.
3. Jim eats and watches TV.
4. George and Brenda got married in 2003 and got twins in 2005.
5. Riding horses is wonderful.
6. It is snowing.

Subject	Predicate
Paul and Sue	are doing their best.
He	went to the market
Jim	eats and watches TV.
George and Brenda	got married in 2003 and got twins in 2005
Riding horses	is wonderful
It	is snowing

Exercise 2: What type of predicates are there in 1 ?

Sentences	Simple predicate	Compound predicate	Complete predicate
1. Paul and Sue <u>are doing their best.</u>	are doing		are doing their best
2. He <u>went to the market.</u>	went		went to the market
3. Jim <u>eats and watches TV.</u>		<u>eats and watches TV</u>	
4. George and Brenda <u>got married in 2003 and in 2005.</u>		<u>got married in 2003 and got twins in 2005</u>	
5. Riding horses <u>is wonderful.</u>	is		is wonderful
6. It <u>is snowing.</u>	is snowing		

Exercise 3: What types of predicates are there in the following sentences?

1. The prime minister died.
2. The car of my sister broke suddenly yesterday.
3. Carl Lewis is a famous runner.
4. The accident happened very quickly.
5. This dog belongs to that policeman.
6. Shakespeare wrote and acted in many plays.

II. Sentence Patterns

Various Kinds of predicates create different sentence patterns. There are six basic sentence patterns in English.

Pattern I

	Subject	Predicate
Pattern 2	Subject	Intransitive verb
	It	snowed.
	The prime minister	died.

In pattern one, there is only a subject and an intransitive verb. An intransitive verb is a verb that does not have a direct object. Go, arrive, sleep, fall, and die are examples of intransitive verbs.

Pattern 2

	Subject	Predicate	
Pattern 2	Subject	Linking verb	subject complements
	She	was	sick. (adjective)
	Lions	are	wild animals. (noun)

In pattern two, there is a linking verb. Examples of linking verbs are: be, become, appear, seem, look, feel, taste, and smell. Linking verbs are followed

by subject complements which complete the meaning of the subject by either describing it (when they are adjectives) or renaming it (when they are nouns).

Pattern 3

	Subject	Predicate	
Pattern 3	Subject	Transitive verb	Direct object
	Young people	need	affection.
	The students	answered	the teacher.

The verb in this pattern is transitive, and it is followed by a direct object. A direct object names the receiver of the verb's action. In order to find the direct object, you can make a question using What? or Whom? and the verb and subject.

Question

Answer

→ What do young people need?

Affection (direct object)

→ Whom did the students answer?

The teacher (direct object)

Pattern 4

	Subject	Predicate		
Pattern 4	Subject	Transitive verb	Direct object	Object complement
	They	call	her	Mary.
	Jane	made	his wife	happy.

In this pattern, there is an object complement, which can be an adjective or a noun. Object complements complete the meaning of the direct object by either describing it (when they are adjectives) or renaming it (when they are nouns).

Pattern 5

	Subject	Predicate		
Pattern 5	Subject	Transitive verb	Indirect object	Direct object
	They	gave	him	much care.
	Dad	brought	Meriem	a doll.

In this pattern, there is a transitive verb, an indirect object, and a direct object. An indirect object names to whom or for whom the action was done. To find the direct object, ask a question using Who? Or what? and the verb and subject. To find the indirect object, ask a question using To whom? or For whom?

Question

- What did they give him?
- To whom did they give much care?
- What did Dad bring?
- To whom did Dad bring a doll?

Answer

much care (direct object)
 him (indirect object)
 a doll (direct object)
 her (indirect object)

Pattern 6

	Subject	Predicate	
Pattern 6	There or It	Verb (usually be)	Subject
	There	Is	a problem.
	It	is	(good) to see you.

In this pattern, the subject comes after the verb. The words there or it are not the subjects; they are “empty” words that fill the position where you usually find the subject. In the first example, the real subject is *a problem*. In the second example, the real subject is *to see you* (To see you is good).

Practice: Label the elements in the following sentences.

1. He finds her attractive.
2. Mary is brilliant.
3. Mum cooked a delicious dish.
4. I bought Diana a nice skirt.
5. It is snowing.
6. Football is a dangerous game.

III. Verb Types

A verb expresses an action or a state of existence.

- **Action:** swim, run, catch, eat, jump, fall, climb, drink, ...
- **State of existence:** appear, seem, be, feel, ...

Verbs are changed in form to express meanings such as these:

- Is the time of the action the present, the past, or the future?
- Is it happening right now? Does it happen every day?
- Did it happen several times or just one time?
- Did one person or more than one person perform the action?
- Does the verb express an action performed by the subject or received by the subject?

1. Main verbs

An English sentence has at least one main verb (MV). Main verbs carry the basic meaning, and their form can change.

Examples:

- I speak Chinese.
- He speaks Chinese.
- She walks slowly.
- They walked slowly.

2. Helping verbs (Auxiliaries)

We often use helping verbs (HV) with main verbs to the different tenses, to make questions, and to express meanings of possibility, obligation, prohibition, permission, ...

- I am reading. → **I + HV + MV.**
- Does she work? → **HV + she + MV.**
- They have been playing. → **They + HV + HV + MV**

The helping verbs are the forms of “be”, “have”, and “do” and the “modals”.

- a. Forms of “be”:** be, am, is, are, was, been, being

b. Forms of “have”: have, has, had

c. Forms of “do”: do, does, did

d. Modals:

Can, could/shall, should /will, would/ may, might /must, had to ...

3. Regular and irregular verbs

Verbs in English have five basic forms:

- the base form
- the –s form
- the past tense form
- the past participle, and
- the present participle

	Base form	-s form	Past tense	Past participle	Present participle
Regular verbs	Cook	cooks	cooked	cooked	cooking
Irregular verbs	Take	takes	took	taken	taking

4. Transitive and intransitive verbs

a. Transitive verbs

In English, verbs are either transitive or intransitive. Transitive verbs are followed by a direct object. A direct object (DO) receives the action; it (DO) can be a noun or pronoun.

e.g. I love Mum. → DO is “Mum”.

They practise basketball. → DO is “basketball”.

b. Intransitive verbs

Intransitive verbs are not followed by a direct object (DO).

e.g. It is raining. → Verb “to rain” is intransitive.

The patient died. → Verb “to die” is intransitive.

Note: Some verbs can be either transitive or intransitive. For example,

- I study Physics. → I study + DO → STUDY is transitive.
- I study abroad. → I study (No DO) → STUDY is intransitive.

5. Linking verbs

A linking verb is a verb that links the subject to a subject complement. A subject complement can be a noun that renames the subject OR an adjective that describes the subject.

The linking verbs are: be, the verbs of senses (feel, look, smell, sound, and taste), and the verbs (become, remain, and seem).

Examples:

1. I am sick. → Sick is an adjective.
2. Aloe vera is a plant. → A plant is a noun.
3. She looks pale. → Pale is an adjective.

Subject	Linking verb	Subject complement
I	am	sick (adjective)
Aloe vera	is	a plant (noun)
She	looks	pale (adjective)

6. Contracted forms

- I am = I'm, You are = you're, He is = He's, She is = She's, It is = It's
We are = We're, They are = They're
- I have = I've, You have = You've, He has = He's, She has = She's,
It has = It's, We have = We've, They have = They've
- I do not = I don't, You do not = You don't, He does not = He doesn't
She does not = She doesn't, We do not = We don't, They do not = They don't
- I had = I'd, She had = She'd, I would = I'd, She would = She'd
- I will = I'll, He will = He'll

- There is = There's There has =There's

Exercise 1: Find the verbs in the following sentences. Mark MV for main verbs and HV for helping verbs.

1. Do you speak Chinese?
2. No, I don't. I speak Japanese.
3. Oh, great! I must congratulate you.
4. What languages do you master?
5. I've always liked German and Spanish, but I'm excellent at English.
6. How long have you been speaking English?

Exercise 2: Find verbs in the following sentences. Decide whether they are transitive or intransitive.

1. My sister loves volleyball, and I love basketball.
2. John's coming tomorrow.
3. She sneezes a lot.
4. I wrote many stories.
5. Someone has broken the window.
6. He works daily.

Exercise 3: Find the verbs in the following sentences. Are they linking verbs?

1. I feel sick.
2. He speaks English fluently.
3. That sounds good.
4. You look nice today!
5. Kim is a doctor.
6. Ines became selfish.

Assignment:

Using what you have learnt up to the moment, write simple sentences of your own.

Lecture Two

Types of Sentences: compound, complex and compound-complex

Objective:

By the end of this lecture, the students will be able to write a variety of sentences (compound, complex and compound-complex) after doing many exercises.

A common weakness in writing is the lack of varied sentences. Becoming aware of three general types of sentences--simple, compound, and complex--can help you vary the sentences in your writing.

The most effective writing uses a variety of the sentence types explained below.

1. Simple Sentences (Reminder)

A **simple sentence** has the most basic elements that make it a sentence: a subject, a verb, and a completed thought.

Note: If you use many simple sentences in a paragraph, you should consider revising some of the sentences into compound or complex sentences.

The use of compound subjects, compound verbs, prepositional phrases (such as "at the bus station"), and other elements help lengthen simple sentences, but simple sentences often are short. The use of too many simple sentences can make writing "choppy" and can prevent the writing from flowing smoothly.

A simple sentence can also be referred to as an **independent clause**. It is referred to as "independent" because while it might be part of a compound or complex sentence, it can also stand by itself as a complete sentence.

2. Compound Sentences

A **compound sentence** refers to a sentence made up of two independent clauses (or complete sentences) connected to one another with a **coordinating conjunction**. Coordinating conjunctions are easy to remember if you think of the words "FAN BOYS":

- **F**or (reason), **A**nd (addition) , **N**or (addition of a negative), **B**ut (contrast), **O**r (choice), **Y**et (surprise), **S**o(result)

Examples of **compound sentences** include the following:

1. My father loves kitchen gadgets, **and** he buys a new one almost every week.
2. A few of the gadgets are useful, **but** most of them just take up space.
3. We ran out of space for them in the kitchen, **so** he started to store them in the living room.
4. My mother asked my father to stop buying gadgets, **or** she would throw them out.
5. Of course, Dad came home the next week with three new ones, **yet** Mum was not upset.
6. Maybe she realised that buying little gadgets is harmless, **for** none of them cost a lot of money.
7. After all, he does not buy sports car, nor does he bring home a new yacht every week.

Note: If you rely heavily on compound sentences in an essay, you should consider revising some of them into complex sentences (explained below).

Coordinating conjunctions are useful for connecting sentences, but compound sentences often are overused. While coordinating conjunctions can indicate some type of relationship between the two independent clauses in the sentence, they sometimes do not indicate much of a relationship. The word "and," for example, only adds one independent clause to another, without indicating how the two parts of a sentence are logically related. Too many compound sentences that use "and" can weaken writing. Clearer and more specific relationships can be established through the use of complex sentences.

➤ **Compound sentences with a conjunctive adverb**

In this kind of compound sentence, you connect two independent clauses with a conjunctive adverb such as *therefore*, *however*, and *for example*. There is a semicolon before the conjunctive adverb and a comma after it.

Each conjunctive adverb signals a different relationship between the two clauses.

Relationship	Conjunctive Adverbs
Addition	also, besides, furthermore, in addition, moreover
Contrast (complete)	however, in contrast, on the other hand
Contrast (partial)	however, nevertheless, nonetheless, still
Result	as a result, consequently, therefore, thus
Sequence	afterward, meanwhile, then, subsequently
Comparison	likewise, similarly
Example	for example, for instance

- Community colleges offer preparation for many jobs; **moreover**, they prepare students to transfer to four-year colleges or universities.→
- Most community colleges do not have dormitories; **in contrast**, most four-year colleges do.→.....
- Colleges try to find housing for all students; **nevertheless**, students sometimes have to find a place to live on their own.→.....
- Native and nonnative English speakers have different needs; **therefore**, most schools provide separate classes for each group.→.....
- The workers put five victims into an ambulance; **afterward**, they found another victim alongside the road.→.....
- Hawaii has a lot of sunshine and very friendly people; **similarly**, Mexico's weather is very sunny and its people are quite hospitable.→.....
- Colours can have different meanings; **for example**, white is the colour of weddings in some cultures and of funerals in others.→.....

➤ **Compound sentences with a semi colon alone**

A third way to make a compound sentence is to connect the clauses with a semi colon alone.

e.g. My family's favourite dinner is anything homemade; my favourite dinner is anything from a takeout place.

However, using a semicolon alone is possible only when the relationship between the two clauses is clear without a connecting word. When the relationship is not clear, you must use a connecting word.

e.g. My mother had a full-time job; she cooked dinner every night for our family. → Not clear

My mother had a full-time job; nevertheless, she cooked dinner every night for our family. → Clear

Practice

Combine each pair of sentences into one sentence. Use any of the three ways, but use each way at least once.

1. Pit bulls, which are fighting dogs, can be very aggressive. They are not good pets for families with children.
2. Pit bulls must always be on a leash. They are very unpredictable.
3. Never trust pit bulls. They can attack without cause.
4. Pit bulls are known to be dangerous. Rottweilers and giant schnauzers can also be problem dogs.
5. My little Chihuahua is small. He is a pit bull.
6. He runs around and growls ferociously. Most people just laugh at him.
7. Actually, Chihuahuas can be dangerous at times. They are not very tolerant of children.

3. Complex Sentences

A **complex sentence** is made up of an independent clause and one or more **dependent clauses** connected to it. A dependent clause is similar to an independent clause, or complete sentence, but it lacks one of the elements that would make it a complete sentence.

Examples of **dependent clauses** include the following:

- because Mary and Samantha arrived at the bus station before noon
- while he waited at the train station
- after they left on the bus

Dependent clauses such as those above **cannot** stand alone as a sentence, but they can be added to an independent clause to form a complex sentence.

Dependent clauses begin with **subordinating conjunctions**. Below are some of the most common subordinating conjunctions:

after, although, as, because, before, even, though, if, since, though, unless, until, when, whenever, whereas, wherever, while

Note: When the dependent clause comes first, a comma should be used to separate the two clauses.

1. **Because** Mary and Samantha arrived at the bus station before noon, I did not see them at the station.
2. **While** he waited at the train station, Joe realized that the train was late.
3. **After** they left on the bus, Mary and Samantha realized that Joe was waiting at the train station.

Conversely, the independent clauses can go first in the sentence, followed by the dependent clause, as in the following:

Note: When the independent clause comes first, a comma should **not** be used to separate the two clauses.

1. I did not see them at the station **because** Mary and Samantha arrived at the bus station before noon.
2. Joe realized that the train was late **while** he waited at the train station.
3. Mary and Samantha realized that Joe was waiting at the train station **after** they left on the bus.

Complex sentences are often more effective than compound sentences because a complex sentence indicates clearer and more specific relationships between the main parts of the sentence. The word "before," for instance, tells readers that one thing occurs before another. A word such as "although" conveys a more complex relationship than a word such as "and" conveys.

There are three kinds of dependent clauses: adverb, adjective, and noun.

- Adverb clauses add information about time, reason, manner, and so on.
- Adjective clauses add descriptive information about a noun or pronoun.
- Noun clauses report information such as what someone thinks or says, among other functions.

3.1. Complex sentences with adverb clauses

An adverb clause tells when, where, why, how, how far, how often, and so on. It always begins with a subordinating conjunction that expresses the relationship between the adverb clause and the independent clause.

➤ **Decide on the kind of relationship between the adverb clause and the independent clause.**

- As soon as we sat down to eat dinner**, the telephone rang.→
- My dog follows me **wherever I go**.→
- My friend and I went to the wedding party **because he wanted to see her friends**.→
- The music was **so loud that we couldn't talk**.→
- Although it was noisy and crowded**, we had a good time.→
- Whereas Jack is a good dancer**, his friend has two left feet.→
- I followed the instructions exactly **as they were written**.→
- We parked **as close to theatre as we could**.→
- He practises English **as often as he can**.→
- We went home early **so that we could get a good night's sleep**.→
- If it rains**, we won't go to the beach tomorrow.→

The term **periodic sentence** is used to refer to a complex sentence beginning with a dependent clause and ending with an independent clause, as in "While he waited at the train station, Joe realized that the train was late."

Periodic sentences can be especially effective because the completed thought occurs at the end of it, so the first part of the sentence can build up to the meaning that comes at the end.

Beginning Sentences with “And” or “Because”

- **Should you begin a sentence with "and" or "but" (or one of the other coordinating conjunctions)?**

The short answer is "no." You should avoid beginning a sentence with "and," "or," "but," or the other coordinating conjunctions. These words generally are used to join together parts of a sentence, not to begin a new sentence.

However, such sentences can be used effectively. Because sentences beginning with these words stand out, they are sometimes used for emphasis. If you use sentences beginning with one of the coordinating conjunctions, you should use these sentences sparingly and carefully.

- **Should you begin a sentence with "because"?**

There is nothing wrong with beginning a sentence with "because."

Perhaps some students are told not to begin a sentence with "because" to avoid sentence fragments (something like "Because Mary and Samantha arrived at the bus station before noon" is a sentence fragment), but it is perfectly acceptable to begin a sentence with "because" as long as the sentence is complete (as in "Because Mary and Samantha arrived at the bus station before noon, I did not see them at the station.")

3.2. Complex sentences with adjective clauses

Adjective clauses modify a noun or pronoun. The noun or pronoun that is modified is called the antecedent. Adjective clauses come immediately after their antecedents.

Jim, who studies biology, lives in a city that is 100km far from the university.

Adj clause

Adj clause

- ✓ “Who studies biology” modifies “Jim”.
- ✓ “That is 100 km far from the university” modifies “a city”.

Adjective clauses are sometimes called relative clauses. They begin with a **relative pronoun** such as *who*, *whom*, *whose*, *which*, and *that*, or a **relative adverb** such as *where* and *when*.

Examples:

- Students **who do not have an A average** have to take the final exam.
- The salesperson **whom we spoke to** was very helpful.
- That is the woman **whose purse was stolen yesterday**.
- I need to take longer courses, **which is required for my progress**.
- Did you read the book **that our teacher recommended?**
- Ghardaia is a city **where I was born**.
- July 5 is the day **when Algerians got their independence**.

Note:

1. Do not put commas around an adjective clause that is necessary to identify its antecedent.

- Students who work more than twelve hours a week should not take more than three classes.

In the above example, “who work more than twelve hours a week” is needed to identify which students should not take more than three classes. Therefore, do not use commas.

2. Put commas before and after an adjective clause that is not necessary to identify its antecedent but merely gives extra information about it.

- Tom, who works twenty hours a week, should not take more than three classes.

The name Tom identifies the person who should not take more than three classes. The fact that he works twenty hours a week is merely extra information about him. Therefore, use commas.

Practice

Underline the adjective clauses in the paragraphs and draw an arrow to the antecedent of each. Circle the relative pronoun or adverb. There are nine adjective clauses in the two paragraphs.

The island that most tourists visit is Oahu, where the capital city of Honolulu is located. The largest island is Hawaii, which is also the name of the state. One of the most interesting islands in Niihau, which is called the “Forbidden Island” because no one is allowed to visit the island without special permission. Niihau

is privately owned by one family, the Robinsons. The Robinsons want to help the native Hawaiian families who live on their island to preserve their culture by keeping outsiders away. Although everyone can speak English, Hawaiian is the everyday language of Niihau.

Not many Americans know that Hawaii was once a monarchy. The most famous king of Hawaii was Kamehameha I, who united all the islands into one kingdom about 1800. The last queen, whose name was Liliuokalani, ruled until 1893, when she was overthrown by a group of businessmen with the help of the U.S. military. Today, there are many native Hawaiian groups that want to see the United States give Hawaiian land back to their people.

3.3. Complex sentences with noun clauses

A noun clause is a dependent clause that acts like a noun; that is, it can be a subject, an object, or an object of a preposition. Noun clauses are often used in academic and business writing to report information, ideas, and the words of others.

Noun clauses begin with one of these subordinating words: that, whether, if (informal), and question words such as who, which, what, where, when, why, how, how much, how often, how soon, and so on.

- Everyone knows **that global warming is a serious problem.**
- Recent measurements have shown **how much ice has melted in the artic.**
- World leaders have been meeting to discuss **what action governments should take.**
- Environmentalists wonder **whether we can reverse the damage or not.**

We often use noun clauses to report what someone says. This kind of noun clause is called “reported speech” or “indirect speech.” There are special rules for verb tenses in reported speech.

- The journal of environmental science reports **that the winter temperatures in the North Sea have risen 8.4 degrees in six years.**

We also use noun clauses after expressions such as it is important . . . , it is urgent . . . , it is necessary . . . In this kind of noun clause, called a “clause of importance,” you must use the base (simple) form of the verb.

- It is necessary **that he finish all the antibiotic medicine.** (Not finishes)
- It is important **that we be ready to leave at six o'clock.** (Not are)

Never use a comma before a noun clause.

- I hope that **I will get good grades this semester.**

The independent clause determines the end-of-sentences punctuation. If the independent clause is a statement, use a period. If the independent clause is a question, use a question mark.

- **I don't know** where she lives.
- **Do you know** where she lives?

Special Tip

Be aware of word order.

Always use statement word order (subject + verb), not question word order (verb + subject), in a noun clause even when a noun clause begins with a question word. Also, noun clauses do not need *do*, *does*, and *did* because they are not questions.

- I do not know what time it is (not is it).
- Could you please tell me where I can find (not can I find) an ATM machine?
- The teacher did not understand what the students were (not were the students) talking about.
- Maybe she could not hear what they said (not did they say).
- In some cultures, it is not polite to ask how much something costs (not does something cost).

Practice

A. Find and underline four noun clauses in the following paragraph.

Example:

Do you think that parents should choose their children's future careers?

When I was young, I didn't know what I wanted to be. I wasn't sure whether I wanted to be a singer, an actor, or a musician. I just knew that I wanted to be famous. My parents, however, decided that I should study business.

B. Edit the noun clauses in the following paragraph for mistakes. There are three errors. The first mistake has been corrected as an example.

My parents decided that I should become a businessman without asking me what (did) I want (ed) to do with my life. My parents don't know me very well. They don't know who am I? They don't understand that I am an artist in my heart. I hope, that I will find a way to fulfill their wishes and my dreams.

4. Compound-Complex Sentences

To describe more complicated ideas and to show how the ideas fit together, use compound-complex sentences. A compound-complex sentence includes two or more independent clause and at least one subordinate clause.

In the examples below, independent clauses are underline whereas the subordinate ones are in bold.

Examples

1. The band began to play, and Jessica was pulled onto the floor for a dance that was starting.
2. **Whenever we go on holiday**, our neighbours mow our yard, and they collect our mail.

In sentence one, there are two independent clauses (The band began to play/ Jessica was pulled onto the floor for a dance) and one subordinate clause (Whenever we go on holiday). In sentence two, there is one subordinate clause (Whenever we go on holiday) and two independent clauses (our neighbours mow our yard / they collect our mail).

Practice

Identify each of the following sentences as compound, complex, or compound-complex.

1. If you've never tried Indian curry, try some of Usha's.
2. The disk drive light went on, and the drive motor whirred, but the computer would not read the disk.
3. When she was younger, she believed in fairy tales.
4. Several small herds of mustangs roam these hills; we're going to find them.
5. After the tornado hit, there was very little left standing.
6. You can talk to me whenever you have a problem, or you talk to you mum.
7. Whenever prices go up, customers buy less products.
8. Since daylight saving time started, the sky doesn't get dark until late, and that just doesn't seem right to me.
9. They don't have the book that we need, so let's go to the library.
10. Did you really live in Nairobi, or are you just kidding?
11. He returned the laptop after he noticed it was damaged.
12. Although the river appeared calm, crocodiles lay motionless beneath the surface.
13. Since winter is coming, I think I'll knit a warm sweater because I'm always cold.
14. Although my friends begged me, I chose not to go to the reunion.
15. Wherever you go, you can always find beauty.

Assignment:

A.

1. Tea is more popular in the south of Algeria, but coffee is more popular in the north.
2. Easter Island, which is also known as Rapa Nui, is a small Polynesian in the South Pacific.
3. The island is the most inhabited place on the planet.
4. The Polynesians were among the most accomplished sailors in the world ; they are especially known for their skill at navigation.

5. The earliest evidence of people on Easter Island dates from around A.D. 700 , but the island may have been inhabited earlier than that.
6. The island is best known for its giant stone statues with long noses and pursed lips.
7. The statues, which are called *moai*, were carved out of volcanic rock, and some of them were placed upright on platforms called *ahu*.
8. The moai that were set up on platforms were transported as far as six miles from the quarry, but no one knows for certain how the islanders moved them.
9. Several theories have been proposed, yet no single theory explains all the evidence.
10. When the British explorer Captain Cook visited the island in 1774, he noticed that many of the statues had been overturned.
11. The oral tradition of the islanders speaks of a civil war that broke out between two peoples on the island, the Hanau Eepe and the Hanau Momko.

B. Write compound, complex and compound-complex sentences of your choice.

5. Fragments

A fragment is a group of words that looks like a sentence but is in fact only part of a sentence as it lacks a subject, a verb or an independent clause. Fragments are set off as whole sentences by the use of initial capital letter and a period. Fragments are considered as major errors in writing, which means that the writer shows carelessness or ignorance about the sentence structure.

There are several kinds of fragments.

➤ **Dependent clause by itself**

Not correct → Shopping for a new car online saves time. **Because you can compare models and prices from home.**

The second “sentence” is in fact a dependent clause. A dependent clause cannot be a sentence by itself. It must be connected to an independent clause.

To correct → Shopping for a new car online saves time **because you can compare models and prices from home.**

Connect the dependent clause to the independent clause.

➤ **Missing subject *it***

Not correct → More and more people are shopping online these days. **Is easy, fast, and economical.**

The subject *it* is missing in the second “sentence.” In some languages, you can omit a subject that is a pronoun. In English, you must always have a subject (except in commands).

To correct → More and more people are shopping online these days. **It is easy, fast, and economical.**

Add the missing subject *it*.

➤ **Missing subject *there***

Not correct → Old, established companies like Sears and J. C. Penny have put their entire catalogs online. **Also on the Internet have many new companies that sell their products only on the Web.**

There is no subject for the verb *have* in the second “sentence.” The verb *have* is also the wrong verb. The verb should be a form of *be*.

To correct → Old, established companies like Sears and J. C. Penny have put their entire catalogs online. **Also on the Internet there are many new companies that sell their products only on the Web.**

Change *have* to *there are*.

➤ **Missing verb**

Not correct → **It cheaper for companies to sell online because they don’t have the high overhead of a retail store.**

There is no verb. In some languages, you can omit the verb *be*. In English, you must always include it.

To correct → **It is cheaper for companies to sell online because they don’t have the high overhead of a retail store.**

➤ **Missing subject and verb**

Not correct → You can buy almost anything online. **For example, food, automobiles, books, clothes, airline tickets, and even insurance.**

There is no subject or verb in the second “sentence.”

To correct → You can buy almost anything online. **For example, you can buy food, automobiles, books, clothes, airline tickets, and even insurance.**

Add a subject and a verb.

➤ **-ing phrases**

Not correct → It is possible that we will do most of our shopping online in the future. **Without having to travel to a store.**

There is no subject or verb in the second “sentence.” An *-ing* word by itself is either a gerund or a participle—not a verb.

To correct → It is possible that we will do most of our shopping online in the future **without having to travel to a store.**

Connect the *-ing* phrase to a sentence.

Or

→ It is possible that we will do most of our shopping online in the future.

We won't have to travel to a store.

Rewrite the *-ing* phrase to make it a complete sentence with a subject and a verb.

Special Tips

1. Look for danger words like because, although, which, if, and when.

Fragment? → My son is majoring in mechanical engineering.
Because he is good at math and understands how machines work.

Danger word because

Question Is there an independent clause in the sentence containing the danger word?

Answer No.

Conclusion This is a fragment. It is not a complete sentence.

2. Try to turn a sentence into a *yes/no* question without adding any new words except *do*, *does*, or *did*.

If it is possible to make a yes/no question, it is a complete sentence. If it is not possible, it is a fragment.

Fragment? → My daughter wants to study industrial design. If she gets accepted at a good college.

Yes/no question Does my daughter want to study industrial design?

Conclusion A yes/no question is possible. The sentence is complete. It is not a fragment.

Yes/no question Does if she gets accepted...?

Conclusion A yes/no question is not possible. This is a fragment.

Practice

There are six fragments in the following paragraphs. Find and correct them. There is more than one way to make the corrections. The first fragment has been corrected as an example.

Four hundred years ago, a game began when people started throwing a ball against a church wall to entertain themselves during religious festivals. This game became known as jai alai, which means “merry festival” in the Basque language.

Jai alai is a ball game similar to handball and racketball. Was invented by the Basque people, who live in the northern part of Spain. Although jai alai began in Europe. Is now popular in many Latin American countries. Especially in Mexico has many jai alai teams. Athletes who play jai alai must be very quick and have excellent eye-hand coordination. Because it is one of the fastest of all ball games. The ball, or pelota, has been clocked at over 180 miles per hour. Is the hardest ball used in any sport. Because the pelota is so hard, the walls of a jai alai court are made of granite. Just like the original church walls.

6. Run-together sentences

A run-together sentence is a sentence error that happens when you connect two independent clauses incorrectly. Sometimes there is a comma between them but no connecting word. The second type is sometimes called a comma splice. There is more than one way to correct a run-together sentence:

- If the ideas are equal, use one of the techniques of coordination. For example:

Not correct → **Chen is an excellent student he is a star athlete.**

There is nothing between the two independent clauses---no connecting word and no punctuation mark.

To correct → **Chen is an excellent student and he is a star athlete.**

Add a coordinating conjunction (and a comma if there isn't one)

→ **Chen is an excellent student in addition he is a star athlete.**

Add a semicolon, a conjunctive adverb, and a comma.

→ **Chen is an excellent student he is a star athlete as well.**

Add a semicolon.

- If one idea gives secondary information, use a technique of subordination.

For example:

Not correct → **Chen gets straight A's, he studies all the time.**

There is a comma but no connecting word.

To correct → **Chen gets straight A's, he studies all the time.**

Make one idea an adverb clause.

Or

Chen , who studies all the time, **gets straight A's.**

Make one idea an adjective clause.

Special Tip

Make it a habit to check for run-together sentences in your own writing.

Look for words like then, also, and therefore in the middle of a sentences. These words frequently occur in run-together sentences. Ask yourself three

questions: (1) Are there clauses? (2) Are both clauses independent? (3) How are the clauses joined?

Run-together? We finished our homework, then we played video games for a while.

Danger word *then*

Question 1 Are there two clauses **Answer** yes

Question 2 Are both clauses independent **Answer** yes.

Question 3 How are the clauses joined? **Answer** with a comma only.

Conclusion This is a run-together sentence.

To correct We finished our homework, “and” then we played video games for a while.

Run- together? Our homework is to read chapter, and there is also a test on Friday.

Danger word *also*

Question 1 Are there two clauses? **Answer** yes.

Question 2 Are both clauses independent **Answer** yes.

Question 3 How are the clauses joined **Answer** With a comma and a coordinating conjunction.

Conclusion This is not a run-together sentence. The sentence is correct

Practice

The following paragraph contains three-together sentences. Find the errors and correct them, using any appropriate technique. There is more than one way to make corrections.

Teaching children good behavior is one of the main jobs of parents, schools also share this responsibility. Every culture has its own methods of doing this. In some cultures, parents and children hit children who misbehave. In other cultures, parents don't hit their children, instead, they exclude them from the family group. In U.S. schools, teachers may not hit

children physical punishment is against the law. They can make them do extra lessons or send them to the principal's office.

7. Choppy writing

Choppy writing is writing in which there are a lot of short sentences. Short sentences are not errors, but writing too many of them together is not good style. Readers have to work harder to understand the relationship among the ideas because there are no connecting words to help them.

➤ Problem paragraph

George Washington and Abraham Lincoln were two famous U.S. presidents. Their lives were very different. Washington's parents were rich landowners. Lincoln's family was poor. Washington and Lincoln had similar ideas about slavery. Washington had owned slaves. He gave his slaves their freedom. Lincoln freed all slaves. He issued the Emancipation Proclamation on January 1, 1863. Washington was known for his honesty. Lincoln's nickname was "Honest Abe".

To correct → Combine sentences, coordinating equal ideas and subordinating secondary information.

The similarities and differences discussed in this paragraph are more or less equal in content. It is best to connect these ideas using coordinating words such as *however*, *but*, and *and*.

- They were famous presidents. **however** Their lives were different.
- Washington's parents were rich. **but** Lincoln's family was poor.
- Washington freed his own slaves. **and** Lincoln freed all slaves.
- Washington was honest. **and** Lincoln was honest.

Other sentences express secondary information. It is best to subordinate these ideas by writing dependent clauses beginning with *who* and *when*.

- d. Washington freed his slaves. **who** He had owned slaves.
- e. Lincoln freed all slaves. **when** He issued the Emancipation Proclamation.

Revised paragraph

George Washington and Abraham Lincoln were two famous U.S.; however, their lives were very different. Washington's parents were rich landowners, but

Lincoln's family was poor. Washington, who had owned slaves, gave his slaves their freedom, and Lincoln freed all when he issued the Emancipation Proclamation on January 1, 1863. Washington was known for his honesty, and Lincoln's nickname was "Honest Abe."

Practice

The following paragraphs contain choppy writing. Improve them by combining sentences. There is more than one way to make the revisions.

Washington and Lincoln were leaders during times of crisis. Washington was the top general of the army during the Revolutionary War. It began in 1775. Lincoln was president during the U.S. Civil War. It began in 1861.

The young country was in danger of breaking apart after these two wars. It needed a strong leader to stay united. Washington was a strong president. Lincoln was a strong president. Both men believed in keeping the country together. Both men worked very hard to keep the country from splitting apart.

America finally won its independence from England. Washington helped write the U.S. Constitution. The Constitution made the federal government strong. The Civil War ended in 1865. Lincoln's strong leadership helped reunite the North and the South.

Lecture Three

Spelling

Objective:

By the end of this lecture, students will be able to use the spelling rules for writing correct words.

Unlike the spelling of other languages, English spelling is not very regular or predictable. You cannot always predict how to spell a word from its pronunciation or how to pronounce it from its spelling. There are a few spelling rules that you can learn. However, the rules have exceptions. It is always best to consult a dictionary when you are not sure about a specific word.

1. *ei* or *ie* rule

every school child memorizes the following rhyme to learn how to spell words with *ei* or *ie*: “*I* before *e* except after *c* and when sounded like ‘*ay*’ as in *neighbor* and *weigh*.”

<i>I</i> before <i>e</i>	<i>E</i> before <i>i</i>	“ <i>ay</i> ” sound
achieve	receipt	Weight
believe	deceive	Eight

Exceptions: leisure, foreign, height, either, weird, seize, leisure

2. Adding suffixes

Suffixes are word parts that you add to the end of words. Sometimes you add suffixes like *-ed* to change a verb from present to past tense. Sometimes you add suffixes to change a word’s part of speech---to change a verb to a noun or an adjective to an adverb, for example.

Words ending in *-e*

When you add suffixes to words ending in *-e*, sometimes you drop the *e* and sometimes you keep it. Here are the rules.

A. Drop the final *-e* before suffixes beginning with a vowel.

Move + ing = moving	love + able = lovable	use + ual = usual
Sincere + ity = sincerity	nice + er = nicer	safe + est = safest

Exceptions: Words ending in soft g and c sounds keep the e.
Courage + ous = courageous change + able = changeable
Advantage + ous = advantageous notice + able = noticeable

B. Keep final –e before suffixes beginning with a consonant.

Move + ment = movement love + ly = lovely
Sincere + ly = sincerely nine + ty = ninety

Exceptions:

Argue + ment = argument Judge + ment = judgment
True + ly = truly true + th = truth
Nine + th = ninth awe + ful = awful

Words ending in –y

When you add suffixes to words ending in –y, sometimes you drop the y and sometimes you keep it.

A. When there is a vowel before –y, keep the y.

Key + s = keys play + ed = played
Stay + ing = staying child + ish = childish

B. When there is a consonant before final –y, change the y to *i*.

Cry + es = cries cry + ed = cried rely + able = reliable
marry + age = marriage
Lazy + est = laziest happy + ness = happiness study + es = studies
Friendly + er = friendlier

Exceptions:

- Don't change y to I when you add –*ing*.
cry + ing = crying deny + ing = denying
- Don't change proper names when you add –s to make them plural.
One Kate, three Kates

Doubling rule

When you add a suffix that begins with a vowel to a word that ends in a single vowel and a single consonant, sometimes you double the final consonant.

A. Double the final consonant when the word is one syllable.

Skim + ing = skimming write + en = written

Exceptions:

Fax + es = faxes box + ing = boxing

B. Double the final consonant when the word ends in a stressed syllable.

Omit + ed = omitted

Forget + ing = forgetting

Regret + able = regrettable

3. Forming plurals

3.1. Regular plural nouns

Add -s

We form the plural of most nouns in English by adding -s.

Common nouns	Proper nouns
Book → books Apple → apples	One Kate → three Kates One Jackson → two Jacksons

Add -es

We form the plural of nouns ending in -s, -sh, -ch, -x, or -z by adding -es.

Common nouns	Proper nouns
box → boxes watch → watches wish → wishes dress → dresses quiz → quizzes (double z)	Gonzales → the Gonzaleses Fox → the Foxes Williams → the Williamses

Exceptions:

Monarchs, stomachs, (ch is pronounced /k/)

Nouns ending in -y

We form the plural of nouns ending in -y in two ways:

Vowel before -y: + -s	Consonant before -y: + -es
Attorney → attorneys Door → doors Ray → rays Valley → valleys	Lady → ladies Study → studies Story → stories Memory → memories

Nouns ending in -f

For nouns ending in -f and -fe, we change f to v and add -es.

Calf → calves	shelf → shelves
Knife → knives	thief → thieves
Leaf → leaves	wolf → wolves
Half → halves	loaf → loaves
Life → lives	wife → wives

Exceptions:

Beliefs, roofs, chiefs

We can form the the plural of a few words either way.

Scarf → scarfs or scarves

Hoof → hoofs or hooves

Wharf → wharfs or wharves

Nouns ending in -o

Nouns ending in -o sometimes add -s and sometimes -es.

Add -s	Add -es	Add -s or -es
auto → autos	Echo → echoes	Cargo → cargos or cargoes
Photo → photos	Hero → heroes	Mango → mangos or mangoes
Piano → pianos	Potato → potatoes	Motto → mottos or mottoes
Kilo → kilos	Tomato → tomatoes	Volcano → volcanos or volcanoes
Memo → memos		Zero → zeros or zeroes
Radio → radios		
Soprano → sopranos		
Solo → solos		
Studio → studios		
Tattoo → tattoos		
Video → videos		
Zoo → zoos		

3.2. Irregular plural nouns

Irregular plurals

A few nouns are completely irregular.

man → men	foot → feet	person → people
woman → women	tooth → teeth	mouse → mice
child → children	goose → geese	

Plural same as singular

A few nouns have the same singular and plural forms.

Deer → deer
sheep
Fish → fish
species

means → means
series → series

sheep →
species →

No singular

A few nouns have no singular.

- The police **are** investigating the crime.

Cattle	clothes	(eye) glasses
Police	jeans	scissors
	Pajamas	
	Pants	
	Shorts	
	Trousers	

Jeans, pajamas, scissors, (eye) glasses, and others are plural even though they refer to a single item. To make singular, you can add *pair of*.

- My new jeans **are** too tight.
- My new pair of jeans **is** too tight.

Singular

A few nouns that end in –s are singular.

Economics	news	the Netherlands
Mathematics	athletics	the Philippines
Physics	gymnastics	the United Nations
Statistics	measles	the United States
	Mumps	

- Gymnastics is a popular sport.
- The Philippines is a nation of 7,000 islands.

3.3. Plural foreign nouns

Some foreign nouns that have become part of the English language now have English plural forms.

Gymnasium	→ gymnasiums	index	→ indexes
Memorandum	→ memorandums	thesaurus	→ thesauruses
Kindergarten	→ kindergartens		

Foreign plural

Other foreign nouns have the plural form of the original language.

Datum	→ data	alumnus	→ alumni
-------	--------	---------	----------

Bacterium → bacteria	nucleus → nuclei
Medium → media	alumna → alumnae
Millennium → millennia	analysis → analyses
Criterion → criteria	basis → bases
Phenomenon → phenomena	crisis → crises
	thesis → theses

3.4. Special plurals

Compound nouns

Compound nouns add –s to the main noun, not to the end of the whole word.

Sister-in-law → sisters-in-law

Passerby → passersby (**NOT** passerbys)

Abbreviations

Make the plurals of abbreviations, numbers, and words used as words by adding –s

CDs MDs 1990s ands

TVs PhDs two 9.8s buts

- I borrowed several CDs for my party.
- The gymnast received eight perfect 10s and two 9.8s.
- Don't use too many ands and buts in one sentence.
However, in two situations, add apostrophe +-s.

1. Use an apostrophe +-s to make the plural of letters of the alphabet.

- There are four s's and four I's in the word Mississippi.
- The teacher gave two A's and ten F's last semesters.

2. Use an apostrophe +-s to make the plural of abbreviations that have more than one period, such as M.D. and Ph.D. However; the modern style is to omit the periods from these abbreviations. In this case, add –s without an apostrophe.

- My mother has two Ph.D.'s: one in English and one in philosophy.
Or
- My mother has two PhDs: one in English and one in philosophy.
(modern style)

Whenever you are not sure about how to form a plural, consult a dictionary. If you wish to use a plural foreign noun that you cannot find in a dictionary, use the plural form of the original language.

Practice

A. Classify each of the following words as singular or plural.

- | | |
|------------------|--------------------|
| 1. Evening | 11. Hoof |
| 2. Wolves | 12. Mice..... |
| 3. Women | 13. I |
| 4. Leaf | 14. Shelf |
| 5. They | 15. Geese |
| 6. Teeth | 16. Magazine |
| 7. Tacos | 17. Oxen |
| 8. We | 18. He |
| 9. Thief | 19. Cities |
| 10. Armies | 20. Cargo |

B. Write the plural form of the following nouns.

- | | | |
|-------------------|-------------|------------|
| 1. Hand | 7. Scissors | 13. Belief |
| 2. Eye | 8. Day | 14. tooth |
| 3. Glass | 9. Daisy | 15. Crisis |
| 4. Box | 10. Potato | 16. 100 |
| 5. Brother-in-law | 11. Video | 17. CD-ROM |
| 6. Fish | 12. Knif | 18. X |

B. Find and correct the spelling mistakes in the following paragraph.

Driving in my country is completely diferent from driving in the United States. Our death rate from car accidents is the highest in the world. In my country, no one pais attention to driveing rules whereas in the US, drivers usually obey them. In my country, drivers are totaly selfish. They steal parking spaces, refuse to let other drivers into the lane, ... contrary to America drivers who let other one change lanes, make turns etc.

3.5. Words often confused

English is full of confusing words that sound alike but are spelt differently and of words that show similarities in meaning but are easy to misuse. Below are some of the confused and misused words in English.

a, an Use *a* before a consonant sound, *an* before a vowel sound.
a black jacket a carpet an hour an enginner

accept, except The verb *accept* means to agree to take something offered, to say yes to an invitation. The verb to *except* means not include somebody or something; the preposition *except* means "excluding" or "but".

- Diana *accepted* the invitation to dinner.
- They *excepted* Anna from the invitation.
- I *accept* your apology.
- Everyone arrived late *except* John.

advise, advice *Advise* is a verb. *Advice* is a noun

- I *advise* you to do the homework.
- My uncle gave me good *advice*.

affect, effect *Affect* is a verb that means to alter or to influence. *Effect* can be a noun or a verb. As a noun, it means a result; as a verb, it is to achieve or bring about.

- They said that wars *affect* the economy.
- They stressed the *effect* of wars on the economy.

aggravate Formally, *aggravate* means to "make worse or intensify". Informally, it means to "provoke or annoy."

- Formal: Lack of water *aggravated* the crisis.
- Informal: The pupils' noise *aggravated* Mrs Wilson.

allusion, illusion *Allusion* means an indirect reference whereas *illusion* means an unreal image or false impression.

- The professor made an *allusion* to the Trojans.
- The Trojan horse was no optical *illusion*.

already, all ready *Already* means "before." *All ready* means "completely prepared."

- The staffroom was *already* full of teachers.
- Lunch was *all ready* when my aunt arrived.

altogether, all together *Altogether* means "wholly, thoroughly." *All together* means "in a group."

- Those cups are *altogether* unnecessary.
- They were *all together* in the library.

among, between Among implies more than two (a group); between implies only two; however, it is nowadays used for three or more when each is regarded individually.

- There is a big difference *between* “disappointed” and “deceived.”
- She divided the cake *among* the class.

awhile, a while Awhile is an adverb; a while is “an article and noun.”

- Rest *awhile* before you leave.
- Rest for *a while* before you leave.

beside, besides *Beside* means “by the side of” whereas *besides* means “in addition to.”

- I sat *beside* my best friend.
- Henry has income *besides* his salary.

can, may *Can* is used in informal usage whereas *may* is required in formal language.

- Can I use your mobile phone? (Informal)
- May I use your mobile phone? (Formal)

cereal, serial *Cereal* means “grain used for food”. *Serial* as a noun means “a programme delivered in instalments.” As an adjective, *serial* means “taking place in series.”

- His favourite *cereal* is popcorn.
- Mary loves Turkish *serials*.

continual, continuous *Continual* means “occurring in steady, rapid but not unbroken succession”, but *continuous* implies “complete absence of interruption.”

- *Continual* interruptions delayed the rehearsal.
- The *continuous* roar of the waterfall was disturbing.

desert, dessert *Desert* is a dry sandy region; as a verb, it means to leave and abandon. *Dessert* is a final, course of a meal.

- This cactus grows only in the *desert*.
- A good sport does not *desert* his or her teammates.
- Let’s have some apples for *dessert*.

differ from, differ with *Differ from* means “to stand apart because of unlikeness” whereas *differ with* means “to disagree.”

- His opinion differs from mine.
- I differ with you on this point.

each other, one another They are used interchangeably; however, some writers use *each other* to refer to only two, and *one another* when referring to more than two.

emigrate, immigrate *Emigrate* means “to leave a place of abode for residence in another country” whereas *immigrate* means “to come for permanent residence into another country.”

- Conrad *emigrated* from Poland.
- He *immigrated* to England.

loose, lose *Loose* means “free, not fastened”; as a verb, it means “to set free”, but “to *lose*” is “to cease having, become unable to find something/somebody, suffer loss.”

- Your *belt* is too loose. Fasten it.
- He will *lose* the race if he panics.

personal, personnel *Personal* means “your own” whereas *personnel* refers to “all the people who work for an organization.”

practical, practicable *Practical* means “useful, sensible, not theoretical.” *Practicable* means “feasible, capable of being put into practice.”

- The sponsors are *practical*, and their plans are *practicable*.

principal, principle *Principal* is an adjective that means chief; as a noun, it is “chief official, head of a school.” *Principle* is a noun that means “fundamental truth.”

- Our principal spoke of his principal duties.
- Actions should be guided by principles.

quiet, quite *Quiet* is an adjective that means “calm” or “making little noise.” *Quite* is an adverb that meaning “entirely, positively.”

- Your guess was *quite* right!
- She is always *quiet*.

than, then Than is a conjunction, and then is an adverbial conjunction which relates to time.

- An ocean is deeper than a sea.
- First it snowed; then it sleeted.

woman, women Women is the plural of “a woman”.

3.6. Homonyms

According to Rothwell (2007), *homonym* “is a conceptual word that embraces both *homographs* and *homophones*” (p. 8). In English, there are many words which have the same pronunciation but different meanings. These words are called *homophones*. A *homograph* is a word that is spelt identically to another word but nonetheless has a different meaning and probably a different origin.

3.6.1. Homographs

Common homographs

- **Accent** – stress or emphasis / a manner of speaking influenced by the region in which one lives
- **Attribute** – to think of as belonging to or originating in some person, place or thing / a characteristic or quality
- **Bat** – a winged animal associated with vampires / a piece of sporting equipment used in baseball
- **Bow** – a pair of tied loops / to bend at the waist
- **Compact** – a small case for holding makeup / small / to make small
- **Compound** – to mix or combine / a site on which there are a number of buildings relating to the same activity
- **Content** – all that is contained inside something / happy, satisfied
- **Desert** – to leave / a hot, arid region
- **Discount** – to underestimate the significance of / a reduction in price
- **Entrance** – to captivate, bewitch, delight / a door, way, place of ingress
- **Evening** – late afternoon / making more even
- **Fine** – very good / a sum of money paid to settle a matter
- **Frequent** – occurring regularly / to visit a place with regularity
- **Incense** – to make very angry / a substance that produces a pleasant odor when burnt
- **Lead** – a type of metal / to go first with followers behind
- **Minute** – 60 seconds / extremely small
- **Object** – a goal / a thing you can see or touch / a noun that receives the action of a verb
- **Produce** – to create / fresh fruits and vegetables
- **Project** – a plan or proposal / to throw /to cause a shadow to fall upon a surface

- **Number** – to count / a numeral
- **Second** – 1/60 th of a minute / after the second
- **Subject** – a topic / under some authority or control / to bring under authority or control / the doer of an action in a sentence
- **Tear** – a drop of water from the eye / to rip
- **Wind** – moving air / to turn
- **Wound** – an injury / to hurt somebody’s feelings

3.6.2. Homophones

- **ad:** advertisement, **add:** put something together with something else
- **allowed:** given permission, **aloud:** out loud
- **altar:** shrine, **alter:** change
- **ate:** the past of “eat”, **eight:** number
- **be:** verb, **bee:** insect that makes honey
- **bare:** empty/without clothing or covering, **bear:** be able to accept something unpleasant
- **blue:** colour, **blew:** the past of “blow”
- **by:** preposition, **buy:** verb, **bye:** goodbye
- **brake:**a device for reducing the speed of a vehicle, **break:**to crack or to damage/ noun: rest / pause
- **cell:** a small room, **sell:** the opposite of to “buy”
- **coarse:** rough/ not fine, **course:** path of action / series of lessons
- **complement:** to make complete, **compliment:** to praise someone
- **council:** a group called together to accomplish a job , **counsel:** one who advises
- **fair:** acceptable and appropriate ..., **fare:** money charged for a journey by bus
...
- **flour:** ingredient used to make bread and cakes, **flower:** part of a plant that produces seeds
- **for:** a preposition, **fore:** front, **four:** a number
- **formally:** in a formal way, **formerly:** in earlier times
- **hear:** to be aware of sounds with your ears, **here:** adverb of place
- **hair:** a substance that looks like a mass of fine threads growing on the head, **hare:** an animal that looks like a large rabbit
- **hour:**a period of sixty minutes , **our:** a possessive adjective
- **its:** a possessive adjective, **it’s:** the contracted form of “it is”
- **lead:** (noun)heavy soft grayish metal, **led:** the past of “to lead”
- **meat:**flesh of animals used as food , **meet:** to come together with somebody
- **one:** a number, **won:** the past of “win”
- **passed:** the past of “pass”, **past:** time that has gone by
- **peace:** quiet order and security, **piece:** a part of something

- **pear:** a fruit, **pair:** two things of the same kind
- **plain:** easy to see or understand / large area of flat land, **plane:** a means of transport
- **principal:** the head of a school/chief, **principle:** a rule of conduct / a fundamental truth
- **right:** the opposite of: left, wrong/ verb: to return to the normal, **write:** mark letters on a surface
- **sea:** salt water that covers most of the earth's surface, **see:** become aware of something or somebody by using the eyes
- **shone:** the past of shine: gleamed, glowed, **shown:** the past participle of show: revealed, demonstrated
- **sight:** ability to see, **site:** a place where a building is situated
- **sound:** something you can hear, **sound:** give a certain impression
- **stationary:** in a fixed position, **stationery:** writing paper
- **their:** a possessive adjective, **there:** adverb, **they're:** contracted form of "they are"
- **threw:** the past of "throw": hurled, tossed, **through:** in one side and out the opposite side
- **to:** a preposition, **too:** also, **two:** a number
- **waist:** area of the body between the ribs and the hips, **waste:** use more of something than necessary
- **weak:** the opposite of strong, **week:** a period of seven days
- **wear:** have something on your body as a piece of clothing, **where:** adverb used in questions
- **weather:** condition of sun, wind, temperature ..., **whether:** a conjunction used to express a doubt or a choice between two possibilities
- **who's:** the contracted form of "who is", "who has", **whose:** a pronoun
- **your:** a possessive adjective, **you're:** the contracted form of "you are"

Practice

A. After having an idea about the words often confused and homophones, Circle the correct words in parentheses in the following sentences.

3. (Their, There, They're) is a new way to prepare children for earthquakes.
4. Researchers use current technology to put kids (threw, through) a simulated earthquake using virtual reality headphones and goggles.
5. Children in Greece have been the first (two, too, to) receive the training.
6. The (personal, personnel) who teach students with special needs have seen very positive results from earthquake training.

7. In the (passed, past), children with Down syndrome, for example, would (loose, lose) control and panic during a frightening event such as an earthquake.
8. (You're, Your) not alone if you don't know (wear, where) to shop for pants anymore.
9. I prefer to have (cereals, serials) in my soup.
- 10.(Your, You're) dog is (to, too, two) sleepy to learn any new tricks today.
- 11.(Weather, Whether) (you're, your) a man or a woman, it isn't easy to decide on the best pants to (wear, where).
- 12.The pitcher (threw, through) a curveball.
- 13.That sounds like a (week, weak) excuse to me?
- 14.(Their, There, They're) never (quiet, quite) (right, write).
- 15.The (principals, principles) of justice and trust can lead to world (peace, piece).
- 16.The workers removed the (lead, led) pipes from the old house and replaced them with copper ones.
- 17.Each drop of water (shone, shown) like crystal.
- 18.(Plain, Plane) fruits and vegetables can be delicious
- 19.Anyone (who's, whose) tried to find the perfect (pear, pair) of jeans, for instance, knows that the fabric is often more important than the fit.
- 20.Recently, several countries have produced life-size androids that are (quiet, quite).
- 21.(Their, There, They're) are (two, too, to) that look exactly like real (woman, women).
- 22.Jan has (shown, shone) me how to change a tire.
- 23.An obi is a sash that is worn around the (waist, waste).
- 24.The (principal, principle) reason for creating these two robots has been to get as close to real human expressions as possible.
- 25.As a student, I like working on campus for financial-aid benefits better (then, than) working off campus for a tiny paycheck.
- 26.If you don't hurry, you will miss your (plain, plane).
- 27.A (stationary, stationery) store usually sells paper, pencils, and other writing supplies.
- 28.I have to (right, write) a note to my (sun, son).
- 29.Will you (weight, wait) a minute?
- 30.(Some, Sum) people (bye, by, buy) (too, two, to) much food and (waist, waste).

B. Find the correct homographs. (Students are going to learn other homographs.)

- What word means speedy and also means to go without food?

- What word means someone who likes you and is also a device to stir up air?
- What word means “did fall” and also means to cut down a tree?
- What word means fine quality and is also the money paid as punishment?
- What word means to set up or establish and also means “did find”?
- What word means beautiful, honest and is also a bazaar?
- What word means a banner and also means get tired?
- What word means smooth and is also used in British English?
- What word means “did feel” and is also a type of cloth?
- What word means suitable and is also a sudden attack?
- What word means to move through the air with wings and is also an insect?
- What word means to struggle and is also a kind of fish?

3.7. British and American Spelling

Following are some common differences in British and American spelling.

British spelling	American spelling
<p>-l- fulfil, skiful fulfilment, enrolment, instalment</p>	<p>-ll- Fulfill, skillful Fulfillment, enrollment, installment</p>
<p>-lled, -lling Cancelled, cancelling Travelled, travelling</p>	<p>-led, -ling Canceled, canceling Traveled, traveling</p>
<p>-re Center, theater, fibre, metre</p>	<p>-er Center, theater, fiber, meter</p>
<p>-our Colour, labour, honour Neighbour, behaviour</p>	<p>-or Color, labor, honor Neighbor, behavior</p>
<p>-exion Connexion, reflexion</p>	<p>-ection Connection, reflection</p>
<p>-ence Defence, offence, licence</p>	<p>-ense Encyclopedia, medieval</p>
<p>-ae- Encyclopaedia, mediaeval</p>	<p>-e- Encyclopedia, medieval</p>
<p>-t Burnt, learnt, leapt, Smelt, spelt, spoilt</p>	<p>-ed Burned, learned, leaped, Smelled, spelled, spoiled</p>
<p>-ement Judgment, argument, Acknowledgement</p>	<p>-ment Judgment, argument, Acknowledgment</p>
<p>-ise, -isation Realize, realization Civilise, civilization Memorise, memorization Industrialise, industrialisation</p>	<p>-ize, -ization Realize, realization Civilize, civilization Memorize, memorization Industrialize, industrialization</p>

Lecture Four

Formal and Informal styles

Objective: By the end of this lecture, students will be able to distinguish formal and informal style of writing and use both styles depending on the context.

Selecting a style in writing depends on the assignment and the context; that is different contexts call for different styles of writing. Writing in an academic setting differs to a great extent from writing to a close friend, for example. It is a matter of choice at the level of grammar and vocabulary. This is referred to as *formal* and *informal* style of writing.

- **Formal writing:** We use formal English to write essays for school, e-mails, letters of application and letters at work.
- **Informal writing:** We use informal English when we write to friends, children and family.

The choice of formal or informal style implies:

- Standard or nonstandard English
- Choice of vocabulary
- Use of contractions
- Use of pronouns

3.7.1. Standard or nonstandard English

- **Standard English** refers to the form of English that requires using the formal rules of the language.
- **Nonstandard English** uses social or regional language variations, and it is used for a specific reason, in narratives, for example.

3.7.2. Vocabulary choice

- **Verbs**

In English, there are many meanings for a same word: verb, noun, etc. Selecting a verb, example, depends on the context where the verb occurs. Verbs themselves are either single or phrasal. As a general rule, phrasal verbs are mostly used in spoken English; however, single verbs are more preferred in academic writing. For example,

- The study checked out the health effects of passive smoking.
(**Informal**)
- The study examined the health effects of passive smoking.
(**Formal**)

Below are lists of both informal and formal verbs, transitional words and expressions, emphasis words, letter expressions, abbreviations and slang.

- **Verbs**

Informal	Formal
say sorry	apologise, apologize
go up	increase
go down	decrease
set up	establish
look at	examine
blow up	explode
find out	discover
bring about	cause
Put off	Postpone, delay
rack up	accumulate
make up	fabricate
fill in	substitute, inform
It's about	It concerns
free	release
need to	required
keep	retain
get in touch with	contact
give the go ahead, greenlight	authorise, authorize
seem	appear
point out	indicate
show up	arrive
ring up	call
let	permit
start	commence
think about	consider
stand for	represent
leave out	omit
go against	oppose
block	undermine
cut down	reduce
find out	discover, ascertain
get	obtain
put up	tolerate
get rid of	eliminate

- **Transitions**

Informal	Formal
Anyways	Nevertheless
Plus/also	Moreover/furthermore
But	However
So	Therefore/thus
Also	In addition, additionally
ASAP	As soon as possible / at your earliest convenience
Okay, OK	Acceptable
In the meantime	In the interim
I think	In my opinion,
In the end	Finally
To sum up	In conclusion,
In a nutshell /Basically	To summarise,
All right	Acceptable
Anyway,	Notwithstanding

- **Emphasis words**

Informal	Formal
lots of / a lot of	much, many
tons of, heaps of	large quantities of, a number of
totally	completely, strongly
really, very	Definitely

- **Letter expressions**

Informal	Formal
Hi Jim,	Dear Sir or Madam,
I saw your ad in ...	With reference to your advertisement in ...
I want to apply for the job of ...	I would like to apply for the position of ...
Just wanted to let you know ...	I am writing to inform you that ... / I am writing to inform you of my intention to ... / I am delighted to inform you that ...
Love,	Yours sincerely, Yours faithfully,
Cheers,	
Yours Truly, Best regards, Kind regards	
Hope to hear from you soon.	I look forward to hearing from you soon

You can call me if you need anything	Please do not hesitate to contact me
Tell me if you want to know more about me.	- Please let me know if there are any other details you need. / - I would be happy to give you more details and can be contacted at any time. / Should you require any further information, please do not hesitate to contact me.

• **Abbreviations**

Informal	Formal
ASAP	As soon as possible
TV	Television
photo	Photograph
cell	cell phone
net	Internet

• **Slang**

Informal	Formal
kids	children
bad	negative
good	positive
really big	considerable
right	correct
wrong	incorrect
smart	intelligent
cheap	inexpensive
loaded	rich

Practice

A. Using the verb list above, reduce the informality of the following sentences.

1. A researcher has found out a new dangerous virus.
2. The researcher has pointed out that it is more dangerous than Covid19.
3. He intends to set up a new programme to improve access to medical care.
4. The new care protocol will cut off the number of patients.
5. Research expenditures have gone up to \$500 million.

C. Change the following into formal sentences.

1. The kids are playing in the garden.
2. I can't confirm this news.
3. This study checks out the effect of having more proteins on the human body.

4. I got good results.
5. She had a bad impression on the meeting.
6. He is always right !

D. This draft letter of application is inappropriate and informal. Rewrite it using some of the expressions from the list above. Make any other necessary changes.

Hello

I saw your ad in our local paper last week, so I want to apply for the job of Communications Assistant. I know I am the person you're looking for. I just got various A levels from school and all my friends say they love chatting with me. So write soon and tell me if you want to know more about me.

Regards

3.7.3. Use of contractions

Contractions are to be avoided in a formal style of writing. For example,

- The outcomes of the study *haven't* been documented yet. (**Informal**)
- The outcomes of the study *have not* been documented yet. (**Formal**)

3.7.4. Use of pronouns

Formal language is impersonal and precise which involves the restriction of pronouns. When addressing the audience in formal writing, you may tend to use the passive voice or an adverbial clause instead of a personal pronoun. For example,

- As you examine the health effects of ... (**Less formal**)
- When examining the health effects of ... (**More formal**)

In addition, the use of the personal pronoun **I** or **we** can make writing more informal and less credible. For instance,

A)

- I believe in health effects of ... (**Less formal**)
- It is believed that the health effects of ... (**More formal**)

B)

- I asked the mayor about earthquake preparedness, and he said we haven't done enough to be ready. (**Informal**)
- When asked about earthquake preparedness, Mayor Kim said the city has more work to do. (**Formal**)

Other differences between formal and informal writing

A. Use more appropriate formal negative forms.

not ... any → no

not ... much → little

not ... many → few

Examples

1. The analysis *didn't* yield *any* new outcomes.
The analysis yielded *no* outcomes.
2. The government *didn't* allocate much funding for the programme.
The government allocated little funding for the programme.
3. The problem *doesn't* have many viable solutions.
The problem has few viable solutions.

B) Avoid slang, abbreviations and expressions of emotion.

C) Do not start a sentence with a coordinating conjunction.

Lecture Five

Parallelism

Objective: By the end of this lecture, students will be able to use similar grammatical structures in their sentences and correct any lack of parallelism in sentences and paragraphs.

Words, phrases, clauses, or sentences are parallel when they have balanced grammatical structure. Use parallel form, especially with coordinating conjunctions, in order to express your ideas naturally and logically.

When you connect ideas by coordination, you must use parallel, or matching, forms; that is, you must join nouns with nouns, verbs with verbs, prepositional phrases with prepositional phrases, etc.

Examples:

1. **Not parallel:** Kim is **nice, young and a talented pianist.** (adjective + adjective + noun phrase)
 - **Parallel:** Kim is **nice, young and talented.** (adjective + adjective + adjective)
 - **Parallel:** Kim is **a beautiful young woman and a talented pianist.** (noun phrase + noun phrase)
2. **Not parallel:** She has studied **both in Europe and America.** (prepositional phrase + noun)
 - **Parallel:** She has studied in **both Europe and America.** (noun + noun)
 - **Parallel:** She has studied **both in Europe and in America.** (prepositional phrase + prepositional phrase)

Parallel form with *and, but, or, and yet*

When you connect ideas with *and, but, or, and yet*, write the connected ideas in parallel form.

- Newborn babies don't do much during their first few weeks; they only **eat, sleep, wet, and cry.**
Eat, sleep, wet and cry are verbs.

The following sentences contain errors in parallel form and ways to fix them.

✓ **Noun phrases**

Not parallel→ The students like Ms. Gibb's class because of her friendly manner, **she explains clearly**, and her funny jokes.

➤ **Parallel** → The students like Ms. Gibb's class because of her friendly manner, **her clear explanation**, and her funny jokes.

✓ **Prepositional phrases**

Not parallel→ My grandfather earned his living by fishing and **he sold** little wooden birds that he carved.

➤ **Parallel** → My grandfather earned his living by fishing and **selling** little wooden birds that he carved.

✓ **Infinitives**

Not parallel → The students like to listen and to speak but not **writing** in English.

➤ **Parallel**→ The students like to listen and to speak but not **to write** in English.

✓ **Gerunds**

Not parallel → The students like listening and speaking but not **to write** in English.

➤ **Parallel** → The students like listening and speaking but not **writing** in English.

✓ **Verbs**

Not parallel→ Will you fly, travel by train, or **renting** a car?

➤ **Parallel** → Will you fly, travel by train, or **rent** a car?

✓ **Adjectives**

Not parallel → My great-grandfather was uneducated, yet **a wise person**.

➤ **Parallel** → My great-grandfather was **uneducated**, yet **wise**.

Parallel forms with not only ... but also, either ... or

When you connect ideas with *both ... and*, *not only ... but also*, *either ... or*, *neither ... nor*, and *whether ... or*, use parallel forms after both parts of the paired conjunction.

- My grandmother can speak both **Russian** and **Spanish** fluently.
(noun) (noun)

The following sentences contain errors in parallel form and ways to fix them.

✓ **Prepositional phrases**

Not parallel → College students use computers not only for schoolwork but **they also play games** on them.

- **Parallel** → College students use computers not only **for schoolwork** but also **for games** on them.

✓ **Adverb clauses**

Not parallel → He failed physics either because **of too many missed labs** or because he never opened the textbook.

- **Parallel** → He failed physics either because **he missed too many labs** or because he never opened the textbook.

✓ **Adverbs**

Not parallel → E-mail allows you to communicate both quickly and **without paying a lot of money**.

- **Parallel** → E-mail allows you to communicate both quickly and **economically**.

✓ **Verbs**

Not parallel → When I first arrived at college, I was so homesick that I could neither sleep nor **I didn't want to** eat.

- **Parallel** → When I first arrived at college, I was so homesick that I could neither sleep nor **eat**.

✓ **Infinitives**

Not parallel → I couldn't decide whether to stay at school or **maybe I should** return home.

- **Parallel** → I couldn't decide whether to stay at school or **to** return home.

Special Tips

1. Omit repeated words.

You can omit repeated words that are not necessary for parallel structure.

- I like my neighbour because of her friendly manner, **her** clear explanations and **her** funny jokes.

We keep the first **her** and omit the two other ones as follows:

- I like my neighbour because of **her** friendly manner, clear explanations and funny jokes.

2. Move one conjunction.

Sometimes you only have to move one conjunction of the pair to make forms parallel.

- My professor advised me **either** to take chemistry or marine biology next semester.

Revised:

My professor advised me to take **either** chemistry or marine biology next semester.

- Living in a dormitory **not only** is cheaper but also less lonely for new students.

Revised:

Living in a dormitory is **not only** cheaper but also less lonely for new students.

Practice

A. The following sentences lack parallel construction. Make them parallel.

1. Harry can drive, swim and he has learnt to dive.
2. The cameramen spent months in primitive areas, in African heat, in Alaskan blizzards, and where there are jungles in South Africa.
3. Sarah has not decided whether to join the college of biology or to be a teacher.
4. Genoa is the *geographical, historical*, and logically the capital of the Ligurian coast.
5. All her mates admire her, respect her and they find that they always miss her.

6. We took advantage of exactly the right combination of *weather, temperature, equipment*, the surface of the mountain, and the moonlight which we were so grateful for.
7. Jim has learnt how to study, how to organize his time and the way to concentrate.
8. They have decided to work hard and organizing few parties.
9. During Divali festivals, the Indians like to paint their houses, to buy new clothes, exchanging visits, and offering prayers for prosperity.
10. Ted's speech was interesting, practical but having no sense of humour.
11. Mary likes to go to bed early and getting up early to study.
12. Jim's dream was to get a degree, get a good job and then he would help his parents.

B. Underline the parallel forms in the following paragraph.

When deciding what kind of pet to get, most people consider only dogs, cats, and fish. Cats are soft, cute, and playful. Dogs are fun but can be destructive. They like to dig holes in the garden and chew holes in the furniture. Fish are excellent pets because they don't make much noise, they don't eat a lot, and they won't ruin your carpets.

Parallel forms with comparisons

In comparisons, be sure that the items you are comparing are in parallel in form.

➤ **Gerunds**

Not parallel → **Taking** a class on a pass/fail basis better than “to get a grade of C.”

Parallel → **Taking** a class on a pass / fail basis is sometimes better than **getting** a grade of C.

➤ **Possessives**

Not parallel → **My friend's TOEFL score** was higher than “the score I got.”

Parallel → **My friend's TOEFL score** was higher than **mine**.

➤ **Noun phrases**

Not parallel → **The grammar section** of the TOEFL isn't as easy for me as “listening and reading.”

Parallel → **The grammar section** of the TOEFL isn't as easy for me as **the listening and reading sections**.

Practice

A. In the following paragraph, write the correct forms of the words in parentheses. Add any other necessary words such as *more*, *less*, *than*, and *the*.

My family recently moved. Our new apartment is a lot **larger** and **more comfortable than** our previous one. In fact, it is (big) and (luxurious) apartment that we have ever lived in. It has four bedrooms. My bedroom is (small) of the four, but it has (good) view of the park across the street. My older sister's bedroom is next to mine. It is (same size) her bedroom in our old place. She chose it because it is (close) to the bathroom of all the bedrooms. She thinks she is going to be first in the bathroom during the morning rush. No way! She spends a half hour making herself beautiful, which is (long) the rest of the family combined, and we hardly have time to brush our teeth. In our new apartment, I guess I will have to get up (early) my sister if I want to get to school on time.

B. Edit the following sentences for errors in comparisons. Look for mistakes in forms, missing words, and items that are not parallel. Some sentences have two mistakes.

1. Both highest and lowest points in the continental United States are in California.
2. Does it rain oftener in the winter or in the summer in your country?
3. Most people like using e-mail because it is more faster and convenient than the postal service.
4. Jane and Joan are twins, but Jane's personality is quieter than Joan.
5. Because she is more shy, Jane makes friends less easily as Joan.

Lecture Six

Vocabulary Differences between American and British English

Objective: By the end of this lecture, learners will have an idea about some differences between British English and American English at the level of vocabulary.

British Vocabulary	American Vocabulary
trousers	pants
flat	apartment
bonnet (the front of the car)	hood
boot (the back of the car)	trunk
lorry	truck
car	automobile
university	college
holiday	vacation
jumper	sweater
crisps	chips
chips	french fries
trainers	sneakers
fizzy drink	soda
petrol station	gas station
lift	elevator
postbox	mailbox
biscuit	cookie
chemist	drugstore
shop	store
football	soccer
car park	parking lot
autumn	autumn, fall
cinema	movies
cupboard	closet
driving licence	driver's license
nappy	diaper
maths	math
pavement	sidewalk
postcode	zip code
pub	bar
rubber	eraser
rubbish	garbage

motorway	highway
timetable	schedule
taxi	cab
torch	flashlight
purse	handbag

Practice

I. Underline any American vocabulary in the following paragraph and convert it into British.

Mrs Brown was very bust today. She had to go with her neighbor to to the center of London after filling her automobile in the gas station. Then, she went to the supermarket to get some cookies and French fries. She also needed diapers for her baby. Next, she went to a candy store to buy candy for her daughter, Sally. At home, she put everything in the closet.

II. Write “British English” or “American English.”

1. What about another chocolate biscuit?
2. We’ll have to stop at the next gas station.
3. I got this book at the new bookstore.
4. There has been an accident on the sidewalk.
5. The lift is out of order.
6. Put this box in the garbage can, please.

Second Semester

Lecture One

Capitalisation

Objective: The aim of this lecture is to enable the learners to have an idea about the importance of capital letters in English writing and expose them to the different rules of capitalization and do some tasks.

The use of capital letters differs in all languages. Some languages, such as German, use capital letters more often than English. Other languages, such as Spanish, use them less often. The following rules will help you decide when to capitalize words. Always consult a dictionary if you are not sure.

Pronoun I

Capitalize the pronoun I .

- **My twin brother and I look exactly alike.**

First word of a sentence

Capitalize the first word of a sentence.

- Our personalities are identical, too.
Capitalize the first word of a quoted sentence.
- My father said, “Study hard, stay out of trouble, and call home once in a while.”

Capitalize a series of question after a colon (even when they are not complete sentences).

- The children couldn’t decide what to order: A cheeseburger or fried chicken ? french fries or onion rings? Lemonade or milk?

BUT Don’t capitalize single words or short phrases after a colon.

- Their mother finally told them what they could have: a plain hamburger, French fries, and milk.

Proper nouns and most proper adjectives

Proper nouns

English has two kinds of nouns: proper nouns and common nouns. A common noun names a person, place, or thing: Shakespeare, Brazil, the Golden Gate Bridge. Capitalize all proper nouns. Do not capitalize common nouns.

Specific people and their titles

- | | |
|--|---|
| ➤ M adonna | M other T eresa |
| ➤ T iger W oods | P rofessor K ate W ilson |
| ➤ M r. and M rs. J im W hite | M om (used as a name) |

Don't capitalize titles without names.

- An American –born woman is the former **q**ueen of Jordan.
- Who will the next **p**resident be?

BUT Capitalize a title when only one person holds the title.

- The **D**alai **L**ama and the pope met in **R**ome last month.

Some writers also capitalize titles such as president and prime minister when they clearly refer to one person.

- The **P**resident (or president) will speak to the nation on television tonight.

Capitalize family word only when they are used as names.

- Our favorite aunt is **A**unt **A**нна.
- All her life, **M**other has loved to cook.

BUT All her life, my mother has loved to cook.

Nationalities, languages, ethnic groups, races

- | | |
|------------------|------------------|
| - Chinese | Asian |
| - Algerian | Hispanic |
| - Latin American | African American |

BUT Don't capitalize the words *black* or *white* to describe a race.

- There are equal numbers of **b**lacks, **w**hites, **H**ispanics, and **A**sians in my son's class.

Names of God, religions and their followers, holy days, holy books

- | | |
|--------------------------------|--------------------------------|
| ➤ God, Allah, Buddha | Buddhist, Hindu, Jew |
| ➤ Islam, Judaism, Christianity | Easter, Ramadan, Tet, Passover |
| ➤ Muslim/Muslim, Christian | the Bible, the Koran, the Veda |

BUT Don't capitalize the word god when it is a common noun.

- Some religions have multiple gods; other have only one.

Specific places and geographic areas

- Djakarta the Gulf of Mexico
- the North Pole the Middle East
- the Andes the South

BUT Don't capitalize compass direction.

- Driver two blocks west, and turn south.

Specific structures: building, bridges, roads, dams, monuments

- the **White House** the **Pan- American Highway**
- the **Suez Canal** the **Washington Monument**
- the **Great Wall of China** **Fifth Avenue**

Specific times: day of the week, month of the year, holidays

- **Friday** **New Year's Eve**
- **September** **Thanksgiving**
- **Independence Day** **Mother's Day**

But Don't capitalize the names of the seasons.

- The four seasons of the year are summer, fall (autumn), winter, and spring.

Historical events, periods, documents

- the **Vietnam War** the **Tang Dynasty**
- the **Renaissance** the **Declaration of Independence**

BUT Don't capitalize newly named time periods , decades, movements, centuries, or millennia.

- the **cold war** the **twentieth century**
- the **age of technology** the **second millennium**

Organization, government bodies, political, companies, school, departments, sports teams, clubs

- the **European Union** **Microsoft Corporation**
- the **Red Cross** **Moscow University**

Titles and subtitles of works

Capitalize the first word, the last word, and all important words in titles and subtitle of books, magazines, films, poems, television programs, plays, and song. Do not capitalize articles (of, to, with, and so on), or coordinating conjunction (and, but, or). Capitalize these words only when they are the first or last words or appear after a colon, semicolon, or dash.

- **Of Mice and Men** **Classical Music: What to Listen For**
- **The Essential of English: A Writer's Handbook** **Around the World in Eighty Days**

Greeting and closing in letters

Capitalize the greeting and the first word of the closing in both personal and business letters.

- | Greetings | Closing |
|----------------------|------------------|
| ➤ Dear Mom, | Love always |
| ➤ Dear sir or Madam: | Sincerely yours, |

Certain abbreviations

Some abbreviation are capitalized; others are not. In general, capitalize abbrevialitions when the letters are the first letter of a word.

Un United Nations **BA** Bachelor of Arts
INS Immigration **and** Naturalization **S**ervice **TOEFL** Test of English as
a **F**oreign **L**anguage

There are many exceptions.

Special Tips

- Never capitalize words just to make them seem more important.
e.g. The faculty of our department includes several Ph.D.'s.

- The sciences have special rules for capitalizing scientific terminology.
e.g. Homo sapiens Orcinus orca

Practice 1: Supply capitalisation where necessary.

1. i went to the southern region of algeria. i visited many towns and villages. our country is wonderful.
2. The quran is the holy book for muslims.
3. mrs brown gave jane an excellent dictionary of chemistry.
4. meriem has a tofel certificate. she got it five years ago.

Practice 2:

Edit the following letter for capitalization errors. There are forty-two errors.

1619 grand avenue
denver, Colorado 80207
January 1, 2002

mr. thomas b. jackson
jackson computer consultants
900 park avenue
new York, new york 10012

dear mr. jackson:

I will graduate from the university of denver in a few months and am looking for a position with a company such as yours. I will receive a Master's Degree in computer engineering in june.

recently, i saw one of your Company's advertisements in the *new York times* newspaper. I plan to visit the east during the week of april 11-18 during my School's easter vacation and would like to visit your offices then.

I will call your Human Resources director on monday, january 10, to arrange an appointment. Copies of my resume and college grades are enclosed.

Very Truly Yours

Dmitri Popovich

Lecture Two

Punctuation

Objective: By the end of this lecture, learners will be able to punctuate a piece writing following the different rules.

The role of punctuation is to “make the text you write clear and easy to read” (Grellet, 1996, p. 8). Incorrect punctuation can make a text difficult to understand which may lead to misunderstandings.

1. End punctuation

Mark the end of every complete sentence with a period (full-stop), a question mark, or an exclamation point.

Periods (full-stops)

1. Use a period at the end of statements and commands.

- **Statements:**

- It's hot.
- It isn't cold.

- **Commands**

- Open the window.
- Go there.

2. Use a period as a decimal point in numbers.

$$\frac{1}{4} = 0.25$$

3. Use a period after initials in names.

- J. K. Rowling B. F. Goodrich Company

Note: British English does not use periods after initials in names.

4. Use a period after abbreviations of personal titles and after some abbreviations composed of small letters or ending in a small letter.

- **Dr. Mrs. Ms. Capt. Prof.**
- **St. Ave. Apt.**
- **Ltd. Co. Inc.**
- **a.m. (Also A.M. or AM) p.m. (Also P.M. or PM) i.e.**

Note: British English does not use periods after these abbreviations.

Abbreviations written in all capital letters do not need periods.

- UN NATO NY

Question marks

1. Use a question mark after direct questions, tag questions, and polite requests.

Direct questions

- What is your name? Are you sick?

Tag questions

- It's nice today, isn't it? It isn't hot, is it?

Polite requests

- Would you open the door, please? Can I help you?

2. Put a question mark after each question in a series of questions even when they are not complete sentences.

- I'm thinking about my future. Will I be an engineer? A teacher?

Note: Don't put a question mark after indirect questions. An indirect question is a question that someone reports, not a question that someone asks directly.

- I want to know where John lives. (Don't use a question mark.)

Exclamation points

Exclamation points show strong feeling.

- Ouch! That hurts! Watch out! It's dangerous!

Practice

Add or delete periods, question marks, and exclamation points.

1. Should we run, or should we just yell for help
2. I decided to yell
3. "Help Robbers" I yelled as loudly as I could
4. The two men looked embarrassed and asked us very politely where the nearest ATM was
5. Who was embarrassed then

2. Commas

The use of commas in a correct way is important. They are used to make meaning clear. Compare the following sentences:

- Stop, Jim! (The speaker asks Jim to stop.)
- Stop Jim! (The speaker asks people to stop Jim.)
- All of the students who studied passed the test. (Only some students passed the test.)
- All of the students, who studied, passed the test. (All students passed the test.)

Confusing	Clear
<ul style="list-style-type: none">➤ We ran for the bus was leaving.➤ The driver had seen her yet he left.	<ul style="list-style-type: none">➤ We ran, for the bus was leaving.➤ The driver had seen her, yet he left.

Commas in compound sentences

Put a comma before a coordinating conjunction that joins independent clauses in a compound sentence.

- John is a vet, **and** his son is a doctor.
- Swimming is an excellent sport, **but** it needs much time.

Exception:

- When the clauses are very short, a comma is not always necessary but is never wrong.

- The film ended and we fell asleep. **OR** The film ended, and we fell asleep.

- Writers sometimes use a comma before the conjunction *but* even when it doesn't connect independent clauses.

- Shops are open Saturdays, **but** not every Saturday.

Special Tips

1. Commas are used to separate parts of sentences. They are never used to separate sentences.
2. Put a comma before the conjunctions *and* and *or* only when they connect two independent clauses. Don't use a comma when they connect two other sentence parts such as two words or two phrases.

Examples:

- The garage is large, and it is cool. (There are two independent clauses joined by a coordinating conjunction, so a comma is necessary here.)
- The garage is large and cool. (No comma is needed, for “and” joins two adjectives.)

3. Don't use too many commas. Use them when there is a rule for doing so.

Practice

Edit the following sentences for the correct use of commas. One sentence is correct.

1. I was born in a village but my family moved to a big city when I was ten.
2. I went to an elementary school in my hometown and transferred to a big city school.
3. I was always good at sports so physical education was my favourite class.
4. My best subjects were math, and physics.
5. I also liked history, and geography, but not English.

Commas after introducers

Put a comma after introducers. An introducer is any element that before the first independent clause in a sentence. It can be a single word, a phrase, or a dependent clause.

Word → **Generally**, the North African countries have same culture.

Phrase→ **For instance**, a “cookie” in the United States is a “biscuit” in Great Britain.

→ **To tell the truth**, I was very tired after the meeting.

Dependent clause→ **Because Americans drive on the right side of the road**, they may have a problem driving in England.

Two exceptions

1. A comma is not always necessary after a short introductory phrase but is never wrong.
 - **Sooner or later** most drivers learn to stay left.
 - OR Sooner or later**, most drivers learn to stay left.
2. The comma is usually omitted after a few short words including *then*, *now*, *soon*, *today*, and *tomorrow*.

Examples

- **Then** the rector left the meeting.

- **Today** the weather was fine.
- **Now** we're going to have lunch.
- **Tomorrow** I'll be absent.

Practice

Edit the following sentences for the correct use of commas. Three sentences are correct.

1. Every morning, I fed the animals and gave them fresh water.
2. Then I cleaned their cages.
3. After three months I began to help the doctor with examinations.
4. In addition I sometimes watched her perform surgery.
5. Because I enjoyed this job a lot I have decided to become a veterinarian too.
6. It is not easy, to get into veterinary school.
7. First of all there aren't many colleges of veterinary medicine, so admission standards are high.
8. The United States has twenty-seven veterinary colleges, and Canada has four.
9. There are always more applicants, than the colleges have space for.

Commas around extra-information modifiers

Put commas around a modifier that gives extra information about the word it modifies but is not necessary to identify it.

- **Laughing and joking**, the students entered the library.
- The librarian, **a strict disciplinarian**, frowned and walked toward them.
- He stopped in front of poor Roberto, **who was making the most noise**.

Necessary vs. extra-information modifiers

Sometimes modifying words, phrases, or clauses are necessary to the meaning of a sentence because they identify the person, place, or thing that they modify. Other modifiers do not identify but just give extra information about the person, place, or thing. The technical name for necessary modifiers is “restrictive” modifiers, and the technical name for extra-information modifiers is “nonrestrictive” modifiers.

Restrictive modifiers

- A person **who speaks two languages** is bilingual.

In the sentence above, the modifying clause *who speaks two languages* is necessary because it identifies who is bilingual. When you remove the modifying clause, the sentence will be meaningless: A person is bilingual. Thus, the clause is necessary and is not separated by commas.

Nonrestrictive modifiers

- Mary, **who speaks two languages**, is bilingual.

In this sentence, the clause *who speaks two languages* is not needed to identify who is bilingual. The name Mary already identifies this person. The clause *who speaks two languages* just adds extra information about her. When you remove the clause, the rest of the sentence, Mary is bilingual, still makes sense.

Therefore, the clause *who speaks two languages* is extra information and is separated by a comma.

Appositives, -ing / -ed phrases, and adjective clause

There are three kinds of restrictive (necessary) and nonrestrictive (extra-information) modifiers:

Appositives, -ing / -ed phrases, and adjective clauses.

Necessary → I have two sisters. My sister **Kate** works in South Africa.

The appositive Kate is necessary to identify which sister works in South Africa ---my sister Kate, not my sister Diana. Because it is necessary, Kate is not separated by commas.

Extra information → Diana, **my other sister**, works in Sweden.

The appositive *my other sister* is not necessary to identify Diana because her name already identifies her. Since it is extra information, my other sister is separated from the rest of the sentence by commas.

- **-ing / -ed phrases**

A phrase containing a present or past participle (giving, given) is sometimes called a participial phrase. It modifies a nearby noun.

Necessary → The theatre manager gave free popcorn to the customers **waiting in line outside the theatre**.

The phrase *waiting in line* is necessary to identify which customers got free popcorn ---- the theatre, not those already seated inside. It is not separated by commas.

Extra information → A few customers, **tired of waiting**, had already left and didn't get any.

The phrase *tired of waiting* is not necessary to identify the customers who had already left. It merely provides extra information about them. It is separated by commas.

➤ **Adjective clauses**

An adjective clause is a dependent clause that acts like an adjective; that is, it modifies a noun. An adjective clause usually begins with a relative pronoun (*who, whom, which, whose, that*) or a relative adverb (*where, when*).

Necessary → The customers **who had gone home** were angry, but the customers **who got free popcorn** were happy.

The adjective clauses *who had gone home* and *who got free popcorn* are necessary to identify which customers were angry and which ones were happy. They are not separated by commas.

Extra information → The theatre manager, **who had tried to be nice**, lost his job for giving away free popcorn.

The adjective clause *who had tried to be nice* is not necessary to identify the theatre manager because there is only one manager. It merely provides extra information about him. It is separated by commas.

Practice

Edit the following sentences for the correct use of commas. Four sentences are correct.

1. My friend Alicia got married last year.
2. Planets that contain water, can support life.
3. Earth, our home planet, is two-thirds water.
4. You don't often see men or women, wearing hats these days.
5. Jennifer Lopez wearing an old sweatshirt and jeans was not recognized by the news photographers.
6. Airline companies that offer comfortable seats and good food are popular with frequent fliers.
7. Business travelers like to fly Magic Carpet Airlines which offers excellent food and gracious service.

8. My uncle John frequently flies to Asia on business.
9. Mary his wife sometimes accompanies him on these trips.

Commas with transition signals

Transition signals include conjunctive adverbs such as *nonetheless*, *furthermore*, and *however* and transition phrases such as *for example*, *in fact*, and *of course*.

1. When you use a transition signal with only one independent, separate the transition signal from the clause with commas.
 - **Beginning of clause** → **Furthermore**, there are a few differences between British and American spelling.
 - **Middle of clause** → The words *honor* and *color*, **for example**, are spelt *honour* and *colour* in England.
 - **End of clause** → These spelling variations are not significant differences, **of course**.
2. Another way to punctuate transition signals is to use a semicolon and a comma.
 - The pronunciation of English in Edinburgh, Scotland, is quite different from the pronunciation of English in New York City; **in fact**, a New Yorker might not be able to understand a person from Edinburgh.

Practice

Edit the following sentences for the correct use of commas. One sentence is correct.

1. Some teachers give too much homework.
2. For example my English teacher gave us fifty pages to read in one night.
3. My math teacher on the other hand gives very little homework.
4. As a result I lake math a lot better than I like English.
5. I'm not learning much math however.

Commas with direct quotations

Use commas to separate a direct quotation from expressions such as he said. (A direct quotation is the exact words someone says or writes.) Notice the location of commas: they are always to the left of quotation mark.

- The librarian said, "Be quiet."
- "Be quiet," the librarian said.

Special Tip

Don't use commas with indirect quotations. An indirect quotation is the reported words of someone. Indirect quotations are also called reported speech.

- The librarian said that we should be quiet.

Commas with items in a series

Use commas to separate three or more items in a series. The items can be single words, phrases, or clauses.

Words → Would you like **coffee, tea, fruit juice, a soda, or nothing?**

Phrases → Every morning I **get up, take a shower, eat breakfast, read the newspaper, walk my dog, and fight with my wife.**

Clauses → Her parents always want to know **where she is going, who she is going with, and what time she will be home.**

Special Tips

1. When there are only two items, never use a comma.

- **Red and white** are the colours of the Japanese flag.

2. When there are only three items, some writers omit the last comma, but sentences are usually clearer with it.

Unclear: The Olympic champion thanked **her coaches, her husband and her mother.**

This sentence could mean that her husband and her mother are her coaches.

Clear: The Olympic champion thanked **her coaches, her husband, and her mother.**

3. When there are four or more items, you *must* keep the last comma.

- There are students from **Brazil, Japan, Bolivia, Argentina, and China** in our class.

Note: In British English, you never use a comma before *and* when connecting items in a series.

4. Don't put a comma after the last item in a series.

- Steve works out in the morning, at lunchtime, and in the afternoon at the school gymnasium.

Coordinate and cumulative adjectives

Use commas with a series of coordinate adjectives but not cumulative adjectives.

Coordinate adjectives can appear in any order and can be connected by *and*.

➤ She saved the **cold, wet, tired, and hungry** dog.

OR wet, cold, hungry, and tired

OR hungry, tired, wet, and cold

Cumulative adjectives must appear in a specific order and cannot be connected by *and*.

➤ The bride wore a **beautiful long white satin** dress.

Practice

Edit the following sentences for the correct use of commas. One sentence is correct.

1. When I left home to attend college, my father gave me some advice.
2. He said “Study hard respect your teachers and call home once a week.”
3. “I will” I replied “but please call me too.”
4. I think about home every morning, and every night.
5. I really miss my brother my sister my friends and my mother’s cooking.

Other uses of commas

With personal names

Put a comma between a family name (surname) and a first name to show that the order of a personal name is family name—first name. do not use a comma when the order is first name---family name.

- **Mouse, Mickey or Mickey Mouse**
- **Mandela, Nelson or Nelson Mandela**

Special Tip

The normal order of names in Asian languages is family name-first name without a comma.

- **Kurosawa Noriaki**
- **Kim Dae Jung**

However, when they live in the West, Asian people often use the order first name---family name, and they should add a comma when they use the order family name---first name.

- **Kurosawa, Noriaki** or **Noriaki Kuosawa**

With titles

Put a comma before titles that follow names. In sentences, put a comma after the title as well.

- Sigmund Freud, **MD**
- American leader Martin Luther King, **Jr.**, studied the nonviolent techniques of Ghandi.

With place names and addresses

In sentences, put a comma after part of a place name or address, including the last part.

- Nelson Mandela was born in **Umtata, South Africa**, as the son of a chief.

With dates

When the order of a date is month-day-year, put commas after the day and after the year.

- I was born on **May 15, 1990**, at exactly 4:15 p.m.

Commas are not necessary when the day is omitted or when the order is day-month-year.

- A human first Earth's atmosphere in **November 1957** in the Russian spaceship *Sputnik 2*.
- A human first stepped on the moon on **20 July 1969** from the American spaceship *Apollo 11*.

With numbers

Use commas to separate large numbers into groups of three, starting from the right.

- He won **\$64,000** on a television quiz game show.

- She always has **1,200,500** excuses but not one good reason.

A comma is optional in four-digit numbers.

- There are **2,537 (Or 2537)** students in the School of Engineering.

Exceptions: Do not use commas in telephone numbers, street numbers, zip codes, or years.

- My phone number is **(415) 884-8973. (Also 415-884-8973)**
- I live at **7693** Amber Way.
- The zip code for the college is **94945**.
- My grandmother was born in **1910**.

With nouns of direct address

Separate a noun of direct address from its sentence with commas. (A noun of direct address is the noun, name, or other word you use when you speak directly to someone.)

- Please, **officer**, don't give me a ticket.
- **Mum**, I have something to tell you.
- Can I use your phone, **Aunt Julie**?

With yes, no, and mild interjections

Put a comma after the words *yes* and *no* and after mild interjections like *oh* and *well* at the beginning of a sentence.

- **Yes**, I have a driving licence.
- **No**, I didn't do the homework.
- **Oh**, was he sleeping?
- **Well**, I think so.

With tags

Put a comma before the tag part of a tag question.

- I wasn't speeding, **was I**?
- You aren't going to give me a ticket, **are you**?

In letters

Put a comma after the greeting in personal letters and after the closing in both business and personal letters. (Use a colon after the greeting in business letters.)

Personal letters

- Dear Peter,
- Love,

Business letters

Dear Mr. Brown:
Very truly yours,

Practice

Add and delete commas in the following sentences where necessary. One sentence is correct.

1. Anyone can write to the U.S. president at this address: The President of the United States The White House 1600 Pennsylvania Avenue Washington DC 20500.
2. The United States declared its independence from England on July 4 1776 in Philadelphia Pennsylvania and started a war.
3. Can I borrow the car tonight Dad?
4. No you can't.
5. Well, can I have some money for the bus?
6. It's a nice day today isn't it?

3. Hyphens (-)

A) Use a hyphen to divide a word at the end of a line.

- Will you and Marguerite help me put the siver-ware on the table?
When dividing a word at the end of a line, remember the following rules:

1. Divide a word only between syllables.

INCORRECT → The man in the pinstriped suit sat beside the tree, looking bewildered.

CORRECT → The man in the pinstriped suit sat beside the tree, looking bewildered.

2. Do not divide a one-syllable word.

INCORRECT → Exercises like push-ups help to develop strength of the arm muscles.

CORRECT → Exercises like push-ups help to develop strength of the arm muscles.

3. Do not divide a word so that one letter stands alone.

INCORRECT → The seating capacity of the new stadium is enormous.

CORRECT → The seating capacity of the new stadium is enormous.

B) Use a hyphen with compound numbers from twenty-one to ninety-nine and with fractions used as modifiers.

Examples:

- During a leap year, there are twenty-nine days in February.
- Thirty-two species of birds are known to live in the area.
- Did you know that Congress may override a president's veto by a two-thirds majority? (*Two-thirds is an adjective that modifies majority.*)
- The pumpkin pie was so good that only one sixth of it is left. [*One sixth is not used as a modifier. Instead, sixth is a noun modified by the adjective one. Fraction used as nouns do not have hyphens.*]

C) Use a hyphen with the prefixes ex-, self-, all-, and great- and with the suffixes –elect and -free,

Examples: ex-coach president-elect all-star great-uncle
self-propelled fat-free

Practice

Write an expression—using words, not numerals—to fit the blank in each of the following sentences. Use hyphens where they are needed with compound numbers or fractions.

1. January, March, May, July, August, October, and December are the months that have days.
2. In twenty years I will be years old.
3. I used cup, which is 25 percent of the original one cup.
4. The sum of ten and fifteen is

4. Semicolons (;)

A semicolon is more like a period than like a comma because it is used between independent clauses, not within them.

Semicolons in compound sentences

Use a semicolon between independent clauses when the relationship between them is clear without a connecting word. This sentence is possible only when the two independent clauses are closely related in meaning.

- Some dogs love water; all cats hate it.
- My older brother is a senior in college; my younger brother is still in high school.

Semicolons in compound sentences with transition signals

Transition signals include conjunctive adverbs such as *therefore*, *however*, and *furthermore* and transition phrases such as *for example*, *in other words*, and *in fact*. When you use a transition signal between independent clauses to make a compound sentence, put a semicolon before and a comma after it.

- My roommate and I don't like to wash dishes; **therefore**, we always use paper plates and plastic cups.

Of course, you could also write the independent clauses as two separate sentences.

- My roommate and I don't like to wash dishes. **Therefore**, we always use paper plates and plastic cups.

Semicolons in a series containing commas

Use semicolons to separate items in a series when the items already have commas.

- Should we eat lunch today at the Chinese kitchen, which has delicious dim sum; at Gino's, where the pizza is excellent; or at the student cafeteria, where the food is tasteless but cheap?

Special Tips

1. Punctuate transition signals carefully. When you place a transition signal between two independent clauses, use either a semicolon and a comma, or a period, a capital, and a comma.

- Many state names in the United States are Spanish words; **for example**, Colorado means “red” or “reddish-coloured,” and Montana is from a Spanish word meaning “mountain.”

OR

- Many state names in the United States are Spanish words. **For example**, Colorado means “red” or “reddish-coloured,” and Montana is from a Spanish word meaning “mountain.”

When you place a transition signal in the middle of a single independent clause, use two commas.

- many state names in the United States are Spanish words. Colorado, **for example**, means “red” or “reddish-coloured,” and Montana is from a Spanish word meaning “mountain.”

2. Semicolons are a good way to add variety to your writing, but don't overuse them. Don't connect more than two clauses with a semicolon, and don't use more than one or two semicolons in a single paragraph.

Too many semicolons→ I am afraid of dogs; I had nightmares about dogs when I was a child; a big dog bit me.

Revised→ I am afraid of dogs; I had nightmares about dogs when I was a child after a big dog bit me.

Practice

Add semicolons and commas to the following sentences.

1. English has always borrowed words from other languages for example we take siestas wear kimonos and eat croissants.
2. Spanish is spoken in more countries Chinese is spoken by more people.
3. Two hundred people came to his wedding three attended his funeral.
4. Albert Einstein was one of the last century's most brilliant thinkers however he did not do well in high school.
5. Students brought many delicious dishes to the class party: paella a Spanish sea-food dish kim chee a mixture of pickled vegetables that is the national dish of Korea guacamole a Mexican dip made from mashed avocado lime juice and spices and sushi a Japanese favourite.
6. When the teacher does math problems on the blackboard they are easy when I do the same problems at home they are hard.

5. Colons (:)

Colons in sentences

Use a colon at the end of an independent clause to focus attention on the words following the colon. We often write lists, appositives, and direct quotations, after a colon. Do not capitalize the first word after a colon unless it is a proper noun or the first word of another sentence.

Before a list

- Please bring the following to the final exam: **two pens, a pencil, a notebook, and your dictionary.**
- The reading list for your class includes two German novels: **Death in Venice and The Trial.**

Before an appositive

- She had one great love in her life: **herself.**
- A doctor has two important abilities: **the ability to listen and the ability to analyze.**

Before an appositive

Use a colon to introduce a direct quotation when there is no reporting verb such as *he said*. Capitalize the first word of the quotation.

- The best advice I ever got from my mother was this: **“Remember that you are choosing not only a wife for yourself but also a mother for your children.”**
- My father’s advice was even better: **“Don’t get married.”**

Special Tips

1. The information following a colon must refer to a word or phrase before the colon.

- Tom took **four courses** last semester: math, English, physics and History.

If the information does not refer to a word or phrase preceding, you cannot use a colon.

2. Don’t use a colon after a preposition. Use a colon only at the end of an independent clause.

- After a long day at work, I look forward **to** enjoying a quiet dinner at home, playing with my children and watching a little TV.
3. Don't use a colon after a verb unless you add words such as *the following*, *as follows*, *this*, or *these*.
- The two most important qualities of a teacher are the following: patience and enthusiasm.

Other uses of colons

Before a subtitle

Use a colon between the main title and the subtitle of books, magazine articles, and plays.

- One of my favourite science fiction films in 2001: *A Space Odyssey*.

To give a time

Use a colon between the hours and minutes when writing a time.

- 11:00 a.m. 3:20 p.m.

After business letter greetings

Put a colon after the greeting in business letters.

- Dear Professor Alderson:

BUT

Use a comma after the greeting in personal letters.

- Dear Kate,

Practice

Edit the following sentences for the correct use of colons.

1. Girls in my country look forward to an important event in their lives their fifteenth birthday.
2. The two causes of prejudice are: ignorance and fear.
3. The next bus leaves at 12.27 and arrives at 2.15.
4. My strict parents didn't approve of: smoking, drinking, dancing, watching television, or playing cards on Sundays.

6. Dashes (–)

Dashes are more informal than commas, so they are not used frequently in formal writing. However, they are used in three situations.

For emphasis

Use a dash to separate nonessential information that you want to emphasize especially.

- I drank hot tea—**very hot tea**—with my meal.
- Everyone in the family—**from the youngest child to the oldest grandparent**—helps with household chores.

Around appositives containing commas

Use dashes to separate an appositive that already contains commas from the rest of the sentence.

- Everyone in the college—**teachers, students and administrators**—was shocked when the president quit.

Before dramatic shifts

When the mood or flow of ideas in a sentence dramatically changes direction, use a dash to mark the change.

- The little old lady entered the bank, stepped up to the counter, smiled sweetly at the teller—**and pulled out a gun.**
- The singer was young, beautiful, famous—**and addicted to drugs.**

7. Parentheses ()

Parentheses have two uses.

Around nonessential information

Use parentheses to enclose information that is not essential.

- Parentheses (**singular: parenthesis**) have two uses.

Around numbers and letters in a list

Use parentheses to enclose numbers and letters that label items in a list.

- Your final degree in your class will be based on **(1)** completion of all assignments, **(2)** tests and **(3)** class participation.

Punctuation with parentheses

Periods and commas normally go outside the second parenthesis mark.

- In English, the same spelling may have different pronunciations (**through, although, tough**), and the same pronunciation may have different spellings (**sea, see**).

BUT

When you enclose a complete sentence in parentheses, put the end punctuation mark (period, exclamation point, or question mark) inside the final parenthesis.

- After her mother died, she decided to start a new life in another country. (**Her father had died ten years earlier.**)

Practice

Add parentheses and dashes to the following sentences. In two sentences, replace commas.

1. She entered the room, greeted everyone with a cheerful “good morning,” sat down at her desk, and burst into tears.
2. The Norman Conquest of England 1066 changed the English language forever.
3. The language of the conquerors, French, became the language of the upper classes.
4. The different greetings Americans use *hello, hi, hiya, howdy* and *how do you do* have different levels of formality.

8. Apostrophes (‘)

Apostrophes have three main uses: to make nouns and indefinite pronouns possessive, to make contractions, and to make a few special plurals.

Apostrophes with possessives

Possessive words show ownership. In the phrase Bob’s pen, Bob’s is a possessive noun showing that John is the owner of the pen.

Possession with nouns

In English, there are ways to show possession with nouns.

- The plans **of the future** **or** the **future’s** plans

We can use an apostrophe or an apostrophe + -s more often when the owner is a nonliving thing. For example, we prefer the *bird's wing* but *the wing of the airplane*. There are, however, many exceptions. However, there are exceptions.

When the owner's name is given, we don't have a choice. We must use an apostrophe or apostrophe + -s.

- **Jack's** lorry
- **the Smith's** farm

Possession with indefinite pronouns

Beside nouns, we also make indefinite pronouns possessive.

- **somebody's** watch
- **anyone's** answer

Special situations

Compound nouns

In a compound noun and in groups of words functioning as one unit, make the last word possessive, not the first word.

- **my mother-in-law's** dress
- **the Emperor of Japan's** palace
- **everyone else's** decision

Joint possession

When two or more people own something together, make only the second person's name possessive.

- **John and Mary's** wedding is next Saturday.

BUT

When two or more people own things separately, make each owner's name possessive.

- **Mary's, Joan's, and Barbara's** husbands work for the same company.

Practice

Change each item into a possessive phrase containing an apostrophe or an apostrophe + -s.

1. The brightness of the moon

2. A delay of one hour
3. The house of my aunt and uncle
4. The children of my sister-in-law
5. A delay of six hours
6. The safety of our children

Apostrophes in contractions and in years

Contractions

In informal English, an apostrophe shows where letters are missing in a contraction.

- | | |
|---|-------------------------|
| • isn't is not | it's it is |
| • can't cannot | there's there is |
| • he's he is or he has | they're they are |
| • he'd he had or he would | I'll I will |

years

In informal English, an apostrophe sometimes replaces the first two numbers in a year or decade.

- He's a member of the class of '04.
- Jazz music first became popular in the '20s.

Special Tip

Contractions are used in conversations and in informal writing such as letters to friends. They are to be avoided in formal academic writing.

Apostrophe with special plurals

Plurals of letters

Use an apostrophe + -s to make the plural of letters of the alphabet.

- There are four **s's** and four **i's** in the word *Mississippi*.
- The teacher gave two **A's** and ten **F's** last semester.

Plurals of abbreviations

- My mother has two **Ph.D.'s**: one in English and one in philosophy.
OR
- My mother has two **PhD's**: one in English and one in philosophy.
(modern style)

Practice

Edit the following sentences for the correct use of apostrophes. Two sentences are correct.

1. Both of my aunts birthdays are the same day.
2. The womans purse was stolen.
3. The car hurt its paw, so its licking it.
4. He has two PCs, one at his office and one at home.

9. Quotation marks “”

Quotation marks are always in pairs. They are mainly used to enclose direct quotations.

Quotation marks with direct quotations

A direct quotation is someone’s exact words (spoken or written) and is usually introduced by an expression such as *he said* or *she wrote*. Put quotation marks before and after the person’s exact words.

- He said, “**I’m hungry.**”

Don’t use quotation marks with indirect quotations. An indirect quotation is someone’s reported words and is usually introduced by *that*.

Rules for punctuating direct quotations

1. Separate a quoted sentence from a reporting expression with a comma.
 - Tom said, “That woman in the water is waving at us.”

If there is no reporting verb, use a colon before the quotation.

- Tom remembered his swimming teacher’s words: “Never put yourself in danger, even to save life.”
2. Begin each quoted sentence with a capital letter. When a quoted sentence is separated into two parts, begin the second part with a smaller letter.
 - “Be quiet. **S**he’s still waving,” Tom said, “**a**nd she’s also saying something.”
 3. Commas, periods, question marks, and exclamation points go *inside* the second quotation mark of a pair.
 - “Help!” the woman screamed. “I can’t swim!”
 - “What did you say?” He asked.

BUT

A question mark goes outside the second quotation mark when the reporting expression is a question.

- **Did she say, “I love to swim”?**
- 4. Semicolons and colons go *outside* the second quotation mark.
- The woman yelled again, “I ... swim”; her voice was weaker.
- 5. Use single quotation marks to enclose a quotation within a quotation.
- His friend replied, “I think she said ‘**I can’t swim,**’ but I’m not sure.”

Practice

Edit the following sentences for the correct use of quotation marks. Change small letters to capital letters where necessary.

1. My parents told me that “I should do my best.”
2. My parents told me do your best, and you will be successful in life.
3. Do your best my parents told me and you will be successful in life.
4. People in many corners of the world use the Italian word *ciao* (hello and goodbye) in informal speech.

10.Brackets and Ellipses ([]), (...)

Brackets ([]) and ellipses (...) show additions and deletions to quotations.

- **Use brackets to enclose an explanation added to quoted or parenthetical material.**

Examples

Elena said in her acceptance speech, “I am honored by this award [**the award**], and I would like to thank the students who volunteered to help with the Special Olympics this year.” [**The words are enclosed in brackets to show that they have inserted into the quotation and are not the words of the speaker.**]

- **Assignment**

Here are two passages without any punctuation. Punctuate them.

Passage 1: Add the following punctuation:

- Ten capital letters
- Two full stops
- Six commas
- One colon

- One dash
- One set of inverted commas

the european community was a success story as was evident from the number of applicants waiting to join in a speech reflecting last friday's birmingham summit the queen said the british presidency is working to build on that success developing a community of all 12 member states which draws on the strength of each which meets the needs of their people listens to their anxieties and responds to the rest of Europe and to the world

Grellet (1996, p. 9-10)

Passage 2: Add the following punctuation.

- Twenty-nine capital letters
- Twelve full stops
- Ten commas
- Nine sets of inverted commas
- Six question marks
- Four dashes linking five words to form an expression
- Two colons
- One semi-colon
- Two words in italics

At the top of the hill will pulled to the side and turned off the engine there you are he said through the windscreen emmy saw layers of interlocking snow-covered hills receding one after ...

well will said he smiled at emmy but made no move she tried to think of something to say hunting nervously about in her mind and managed

Breughel ... it's like the hunters in the snow with all the houses and people taken away

will made no comment finally he said tell me about your parents you like them don't you

yes i do really she heard herself answer

what are they like very old family and keeping up the stockwell traditions

oh no you've got quite the wrong idea the stockwells aren't anything really really nouveau riche

Grellet (ibid, p. 10)

Lecture Three

Paragraphs

Objective: The major aim of this lecture is to introduce learners to the paragraph writing, beginning by defining a paragraph up to training them to write paragraphs using the different patterns of organization.

1. Paragraph Organisation/Structure

- **A paragraph is a group of related sentences that a writer develops about a topic. It deals with one central idea.**

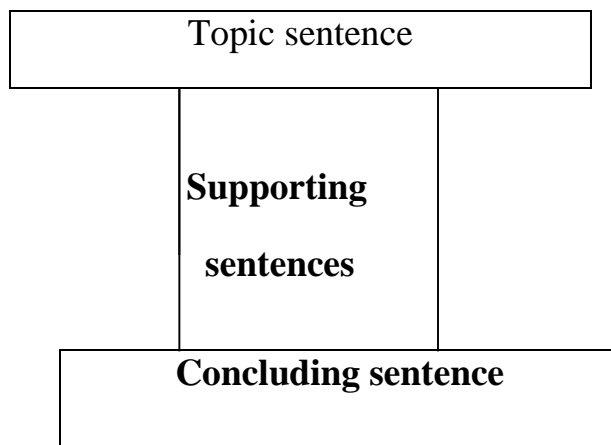
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XXXXXXXXXXXXXXXXXXXXXXXXXXXX.

A paragraph has a topic sentence, supporting sentences and a concluding sentence.

- **The topic sentence** introduces the topic and tells what the writer will say about the topic.
- The sentences that follow further explain and support the topic sentence. They are called **supporting sentence**.

The **concluding sentence** often repeats the information in the topic sentence in a different way.

A paragraph is like a sandwich. The topic sentence and concluding sentence are the two pieces of “bread” enclosing the “meat”—the supporting sentences. A diagram of a paragraph looks like this:



Exercise 1

Read the paragraph below and note the *topic sentence*, *supporting sentence* and *concluding sentence*.

Barefoot boy

I had a scary experience when I was a young boy. One evening while my parents were eating dinner, I was playing barefoot in the yard with my toys. Even now still remember the perfume of the flowers and the moister of the grass. While I was sitting on the grass and playing with a truck, I looked up that sky, and my attention was distracted by the beauty of the stars. Then I left something cold and smooth over my feet. I stayed perfectly still. But I looked down at my feet. Then I saw a snake slowly slithering over my toes. I felt terrible and afraid, so my heart beat very fast. After the snake moved away, I screamed to my parents for help, and they captured the snake and took it away. The experience frightened me, and I never went outside barefoot again.

Exercise 2

Examine the organisation of the paragraph by answering the questions.

1. What is the topic sentence? Write it below.

2. How many supporting sentences are there?.....

3. In your opinion, do the supporting sentences explain the topic sentence?
.....
4. Write the concluding sentence below.
.....
.....
5. Does the concluding sentence repeat the information in a new way?.....

1.1. The Topic Sentence

The topic sentence states the topic and the controlling idea of the paragraph. It has some characteristics:

- A topic sentence is a complete sentence; that is to say, it contains at least one subject and one verb.

The following are not complete sentences because they do not have verbs:

- Driving on freeways
- How to register for college classes
- The rise of indie films
- A topic sentence includes both a topic and a controlling idea. It states the topic and controls or limits the topic to a very specific area discussed in a single paragraph.
 - Driving on freeways requires skill and alertness.
 - Registering for college classes can be a frustrating experience for new students.
 - The rise of indie films is due to several factors.
 - A topic sentence is the most general statements in the paragraph because it gives only the main idea. It does not give any specific details.

(Hogue, 2003, p, 273)

Practice

1. Read the following sentences and decide which sentence is best topic sentence (best TS).
2. Decide what is wrong with the other sentences. They may be too general, or they may be too specific, or they may be incomplete sentences.

Group 1

- a. The history of astronomy is interesting.→.....
- b. Ice age people recorded the appearance of new moons by making scratches in animal bones.→.....
- c. For example, Stonehenge in Britain, built 3500 years ago to track the movement of the sun.→.....
- d. Ancient people observed and recorded lunar and solar events in different ways.→.....

Group 2

- a. It is hard to know which foods are safe to eat nowadays.→.....
- b. In some large ocean fish, there are high levels of mercury.→.....
- c. Undercooked chicken and hamburger may carry E. coli bacteria.→.....
- d. Not to mention mad cow disease.→.....
- e. Food safety is an important issue.→.....

(Oshima and Hogue, 2006, p,4/5/6/7)

3. Read the following scrambled paragraphs and decide which sentence is the topic sentence. Write a TS on the line next to that sentence.

Paragraph 1

- a. Another important change was that people had the freedom to live and work wherever they wanted.→.....
- b. The earliest significant change was for farming families, who were no longer isolated.→.....
- c. The final major change brought by the automobile was the building of superhighways, suburbs, huge shopping centers, and theme parks such as Disney World in Florida.→.....
 - d. The automobile revolutionized the way of life in the United State.
 - e. The automobile enabled them to drive to towns and cities comfortably and conveniently.→.....

- f. In fact, people could work in a busy metropolitan city and drive home to the quiet suburbs.→.....

Paragraph 2

- a. In time, this melted part rises as magma.→.....
- b. The formation of a volcanic eruption is a dramatic series of events.→
.....
- c. As the plate sinks, friction and Earth’s heat cause part of to melt.→.....
- d. The magma produces heat, steam, and pressure.→.....
- e. First of all, most volcanoes are formed where two plates collide.→.....
- f. Then one of the plates is forced under the other and sinks.→.....
- g. When the heat, steam, and pressure from the magma finally reach the surface of earth, a volcanic eruption occurs.→.....

3. Usually, in the topic sentence, the topic comes first and the controlling idea comes second. Nonetheless, the controlling idea may come first.

- 1. A. English borrows words from other languages.
B. Other languages give words to English.
- 2. A. English is necessary for many different jobs.
B. Many different jobs require English.

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

The first one has been done for you as an example.

- a. Driving on freeways requires skill and alertness.
- b. Driving on freeways requires strong nerves.
- c. Driving on freeways requires an aggressive attitude.
- d. The Caribbean island of Trinidad attracts tourists because of its calypso music.
- e. Spectacular beaches make Puerto Rico a tourist paradise.

- f. Moving away from home can be a stressful experience for young people.
- g. Many religious rules arose from the health needs of ancient times.
- h. A major problem for my students is the high cost of tuition and books.
- i. Participating in class discussion is a problem for several different groups of students.
- j. In my opinion, television commercials for cosmetics lie to women.
- k. Owning an automobile is a necessity for me.
- l. It is an expensive luxury to own an automobile in a large city.
- m. Taste and appearance are both important in Japanese cuisine.

D. Read the following paragraph. Then chose the best topic sentences for them from the choices listed below.

Paragraph 1

.....
 First of all, it is a beautiful city. From the top of its hills, the view of the sparkling blue water of San Francisco Bay and the green hills beyond are spectacular. Second, San Francisco has many excellent restaurants. With hundreds of restaurants serving delicious food from every part of the world, the city is truly a food-lover’s paradise. San Francisco is also fun. Riding a cable car down one of the city’s steep hills, eating a seafood cocktail at Fisherman’s Wharf, window-shopping in Chinatown, or walking across the famous Golden Gate Bridge are just a few of the activities on every visitor’s “must-do” list.

Possible topic sentences

- 1. San Francisco in one of the most beautiful cities in the world.
- 2. San Francisco is the perfect place to spend a vacation.
- 3. San Francesco has many tourist attractions.
- 4. San Francesco is a great place to visit, but it is expensive.

(Hogue, 2003,p , 274)

Paragraph 2

.....

Colleges and universities in the United States are private. Private colleges and universities are public: that is, the citizens of each state pay some of the costs through their taxes. As a result, public colleges are cheaper for students to attend. No matter which type of college you attend----public or private, you can get a good education.

Possible topic sentences

1. Living in a foreign country helps you learn.
2. Everyone should live in a foreign country for a while.
3. Living in a foreign country has four benefits.

(Hogue, 2008, p. 41)

E. Write good topic sentences for the following paragraphs.

1.

.....
..... . Green curry is the hottest Thai currt. People who like very spicy food will enjoy green curry. Red curry is medium hot. It is favourable, but is doesn't burn your mouth. Yellow curry is the mildest of all. It is usually the choice of people who eat Thai food for the first time. In short, you have three delicious choices when you order Thai curry.

2.

.....
..... . First of all, employers want workers who come to work every day. Second, employers want who are responsible. Can the boss give the worker a project to do and know that it will be done well? Third, employers look for workers who can work well with others. The ability to get along with co-workers is important to the success of a business. To summarize, employers look for dependable, responsible team players.

(ibid, p.42)

1.3. Supporting Sentences

Supporting sentences explain or prove the topic sentence.

- Use facts, not opinions, for support.
- Use examples, statistics, and quotations as specific supporting details. → Make your paragraph interesting by using supporting sentences that are as specific and detailed as possible.

Below are two paragraphs about the same topic, “Giant pandas”. They begin with the same topic sentence. Decide in which paragraph the supporting sentences are more specific.

Paragraph 1

Giant Pandas

Giant pandas are an endangered species. There are not many pandas still living in the wild. The area in China where they live is quite small, and they do not reproduce in zoos easily. There has been only one panda baby born in a zoo in the United States. Experts say that pandas in zoo don’t reproduce well enough to maintain the species.

Paragraph 2

Giant Pandas

Giant pandas are an endangered species. Only about 1,000 giant pandas still live in the wild, occupying six small forest fragments totalling 5,400 square miles in the provinces of Sichuan, Gansu, and Shaanxi in south-western China. Not only is their natural habitat limited, but they also do not reproduce easily in zoos. In 1999, Bai Yun and Shi Shi, two pandas in the San Diego Zoo’s center for Reproduction of Endangered Species, “Captive pandas are not reproducing well enough to maintain the species.”

- Use support that is both appropriate and relevant.

Practice

Read the topic sentence. Then place a check mark (✓) next to the sentences that provide good support. Put an (x) next to sentences that provide poor support because they are not facts, because they are not appropriate, or because they are not relevant. You should check five sentences.

Topic sentences: Japan is a nation of workaholics.

Possible supporting sentences

1. Japan has more national holidays than the United States or Germany. →
2. The average worker in Japan gets eighteen days of paid vacation every year. →
3. The average worker uses only nine of his or her eighteen days of paid vacation every year. →
4. Many Japanese are uncomfortable taking vacation days when their co-workers have to be at work, according to Japanese sociologists who have studied the problem. →
5. “ I wish I could take more than a week,” said office worker Masako Tanaka, “ but the environment at work doesn’t really let you do that.” →
6. American who work for Japanese companies quickly learns to put in the same long hours as their Japanese colleagues. →
7. Japanese schoolchildren go to school every other Saturday, and they spend most evenings, weekends, and holidays attending study clubs or cram school. →
8. The Japanese government wants workers to take more time off because people spend more money on vacation, which would help the Japanese economy. →
9. Many Japanese enjoy hard work and long hours; if they didn’t, they wouldn’t do it. →
10. Japanese get used to working long hours when they are schoolchildren. →

Paragraph unity

Make sure that all sentences discuss the main idea.

What is paragraph unity?

Unity means that a paragraph discusses one main idea from beginning to end. Be sure that each sentence is related to that main idea.

The following paragraph has been edited for unity. The sentences in bold are off the topic.

My best teacher

Mrs. Smith was the best teacher I ever had. Until I took her Spanish class in my third year of high school. I had been just an average student who studied an average amount of time and earned average grades, but Mrs. Smith changed that. **The only class I got good grades in was math. For some reason, math has always been easy for me.** Mrs. Smith was not an easy teacher. On the contrary, her class was one of the hardest in my entire four years of high school. Her homework assignments were always interesting and challenging. **I usually did her homework first.** We went shopping in Spanish food stores and prepared Spanish food. We wrote e-mails to students in Spanish-speaking countries around the world. In addition, Mrs. Smith's classes were always lively and fun. We watched Spanish soap operas on TV. We wrote and performed puppet shows in Spanish. We sang Spanish songs. She ended each class by telling a joke in Spanish. **My first year Spanish teacher never told jokes, and in my second year class, we just studied grammar.** In short, Mrs. Smith was a great teacher because she made learning so much fun.

Practice

A. Edit the following paragraphs for unity. Cross out the sentences that are "off the topic."

Step 1: Locate and underline the topic sentence of each paragraph.

Step 2: Cross out the sentence or sentences that are off the topic.

1.

In a recent experiment, two British psychologists proved that walking a dog will help you meet people. One of the psychologists walked a dog to work for five days. She lives near the university where she works. Sixty-five strangers either talked to her or smiled at her when the dog was with her, but only three strangers did so when she was dogless. The psychologists believe that the presence of a dog may remove people's fear of talking to strangers. The scientists didn't use cats or other pets in the experiment. Moreover, the dog's appearance didn't matter. Strangers were friendly whether the dog wore a

fashionable matching collar and leash or an ugly leather collar and an old piece of rope. Therefore, if you want to meet people, get a dog and don't worry about how it's dressed.

2.

Adventure travel is the hot trend in the tourism industry. Ordinary people are no longer content to spend their two weeks away from the office resting on a sunny beach in Florida. More and more often, they are choosing to spend their vacations rafting down wild rivers, hiking through steamy rain forests, climbing the world's highest mountains, or crossing slippery glaciers. People of all ages are choosing educational study tours for their vacations.

B. Both of the following paragraphs not only have sentences that are off the topic but also discuss two or more topics.

Step 1: Decide where each paragraph should be divided into two paragraphs. Underline the topic sentence of each.

Step 2: Find sentence (s) that are off the topic and cross them out.

Paragraph 1

Because the Internet makes the world a smaller place, the value of having a common language is greatly increased. The question is ---which language? Because the Internet grew up in the United States, the largest percentage of its content is now in English. Bill Gates, Microsoft's president, believes that English will remain valuable for a long time as a common language for international communication. His company spends \$200 million a year translating software into other languages. He says, "Unless you read English passably well, you miss out on some of the Internet experience." Someday, software may be available to instantly translate both written and spoken language so well that the need for any common language could decline. That day is decades away, however, because flawless machine translation is a very tough problem. Computer spelling checkers also exist for various languages. Software that does crude translations already exists. It is useful if all you are trying to do is understand the general idea of something you see on your computer screen. However, if you are trying to negotiate a contract or discuss a scientific subject where details are important, machine translation is totally useless (Gates).

Paragraph coherence

When it is easy to read and understand a paragraph, this means it has coherence. There are no sudden jumps, and the reader can often predict what might come next.

According to Hoshima and Hogue (2006), there are four ways to achieve coherence:

1. Repeat key nouns.
2. Use consistent pronouns.
3. Use transition signals to link ideas.
4. Arrange your ideas in logical order.

➤ Repetition of Key Nouns

According to the same authors, the easiest way to achieve coherence is to repeat key nouns key nouns in your paragraph.

Read the model paragraph about gold to see how it uses this technique to smooth the flow of sentences. The key noun in this paragraph is *gold*. Circle the *gold* and all pronouns that refer to it.

Model paragraph “with coherence”

Gold

Gold, a precious metal, is prized for two important characteristics. First of all, gold has a lustrous beauty that is resistant to corrosion. Therefore, it is suitable for jewelry, coins, and ornamental purposes. Gold never needs to be polished and will remain beautiful forever. For example, a Macedonian coin remains as untarnished today as the day it was made 25 centuries ago. Another important characteristic of gold is its usefulness to industry and science. For many years, it has been used in hundreds of industrial applications, such as photography and dentistry. The most recent use of gold is in astronauts' suits. Astronauts wear gold-plated heat shields for protection when they go outside spaceships in space. In conclusion, gold is treasured not only for its beauty but also for its utility.

The noun *gold* has been repeated seven times, the pronoun *it* twice and the pronoun *its* three times.

You should repeat a key noun instead of using a pronoun when the meaning is not clear.

Practice

In the following paragraph, the key noun is never repeated. Replace the pronoun it with the key noun English wherever you think doing so would make the paragraph more coherent.

English

English has almost become an international language. Except for Chinese, more people speak it than any other language. Spanish is the official language of more countries in the world, but more countries have it as their official or unofficial second language. More than 70 percent of the world's mail is written in it. It is the primary language on the Internet. In international business, it is used more than any other language, and it is the language of airline pilots and air traffic controllers all over the world. Moreover, although French used to be the language of diplomacy, it has displaced it throughout the world. Therefore, unless you plan to spend your life alone on a desert island in the middle of the Pacific Ocean, it is a useful language to know.

➤ Consistent pronouns

When you use pronouns, make sure that you use the same person and number throughout your paragraph. For example, do not change from you to she or he (change of person) or from he to they (change of number).

Practice

In the following paragraph, the pronouns are not consistent. Correct them to make this paragraph more coherent.

Olympic Athletes

Olympic athletes must be strong both physically and mentally. First of all, if you hope to compete in an Olympic sport, you must be physically strong. Furthermore, aspiring Olympians must train rigorously for many years. For the most demanding sports, they train several hours a day, five or six days a week, for ten or more years. In addition to be physically strong, athletes must also be mentally tough. This means that you have to be totally dedicated to your sport, often giving up a normal school, family, and social life. Being mentally strong also means that he or she must be able to withstand the intense pressure of international competition with its accompanying media coverage. Finally, not everyone can win a medal, so Olympians must possess the inner strength to live with defeat.

➤ Use transition signals

For achieving coherence, use transition signals.

Transition signals show how ideas relate to each other. They are like traffic signs; they tell reader when to go ahead, where to make a U-turn, and when to stop. For example:

- *and* and *in addition* tell the reader to go ahead (expect a similar idea)
- *but* and *however* tell the reader to make a U-turn (expect a different idea)
- *to sum up* and *in conclusion* say “stop”

Notice how the addition of transition signals helps the reader follow the flow of ideas in the following paragraph.

➤ **Paragraph without transition signals**

My morning routine never changes. My alarm clock rings for the third time. I get up. I sleepwalk to the shower. I stand in the shower for ten minutes. I am finally awake. I get dressed. I go to the kitchen, make a cup of tea, and put a slice of bread in the toaster. I eat breakfast and feed my cat. I put her outside. I am ready to face the world. I get on the bus go to school. My first class begins. I go back to sleep.

➤ **Paragraph with transition signals**

My morning routine never changes. **When** the alarm clock rings for the third time, I get up and sleepwalk to the shower. I stand in the shower for ten minutes **until** I am finally awake. **Then** I get dressed. **Next**, I go to the kitchen, make a cup of tea, and put a slice of bread in the toaster. **After** I eat breakfast and feed my cat, I put her outside. **Finally**, I am ready to face the world, **so** I get on the bus and go to school. **As soon as** my first class begins, I go back to sleep.

➤ **Decide which transition signals to use**

There are different kinds of transition signals. A few of them are listed in the following chart.

Logical Relationship	Transition signals
To list an idea in order of time	<ul style="list-style-type: none"> - First, Second, Third, Next, Then -After that, Meanwhile, Now, Soon -Before, after until, when, while, as soon as -The first (reason, cause, step, etc.)

	-An additional .../ The second .../ Another ...
To list ideas in order of importance	<ul style="list-style-type: none"> - First, - First of all - Second, - More important - Most important - Above all, - Most of all, - The first (reason, cause, step, etc.) - An additional ... - The second ... - Another ... - A more important (reason, cause, step, etc.) - The most important
To add a similar or equal idea	also, besides, furthermore, in addition, moreover, too, and, as well as, as well
To add an opposite idea	however, in contrast, on the other hand, although, nevertheless, nonetheless, still, in spite of
To give a reason	For this reason, because, because of
To give a result	as a result, consequently, therefore, thus, so, to result in, to cause
To express	afterward, meanwhile, then, subsequently

sequence	
To express similarity	In the same way, likewise, similarly, also, just as,
To give an example	for example, for instance, such as, like

Locate and punctuate transition signals carefully.

Each kind of transition signal has different rules for position in a sentence and for punctuation.

Transition signals and conjunctive adverbs

1. Most words and phrases in this group can appear at the beginning, in the middle or at the end of a sentence and are usually separated by commas.
 - My roommate and I decided to paint our apartment last weekend.
 - **First**, we went to buy the paint.
 - One of our roommates, **however**, is allergic to paint.
 - He couldn't help us with the actual painting, **therefore**.

Exceptions

We often use time words such as *then*, *now*, and *soon* without commas.

- **Then** we had to clean the walls.
- We **soon** got tired of cleaning and sanding.
- We cleaned up **afterward**.

Don't use a comma with **also** in the middle of a clause.

- We **also** had to use sandpaper to make the walls smooth.

2. Transition signals can also connect two independent clauses. In this case, we use them with a semicolon and a comma.

- One of our roommates was allergic to paint; **therefore**, he couldn't help us with the painting.

Coordinating conjunctions

Coordinating conjunctions (and, but, so, or, for, nor, yet) may or may not have commas.

1. When they connect two words or phrases, do not use a comma.
2. When they connect two independent clauses, use a comma.

Subordinating conjunctions

A subordinating conjunction is the first word in a dependent clause. A dependent clause is always connected to an independent clause to make a sentence. If the dependent clause comes first, put a comma after it. If the dependent clause comes second, do not put a comma before it.

Exception

Clauses of contrast beginning with *whereas* and *while* are always separated with a comma, even when they follow an independent clause.

Adjective, prepositions, and verbs

This group does not require special punctuation.

Practice

A. Circle all the transition signals in the following paragraph. Punctuate the transition signals if necessary.

Genetic Engineering

Genetic research has produced both exciting and frightening possibilities. Scientists are now able to create new forms of life in the laboratory because of the development of gene splicing. On the one hand, the ability to create life in the laboratory could greatly benefit humankind. One beneficial application of gene splicing is in agriculture. For example, researchers have engineered a more nutritious type of rice that could help alleviate the serious problem of vitamin A deficiency. It is estimated that 124 million children worldwide lack vitamin A, putting them at risk of permanent blindness and other health issues. In addition, genetic engineers have created larger fish, frost-resistant strawberries, and cows that produce more milk. Indeed, agriculture has already benefited from the promise of genetic engineering.

B. Improve the coherence of this paragraph by adding appropriate transition signals. Choose from the transition signals in parentheses. Sometimes the punctuation before or after a blank will help you choose. Circle your choice.

Making your first scuba dive can be a stressful experience because there are so many things to remember. You have to move slowly and think about each step. (The first step/ First of all / For example) is to check your equipment before you enter the water. Make sure that everything is securely in place., (Also/ However / Therefore) make sure that your air is turned on, that your regulator is working, and that there is a little air in your vest. (Then / On the other hand / In conclusion) check your dive buddy's

equipment. At last, you are ready to enter the water. Put your regulator in your mouth, hold it in place with one hand, hold your mask in place with your other hand, and jump or roll into the water. After you are in the water, take a moment to recheck both your and your buddy's equipment. (While / As soon as / Until) both of you are ready, give the OK signal, let the air out of your vest, and begin to go down. (While / As soon as / Until) you are going down, clear your ears every few feet by pinching your nose and blowing. If you begin to feel pain in your ears, go back up a few feet, clear your ears, and try to go down again., (On the other hand / Therefore / Most important) keep breathing. Take deep, slow breaths. When you and your buddy. Reach your agreed-on depth, stop for a moment, and give each other the OK signal. Congratulations! You are now scuba diving.

➤ **Logical order**

Another way to achieve coherence is to arrange your sentences in some kind of logical order. The choice of one kind of logical order over another depends on the topic and purpose. It is possible to combine two or more different logical orders in the same paragraph; nonetheless, arrange your ideas in some kind of order that is logical to a reader accustomed to the English writing.

Some common kinds of logical order in English are: logical division of ideas, chronological order and comparison/contrast.

- In logical division of ideas, a topic is divided into parts, and each part is discussed separately. For example, the model paragraph about gold uses logical division. First, it discusses gold's beauty, and second its utility.
- Chronological order is order by time---a sequence of events in a process.
- In a comparison/contrast paragraph, the similarities and/or differences between two or more items are discussed.

Practice

Read the following paragraphs and decide which kind of logical order is used in each: chronological order, comparison/contrast or logical division of ideas.

Paragraph 1

The process of machine translation of language is complex. To translate a document from English into Japanese, for example, the computer first analyzes an English sentence, determining its grammatical structure and identifying the subject, verb, objects, and modifiers. Next, the words are translated by an English-Japanese dictionary. After that, another part of the computer program analyzes the resulting awkward jumble of words and meanings and produces an

intelligible sentence based on the rules of Japanese syntax and the machine's understanding of what the original English sentence meant. Finally, a human bilingual editor polishes the computer-produced translation.

Kind of logical order:

Paragraph 2

The many different calendars used throughout the world are all based on the phrases the moon, on the revolution of Earth around the sun, or on a combination of the two. The first kind of calendar is the lunar calendar, based on the phrases of the moon. A month is calculated as the time between two full moons, 29.5, and a year has 354 days. The Islamic calendar used in Muslim countries is a lunar calendar. It has 12 months and a cycle of 30 years in which the 2nd, 5th, 7th, 10th, 13th, 16th, 18th, 21st, 24th, 26th, and 29th years have 355 days, and the others 354 days. A second kind of calendar is the solar calendar, which is based on the revolution of Earth around the sun. The ancient Egyptians used a solar calendar divided into 12 months of 30 days each, which left 5 uncounted days at the end of each year. A very accurate calendar developed by the Mayan Indians in North America was also a solar calendar. It had 365 days, 364 of which were divided into 28 weeks of 13 days each. The new year began on the 365th day. Because the solar year is exactly 365 days, 5 hours, 48 minutes, and 46 seconds long, however, a solar calendar is not totally accurate, so many cultures developed a third kind of calendar, the lunisolar calendar. In a lunisolar calendar, extra days are added every so often to reconcile the lunar months with the solar year. The Chinese, Hebrew, and Gregorian calendars used today are lunisolar calendars.

Kind of logical order:

Concluding sentence

A concluding sentence signals the end of a paragraph and reminds the reader of the main idea. Not all paragraphs need a concluding sentence. When a paragraph is very long or when or when it stands alone as a piece of writing, it is helpful to add a concluding sentence. Paragraphs that are part of longer pieces of writing do not always need concluding sentences.

Here are some hints for writing a concluding sentence.

Start with a transition signal

- 1. You can use a “conclusion” transition signal, followed by a comma.
 - All in all,
 - In brief,

- **In conclusion,**
- **Indeed,**
- **In short,**
- **In summary,**
- **It is clear that (without a comma)**
- **To conclude,**
- **To summarise,**
- **To sum up,**

2. **Do not copy the topic sentence**
3. **Do not introduce a new idea**

Practice

A. Read the following paragraph. Then choose the best concluding sentence from the choices listed below.

Giant pandas

Giant pandas are an endangered species. Only about 1,000 giant pandas still live in the wild, occupying six small forest fragments totaling 5,000 square miles in the provinces of Sichuan, Gansu, and Shaanxi in southwestern China. Not only is their natural habitat limited, but they also do not reproduce easily in zoos. In 1999, Bai Yun and Shi Shi, two pandas in the San Diego zoo, produced the first zoo-born baby panda outside China in ten years. According to the San Diego Zoo’s Center for Reproduction of Edangered Species, “captive pandas are not reproducing well enough to maintain the species.”

.....

Possible concluding sentences

1. In conclusion, giant pandas are endangered species and may soon disappear from Earth.
2. In short, zoos must acquire more pandas, or this much-loved species may soon disappear from Earth.
3. It is clear that zoos must find ways to help pandas reproduce, or this much-loved species may soon disappear from Earth.

B. Write the concluding sentence for each topic sentence below using an end-of-paragraph signal.

we can see that	so	to sum up	in conclusion
on the whole	hence	in sum	in short

1. Breakfast is the most important meal of the day.
2. The less junk food you eat, the healthier you will be.

- 3.** Exercise is important for a healthy body.
- 4.** It is easy to choose healthy snacks; here's how.
- 5.** Every meal should include fruits or vegetables.

Types of paragraphs

1. Definition Paragraph

Organisation

People who are interested in your culture may ask you to explain a word that they have heard but do not understand, such as Spanish machismo or German Gemutlichkeit, or an interesting custom or practice such as casual Friday or Saint Patrick's Day in the United States, O-bon festivals in Japan, holi festival in India, or quinceanera parties in Spanish-influenced cultures. Tests of general writing ability sometimes ask you to define abstract terms such as love, friendship, courage, or happiness. Tests in college classes may contain questions such as these:

What are Miranda rights?

What are organic soil amendments, and how do they improve soil?

What was the Underground Railroad?

What is the Rh factor, and why is it important to pregnant women and their babies?

These kinds of questions ask you to define or explain something; for our purpose, we will simply call them definition paragraphs.

Paragraph 1

The Underground Railroad

The Underground Railroad was a secret system that helped slaves escape from slavery in the United States during the mid – 1800s. It was not a real railroad; rather, it was a loosely organized chain of people and safe houses that stretched from the slave states of the South to the free states of the North and Canada. The escapees traveled mostly on foot at night and hid during the day. Free blacks and some whites helped the escapees, giving them food, clothing, places to hide, and directions to the next safe house. Indeed, the Underground Railroad was a remarkable system that helped thousands of slaves find safety and freedom.

Paragraph 2

Courage

Courage is the quality of being brave when you are facing something that is dangerous or that you fear. For example, a soldier who goes into battle shows courage. However, you don't have to be a soldier or a paramedic to be courageous. You can display courage in everyday situation, too. For instance, a shy person who is afraid of speaking in public shows courage when he or she gives a speech at school or at work³. A teenager who resists peer pressure to smoke, drink, or try drugs shows courage. To give another example, my friend Angela, who is terrified of flying, recently took her first airplane flight. As she walked onto the plane, she was trembling with fear, but she didn't give in to her fright. To me, Angela entering that airplane was as brave as a soldier entering battle.

Question on the Models

1. In each model paragraph, identify the three parts of the topic sentence: topic, category or group, distinguishing characteristics. (read the information and chart below first.)
2. Which paragraph uses examples in the supporting sentences
3. Which paragraph uses facts to answer who, what, where, why, when, and how questions?

One way to write the topic sentence of a definition paragraph is to give three pieces of information:

1. The word or thing you will define or explain (the topic)
2. The large category or group to which the word or thing belongs
3. The distinguishing characteristics that make it different from other members of the category

Term/person/Concept	Category or group	Distinguishing Characteristics
The underground Railroad was.... Courage is casual Friday refers to	A secret system..... The quality..... The custom....	That helped slaves escape from the south to freedom in the North during the mid-1800s.

.....		<p>Of being brave when you are facing something that is dangerous or that you fear.</p> <p>Of office workers wearing casual clothes to work on Fridays.</p>
-------	--	---

In the supporting sentence, add details that explain the topic more completely. The supporting sentence may give additional facts telling who, what, where, when, how, or why, an explanation of a process, examples, or a description.

In the concluding sentence, you may tell why the topic is important, interesting, or unique.

Complete each topic sentence for a definition paragraph with (1) a category or group and (2) distinguishing characteristics. Use a dictionary if necessary.

1. A dictator is a ruler who has all the power in a country
2. An optimist iswho.....
3. A good friend is who
4. An ideal spouse iswho
5. Chess is that
6. A barometer is a scientific designed

Choose four words of your own to define in topic sentences for definition paragraphs.

Note: you may want to use one of these topics for your own paragraph at the end of the chapter.

Ask your classmates or your teacher if there is anything they want to know about you country or your culture. Think of words or things that someone outside your age group or your cultural group might not understand. Examples:

Ikebana and bonsai (Japan)

La passeggiata (Italy)

Dia de los Muertos and Las Pasadas (Mexico)
Groundhog Day and Sadie Hawking Day (United States)
Stammtisch (Germany)
Samovar (Russia, other countries)

Descriptive Paragraph (1)

Organisation

Descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture; the reader in this case can imagine the place, object, or person in his/her mind.

A description usually follows a pattern of organization that is called **spatial order**. It is the arrangement of things in space.

1. Describing the place around you

→Using prepositions

Prepositions tell us how a space is organised. These are some common and useful prepositions:

In front of /behind the left of	to the right of/to
On top of / on the bottom of next to around	in the middle of
above /below, underneath	between

➤ ***Read this paragraph that describes someone's favourite place. Underline the prepositions.***

My favourite place to relax is a small café down the street from where I live. This café is on a small side street and as soon as you see it, you feel like going in. There are three windows on either side of the door, and each window has a small window box with brightly coloured flowers. There is a small wooden door that opens into the café, and as you go in, you can see a dozen small tables all around the room. Even though it is not a big place, its size makes it very cosy

and comfortable. I always like to sit at a small table in the corner near the front windows. From here, I can look at the artwork on the walls and at the pretty green plants hanging from the ceiling. With a strong cup of coffee and a good book, I feel very happy and relaxed in my favourite café.

Descriptive Paragraph (2)

2. Describing a character (person)

Describing people

Here are some common adjectives for describing people:

Personality characteristics	Physical
Happy, satisfied	big, large, tall
Relaxed	small, tiny, short
Exciting	thin
Nervous	heavy
Angry	strong
Serious	weak
Sad, depressed blond-, red-haired	brown-, black-,
Outgoing skinned	light-, dark-
.....
.....

A description of a person may answer some of the following questions:

- Who is the person?
- What does the person do?
- What does he or she look like?
- How does the person act —what is his or her personality like?
- How does he or she make others feel?

1. Add at least two other adjectives to the two lists above.

2. Read this description written by a young woman about her grandmother. Circle the adjective that describe the grandmother.

When I was young, I admired my grandmother for her strength and kindness, she was not very big. In fact, she was tiny and very thin. She was strong, though. She lived by herself and still did a lot of the chores around her house, when I was a child, I saw her almost every day, and she and I would talk about everything. She was a very happy person and was always smiling and joking, and she often made me laugh. My grandmother was also very patient, and she would listen to all of my problems. She gave me very good advice whenever I needed it. I did not need to be afraid to tell her anything, because she never got annoyed with me. She just listened and tried to help I also liked to spend time with her because she had interesting stories to tell me about her own childhood and life experiences. When I was young, my grandmother was my best friend.

3. Think of a person or place you know well. Then brainstorm your ideas, narrow down your topic, and write a descriptive paragraph.

Descriptive Paragraph (3)

My Morning Routine

It is easy for me to get ready for the day. I get up at 8:30 a.m. I wash my face and brush my teeth. I put on my clothes. Then I put my books in my backpack. I leave my room at 8:45 a.m. I walk to Kerry Hall. My first class is from 9:00 to 9:50 A.M. After class, I am very hungry. I go to the dining hall for a big breakfast. That is my morning routine.

- a. What is the topic of the paragraph?
- b. Which word describes the writer's morning routine? Circle it : (busy /easy /hungry)
- c. How much time does the writer need before class each day?
- d. Where do you think the writer lives?
- e. Write the verb the writer uses :
 - a. It _____easy for me to get ready for day.
 - b. I_____ at 8 :30 a.m.
 - c. I _____my clothes.
 - d. My first class _____from 9 :00 to 9 :50 a.m.
 - e. After class, I _____ very hungry.
 - f. That _____ my morning routine.
- g. Write the words the writer uses to show time:
 - a. I get up _____ 8:30 a.m.
 - b. My first class is _____ 9:00 _____9 :50 a.m.
 - c. _____class , I am very hungry.
 - d.

Getting Ready for the Day

I do many things to get ready for the day. I get up at 6:30 a.m. First, I take a shower. Then, I take a shower. Then, I get dressed, fix my hair, and put on my makeup. At 7:15 a.m., I wake up my husband and my children. I help my children get dressed. Then, we have breakfast. At 8:00 a.m., I walk my daughter to the bus for school. After that, I drive my son to day

care. Finally, I go to school for my 9:00 a.m. class. That is my busy morning routine.

- a. What is the topic of the paragraph?
- b. What words describes the morning routine of this writer?
- c. How much does the writer need before class each day?
- d. How much time does the writer need before class each day?
- e. Talk about the writer's morning routine. What is the same for her and the writer of paragraph 1? What is different?
- f. Write the verbs the writer uses :
 - a. first, I _____ a shower.
 - b. Then I _____dressed,_____ my hair, and _____my makeup.
 - c. At 7:15 a.m., I _____my husband and my children.
 - d. Then we _____ breakfast.
- g. Write the words the writer uses to show the order of her action.
 - a. _____ , I take a shower.
 - b. _____, I get dressed ,fix my hair , and put on my makeup.
 - c. _____ , I drive my son to day care .
 - d. _____ , I go to school for my 9 :00 a.m. class.

Writing Assignment:

Write a paragraph about your morning routine.

Narrative Paragraph

Organisation

Narration is story writing. When you write a narrative paragraph, you write about events in the order that they happen. In other words, you use **time order** to organize your sentences.

As you read the model paragraph, look for words and phrase that tell when something happens.

Model: narrative paragraph

Earthquake!

An unforgettable experience in my life was a magnitude 6.9 earthquake.

I was at home with my older sister and younger brother. Suddenly, our apartment started shaking. At first, none of us realized what was happening. Then my sister yelled, Earthquake! Get under something! I half rolled and half crawled across the room to get under the dining table. My sister also yelled at my little brother to get under his desk. Meanwhile, my sister was on the kitchen floor holding her arms over her head to protect it from falling dishes. The earthquake lasted less than a minute, but it seems like a year to us. At last, the shaking stopped. For a minute or two, we were too scared to move. Then we tried to call our parents at work, but even our cell phone didn't work. Next, we checked the apartment for damage. We felt very lucky, for nothing was broken except a few dishes. However, our first earthquake was an experience that none of us will ever forget.

Question on the Model Paragraph

1. In which four sentences does the word *earthquake* appear?
2. What words and phrases show when different actions took place? Circle them.

Time order

In the model **narrative** paragraph, the writer used **time order** to tell what happened first, what happened next, what happened after that, and so on.

Notice the kind of words and phrases used to show time order. These are called *time order signals* because they signal the order in which events happen.

Time Order Signals

Words	Phrases
Finally,	At last
First(second, third, etc.)	At 12:00,
Later	After a while,
Meanwhile	After that,
Next	Before beginning the lesson,
Now	In the morning,
Soon	The next day,
.....
.....

Put a comma after a time order signal that comes before the subject at the beginning of a sentence. (Exception: *Then, soon,* and, *now* are usually not followed by a comma.)

- At first, none of us realized what was happening.
- For a minute or two, we were too scared to move.
- Then we tried to call our parents at work.

Practice 1 : Time order

- a. Look again at the model paragraph. Add any time order Signals words or phrases that you circled to the Time Order Signals chart above.
- b. Complete the paragraphs with time order signals from the list provided, and capitalize and punctuate them correctly. Use each word or phrases once. There is more than one possible word or phrase to fill in some of the blanks.

Before the party

then (use twice)

later

At the beginning of the party

Fifteen years

A girl's fifteenth birthday is a very special occasion in many Latin American countries and requires a lot of planning. _____the parents make many preparations. _____they buy a special dress and order a bouquet of flowers for their daughter. They also plan a large meal for the guests and hire an orchestra. _____ they decorate a big room where the party will be held. _____ there are many special tradition. _____ the father and daughter enter the big salon accompanied by special music. _____the father makes _____ a speech, and the daughter gets some present. _____ everyone drinks champagne _____the father and daughter dance a waltz, and the daughter and every boy dance together. _____ all of the guests make a line to congratulate her. _____ all of the boys stand in a group because she will throw the bouquet, and boy who catches it dance with her. _____ everyone dance to different kinds of music until six o'clock in the morning.

C. The following sets of sentences are not in correct time order. Number the sentences in the correct order.

- _____She put the clean dishes away.
- _____She removed the dirty from the table.
- _____She turned on the dish washer.
- _____She put them in the dish washer .
- _____She piled them in the sink and rinsed them.
- _____It was Sarah's turn to wash the dishes last night.
- _____Finally, the dishes were clean.

2-

- _____He filled it out and left.
- _____He went to the bookshelf, but the book wasn't there.

- _____Tom went to the library to get a book.
- _____He went to the computer catalog.
- _____The librarian told him to fill out a form.
- _____He told the librarian he wanted to reserve that book .
- _____He wrote down the title and call number of the book.

3-

- _____He gave us a room with an ocean view
- _____The airline had oversold economy class seats, so we got to sit in first class.
- _____Our good fortune continued at the hotel .
- _____We can't wait to visit Florida again.
- _____The hotel manager also gave us coupons for lots of free things.
- _____The hotel manager apologized for not having our room ready when we arrived.
- _____Our vacation in Florida last month was almost perfect.
- _____The weather was warm and sunny, so we went to the beach every day.

Try It Out!

Write the sentences from the preceding exercise as paragraphs. Try to make your paragraphs flow smoothly by using these two techniques: (1) Add time order signals at the beginning of some of the sentences. (2) Combine some of the sentences to form simple sentences with one subject and two verbs.

Example

It was Sarah's turn to wash the dishes last night. First, she removed the dirty dishes from the table. Next, she piled them in the sink and rinsed them. After that, she put them in the dishwasher and turned it on. Finally, the dishes were clean.

Assignment: Write a narrative paragraph.

Process paragraph

Organisation

A process paragraph is a description of how to do something. It explains the steps you need to follow to complete an activity. Read this recipe and do the exercises below.

Ingredients:

- Two cups of brown rice and one tablespoon of cooking oil
- Three tablespoons of chilli sauce
- Three cloves of garlic
- One green pepper
- One red pepper
- One onion
- Two tomatoes
- Two spring onions
- Salt
- Pepper

Mike's Brown Rice and Vegetables

Brown rice and vegetable is a simple and delicious meal to make. First, cook the rice, following the direction on the packet. Then, cut the vegetable into one – inch pieces. Next, heat the oil, chilli sauce, and garlic in a frying pan. After that, add the vegetable and fry them until they are soft, but still a little bit crunchy. Now it's time to stir in the cooked rice. After stirring the rice and vegetable together, add salt and pepper to your own taste. Finally, put the rice and vegetable into a large bowl and serve it with freshly chopped tomatoes and spring onion on top. Now you are ready to enjoy your delicious brown rice and vegetable!

I)

- a. Underline the **topic sentence** and the **concluding sentence** of the paragraph.
- b. List the steps for making brown rice and vegetable in the order you find them.
 1. Cook the rice.
 2.

- 3.
- 4.
- 5.
- 6.
- 7.

c. How are the steps in the paragraph connected together? What word do you see that help show the sequence to follow? Underline them.

II) Transitions

Reminder

What are transitions?

Transitions are words that connect the steps in a paragraph. **Transition words and phrases** show the relationships between the ideas in a paragraph. They are not used between every sentence, but are used often enough to make the order clear. Here are some common **transition words** and phrases that show **time order** or the order of steps:

First, second, third, etc.	finally
Next	the last step
Then	before
After, after that	while

- Add other transition words you know to the list above.

- Choose appropriate transition words to connect the steps in this paragraph about preparing for a trip.

Planning a holiday abroad? Here are some suggestions to make your trip successful....., find out if you need a visa for the country that you want to visit. Make sure you have enough time to apply for it.you buy your ticket. you've found out about visas, you should research airfares and timetable., look for the best flight for you. Remember, the cheapest flight may stop over in several cities and reduce the amount of time you have to spend at your destination. You

might want to fly direct. you're researching flights, you can also ask your travel agent about getting a good deal on a hotel. It's a good idea to book your flight and hotel early if you're sure of your destination. If you haven't already done it, thestep is to learn about places to visit, the weather, the food, and other details about the country. The Internet can be a very useful source of information., on the day of your flight, make sure you go to the airport at least two hour before your flight. Now you are ready to start enjoying your holiday!

III) Ordering sentences

1. Order the steps to form a process paragraph. Write 1 next to the first step, 2 for the second step, and so on.

Introduction to linguistics: language-learning research project

Conduct an experiment to find out whether learners of English use English more correctly in a written test or in informal conversation.

- a. Next, make a written test that checks the grammar point you are researching. This could be a fill-in-the blanks test, a correct-the-errors test, or another style. It should have at least ten questions, but it should not be too long.
- b. After giving the written test, interviews each learner individually for about ten minutes. Try to make the interviews informal and friendly. Be sure to ask question that will encourage learners to use the grammar point you are researching. Record the interviews.(Ask for learner's permission first!)
- c. After you have counted the errors, calculate the score as a percentage. Do this for the written test and the spoken interview
- d. Next, read the test and listen to the recording. Make a note of how many times your chosen grammar point was used, and how many times it was used incorrectly. Do this for the written test and the recorded conversation.

- e.Third, find about ten intermediate-level English learners who will agree to take your test. Arrange a time to give the test to each learner.
- f.Finally, prepare two graph to compare your results. Did learners make more mistakes on the written test or while they were speaking?
- g.First, choose a common English grammar point you would like to use in your research. Ask your teacher for a suggestion if you need help choosing one.

2. *This paragraph describes a city park, but it does not have enough descriptive details. Imagine that you live next to a park. Rewrite the paragraph, adding description, to make it more interesting.*

I live next to a park. The park is large and has trees and grass. There is a lake in the park where you can see people enjoying many activities. There are a lot of places to sit and relax. There are a lot of paths that you can walk on, and everywhere you walk you can see flowers. I really enjoy spending time in this park.

Assignment: Write a process paragraph about a topic that you know well. First, brainstorm all the steps that need to be followed. Then write the paragraph. Remember to use transitions.

Listing Paragraph

Organisation

1. In this pattern of organisation, the writer gives a list of details to explain the main idea. The details are usually reasons or examples, and the writer uses a signal word to point out each detail.

2. Signal Words for the Listing Paragraph:

First	and	one	last
Second	also	another	finally
Third	too	other	for example

Example a: Read this paragraph. Find out why diamonds are expensive. Find the topic and main idea. Answer the question below.

Diamonds are expensive for several reasons. First, they are difficult to find. They are found in only a few places in the world. Second, they are useful. People use diamonds to cut other stones. Third, diamonds do not change. They stay the same for millions of years. Finally, diamonds are beautiful.

Topic: Diamonds

Main idea: Diamonds are expensive for several reasons.

How many reasons are given? Four

The main idea sentence tells you that this paragraph will give a list of reasons. The underlined words are signal words. They help you recognize the listing pattern. There is a signal word for each reason, so it is easy to find them.

Signal Words

First

Second

Third

Finally

Details

difficult to find

useful

do not change

beautiful

Example b: *Read this paragraph. How many different kinds of pollution does it mention? Find the topic and main idea. Underline the signal and write them below.*

There are many different kinds of pollution. One kind is air pollution. This is caused by burning oil, coal, and gas. It also comes from factories. Water pollution is another problem. Waste and chemicals are found in many rivers, lakes, and oceans. Pollution of the earth is also a very big problem. Farms, factories, and hospitals all add dangerous chemicals to the earth. Yet another kind of pollution is noise pollution.

Topic: Pollution

Main idea: There are many different kinds of pollution.

Write the signal words.

**Signal Words
pollution)**

Details (kinds of

air pollution
water pollution
pollution of the earth
noise pollution

Exercise 1: *Read each paragraph. Write the topic and main idea. Underline the signal words and then write the signal words and details.*

Computers Today

Computers are helpful in many ways. First, they are fast. They work with information much more quickly than a person's brain can work. Second, computers can work with lots of information at the same time. Third, they keep information for a long time. They don't forget things the way people do. Also, computers are almost always correct. They are not perfect, of course, but they usually do not make mistakes.

Topic: _____

Main idea: _____

Signal Words

Details

Exercise 2:

- a. The following paragraph shows how the controlling idea of a topic sentence controls a paragraph.*

Step 1: Find the topic sentence.

Step 2: Draw a circle around the topic and underline the controlling idea.

Beaches

Beaches offer different pleasures to different kinds of people. Solitary people can enjoy sunbathing or reading. Social people can usually find someone to talk to or take a walk with. Curious individuals can collect seashells or study the habits of seashore creatures, such as sand crabs or seagulls. Athletes can swim, surf, jog, or play football or volleyball. Indeed, every type of person can find enjoyment at a beach.

- b. Read the paragraph below, then answer the questions.**

Flight Attendants

Flight attendants have three important characteristics. First of all, flight attendants are friendly. They enjoy greeting passengers and making them feel comfortable. Sometimes passengers are afraid of flying. A friendly flight attendant can talk to them and help them feel calm. For example, he or she can explain strange noises made by the aircraft. Second, flight attendants are self-confident. They give instructions to passengers, and they must be firm enough so that passengers obey them. This characteristic is especially important in emergencies. Third, flight attendants are physically strong. They push heavy carts of food and drinks up and down the aisles. They also have to open and

close the heavy doors of airplanes. In short, flight attendants are friendly, self-confident, and strong.

1. Look at the title. What is the topic of this paragraph?
2. Look at the first sentence. What does it say about the topic?
3. How many points should the reader look for in this paragraph?
4. List the points here:
.....
.....
.....
.....
5. Now look at the last sentence. What information does it repeat?

c. Read the following paragraph, then choose the best topic sentence and write on the line provided.

.....
..... . First, living in a foreign country helps you learn another language faster than studying it at school. Second, you can learn directly about the history, geography, and culture of a country. Third, you become a more tolerant person because you experience different ways of living. Fourth, living in a foreign country makes you appreciate your own country better.

- Living in a foreign country helps you learn.
- Everyone should live in a foreign country for a while.
- Living in a foreign country has four benefits.

d. Add two different controlling ideas to these topics to make complete topic sentences.

1. Sports
.....
.....

2. Hollywood movies

.....
.....

3. Automobile drivers

.....
.....

4. Provide supporting sentences to the following topic sentences:

1. Good roommates have four characteristics.

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

2. College students take many kinds of tests.

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

3. A football player must master several skills.

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

f. Read the following paragraph. Then choose the best concluding sentence for it.

There are two reasons I hate big cities. First of all, big cities are full of noise 24/7. You can hear horns honking, traffic roaring, music blaring, and people talking at all hours of the day and night. It is never quiet in a big city. Second, I hate big cities because of their anonymity. No one knows or cares about you. Neighbors who have lived next door to each other for many years don't even know each others' names. You can be very lonely in a big city.

- In brief, big cities are noisy, lonely places to live.
- In conclusion, I prefer to live in a small town, where it is quieter and people are friendlier.
- Also, big cities have a lot of crime.

Assignment: Write a listing paragraph using one of the topic sentences above or of your choice.

Cause-Effect Paragraph

Organisation

1. A **cause and effect** paragraph explains why the action of one thing (the cause) produces a result (the effect); that is, the writer uses a cause/effect pattern to show how one thing causes another.

2. Finding causes and effects in paragraphs

Example a:

Sometimes, one cause has many effects.

Read this cause/effect paragraph and look for the effects of a cold winter in Florida. The signal words are underlined.

A cold winter can cause serious problems in Florida. The farmers there grow a lot of oranges. Very cold weather causes orange trees to die. Cold weather also results in fewer tourists. There are many hotels and vacation places in Florida. These places are in trouble if there are fewer tourists. Finally, very cold weather can cause health problems. Many people do not have heating in their homes, and they become ill from the cold.

Topic: cold winter in Florida

Main idea: A cold winter can cause serious problems in Florida.

Cause		Signal Words
Cold winter	→	can cause
problems		causes
orange trees die		results in
fewer tourists		
can cause		health problems

Example b:

Sometimes, one effect has many causes.

*Read this cause / effect paragraph and look for the causes of car accident.
The signal words are underlined.*

Car accidents are a big problem in the United State. Some accidents are caused by bad weather. When roads are icy or wet, it can be difficult to control the car. Other accidents result from problems with the car. Even a small problem like a flat tire can be serious if the car is going fast. Bad roads are another cause of accidents. Some accidents happen because the driver falls asleep. But the most common cause of accidents is drunk driving. Drivers who have had too much alcohol cause many injuries and deaths.

Topic: Car accidents

Main idea: Car accidents are a big problem in the United States.

Causes

Effect

Bad weather
car accidents

Car problems
Bad roads
Driver falls asleep
Drinking alcohol

Signal Words

are caused by

result from
cause of
because
cause of

3. Signal Words for the Cause/ Effect pattern:

- If the **CAUSE COMES FIRST IN A SENTENCE**, C.....→ E, use these signal words:

So	can make	is a cause of
leads to	makes	can result in
can cause	can effect	results in
causes	effects	had an effect on
helps	stops	

- If the **EFFECT COMES FIRST IN A SENTENCE**, E←..... C, use these signal words:

because	is the effect of	is made by
because of	is caused by	
is due to	results from	

Example:

The sentence in Box A and Box B express the same idea. In Box A, the cause comes first.

In Box B, the effect comes first.

9. High insurance costs are one result of car accidents.
10. Serious family problems can cause illness.

Exercise 2

Under each sentence, write C under the cause and E under the effect. Draw an arrow (→or←) from the cause to the effect. Then underline the signal word(s).

1. Sam won a prize because he had the highest score.
2. Some students go to college because they want to play on a sports team.
3. Reading for pleasure can result in a larger vocabulary.
4. Helen found a job quickly because of her English skills.
5. As a result of your phone call, I could not go back to sleep.
6. The students made too much noise, so he called the police.
7. She received an award because of her computer program.
8. Eating too much chocolate can result in weight gain.
9. Doctors say that good health comes from regular exercise.
10. The football team lost all their games because they were playing badly.

Exercise 3: Read each paragraph. Write the topic and main idea. Underline the signal words and then write the causes and effects.

Staying Healthy

1. In the United States, many people take vitamin pills. In fact, they spend millions of dollars on them every month! Americans buy vitamins and special health products because they want to keep their bodies healthy. They don't always eat healthy food, so they take vitamins instead. The big spending on vitamins is also the effect of advertising. Big companies advertise vitamin as the quick and easy cure to many health problems. People believe these ads, even though they are not always true. As a result, Americans buy more and more vitamins.

Topic:

Main idea :

Causes

Effects

Assignment: Write a paragraph using the cause/effect pattern. Write about one of these topics:

- The effects of cell phones on our lives
- The causes of road accidents
- The causes of the students' reluctance to study seriously
- The effects of taking drugs

Or Choose topics from Exercises 1 and 2.

Comparison-Contrast Paragraph

Organisation

Comparison and contrast is a technique that we use every day. For example, we compare and contrast courses and teachers when we decide which classes to take. We compare and contrast products and prices when we shop. An employer compares and contrasts applicant for jobs, and a job applicant compares and contrasts job offers. In college classes, you will often have to compare and contrast. For example, in a history class, you might be asked to compare and contrast two historical figures or two events. In a literature class, you might have to compare two poems or two characters in a play. Knowing how to write comparison/contrast paragraphs is a very useful skill.

When we compare two (or more) things, we tell what is similar about them. When we contrast things, we tell what is different about them. Usually, the emphasis is on the differences, but sometimes a paragraph describes both similarities and differences. As you read the model paragraphs, decide which one emphasizes differences and which one describes both similarities and differences.

Model Paragraph 1

Right brain / Left Brain

The left and right sides of your brain process information in different ways. The left side is logical, rational, linear, and verbal. The right side, on the other hand, processes information intuitively, emotionally, creatively, and visually. Left brains think in words, whereas right brains think in picture. People who depend more on the left side of their brain are list makers and analysts. They are detailed, careful, and organized. In contrast, right-brained people are visual, intuitive, and sensual. When a left-brained person has to make an important decision, he or she makes a mental list of all the factors involved and arrives at a decision only after careful analysis. When a right-brained person has to make the same decision, on the other hand, he or she is more likely to base it on intuition and feelings. For example, a left-brained automobile shopper will

consider a car's cost, fuel efficiency, and resale value, whereas a right-brained shopper bases a decision on how shiny the chrome is, how soft the seats are, and how smoothly the car drives. Of course, no one is 100 percent left-brained or 100 percent right-brained. A though one side may be stronger, both sides normally work together.

- *Read the following chart that the personnel manager for a medical laboratory prepared. In the chart, she summarized the qualifications of two applicants for a summer job as a receptionist in a medical laboratory. Then read the memo she wrote to her boss.*

Two Job Applicants

	Applicant JZ	Applicant SW
education	high school graduate; 2 years college; 3.4 GPA	high school graduate; 2 years college; 3.5 GPA
work history	summer job as a file clerk in doctor's office (some patient contact); volunteer in retirement home	summer jobs---car wash, pizza delivery, hospital volunteer (library, gift shop, no patient contact)
interview	excellent---friendly, open; likes to be part of a team.	excellent---friendly, open; likes to work independently
reference check	excellent recommendation from one past employer	excellent recommendations from all past employers
availability	June I	June I

Model Paragraph 2

Miller Medical Labs

Memorandum

To: Director of Human Resources

From: Barbara Johnson

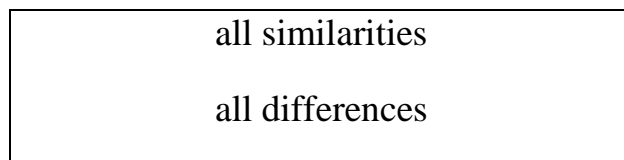
From the fourteen applicants received for the job of receptionist, two applicants stand out. Following is a summary of their qualifications. Educationally, the two applicants are quite similar. JZ has completed two years of college, just as SW has, and their grade point averages are approximately equal. JZ's one past employer was very positive. Similarly, SW's past employers gave very high recommendations. Finally, both applicants can start work on the same date (June 1). There are two differences between the job applicants that may influence the hiring decision. The first difference is that that JZ's job in a medical office included some contact with patients, whereas SW's volunteer work in the library and gift shop of a local hospital included no patient contact. Second, JZ likes to be part of a team, while SW prefers to work independently. The hiring decision is difficult because both applicants are equally well qualified. However, JZ would be the better choice for the receptionist job because of her experience with patient contact and preference for working with other staff. If there is a future opening for a lab assistant, SW would be an excellent choice for that position.

Questions on the Models

1. Which paragraph discusses both similarities and differences?
2. Which paragraph discusses mostly differences?
3. What is the topic sentence of Paragraph 1?
4. What example does the writer give to illustrate the main point in Paragraph 1?
5. What is the topic sentence of Paragraph 2? (Hint: It is not the first sentence.)
6. How many similarities does the writer of Paragraph 2 describe? How many differences?

There are two ways to organize a **comparison/contrast** paragraph. One way is called block organization, and the other way is called point-by-point organization.

In **block organization**, you group all the similarities together in one block and all the differences together in one block. Both model paragraphs use block organization.



In point-by-point organization, you write about similarities and differences by subtopic. For example, if you are comparing and contrasting several wireless telephone plans, you might compare and contrast them on these subtopics:

- Cost of telephone (similarities and differences)
- Monthly (similarities and differences)
- Length of contract (similarities and differences)
- Reliability of service (similarities and differences)

If you have a lot sat about each subtopic, you may need to write a separate paragraph for each one.

The pattern of organization you choose depends on your topic. Also, whether you discuss more similarities or more differences (or both) depends on your topic.

A topic sentence for a comparison/contrast paragraph should name the topic and also indicate comparison/ contrast organization.

The left and right sides of your brain process information in different ways.

When buying wireless telephone service, you should compare different plans on four points.

A concluding sentence for a comparison/contrast paragraph may repeat the main ideas.

The hiring decision is difficult because both applicants are so similar.

A concluding sentence may also make a recommendation.

However, JX would be the better choice for the receptionist job because of her experience with patient contact and preference for working with other staff.

In my opinion, the TeleVox telephone is the best choice for our company.

Try It Out

Work with a partner or a small group. You are a travel agent, and a client has asked you to help her decide on a vacation destination. She wants to go during the summer, and she is considering Alaska and Hawaii. Both places are popular tourist destinations. You have gathered some information about the two places. You now need to organize this information and prepare a written report.

Step 1: Study the list of information about Alaska and Hawaii. Clarify any unfamiliar vocabulary.

Step 2: The information is not in any order. Organize the information by filling in the chart. Begin by assigning the items to one of the following main topic: accommodation, climate, or natural Beauty.

Then put the information in the appropriate boxes.

1. The quality of hotels in Alaska is quite good.
2. It often rains during the summer in Hawaii.
3. The temperature is perfect in Alaska during the summer.
4. Hawaii has Volcano National Park and Waimea Canyon.
5. Accommodations in Alaska vary from basic to luxury.
6. The beaches in Hawaii are among the most beautiful in the world.
7. The glaciers in Alaska are awesome.
8. There is a wide range of excellent hotels and condos in Hawaii, from luxury to budget priced.
9. Alaska has the Chugach Mountains and Mount McKinley, the highest mountain in North America.
10. It seldom rains during the summer in Alaska.
11. It can be hot and humid in Hawaii in the summer.
12. There is no humidity in Alaska.

Main topic	Alaska	Hawaii
Accommodations		
Climate		
Natural beauty	Chugach mountains and Mount McKinley	

Steps 3: Decide which pattern of organization to use in your report: block or point-by-point.

Step 4: Make an outline of your report.

Step 5: Write your report.

Comparison/Contrast Signals

Two Varieties of English

Although U.S. English and British English are mutually understandable languages, there are quite a few differences. One difference is spelling. Some words are spelled one way in the United States but *spelt* another way in Great Britain. A person goes to a British *theatre* but to a U.S. theater. In U.S. schools, students theorize, analyze and socialize, whereas British students theorise, analyse, and socialise. A second area of difference is vocabulary. For example, the word college names two very different types of schools in the United States and Great Britain --- university level in the United States and pre-university level in Great Britain. Also, British university students live in *halls* on campus and in *flats* off campus, but U.S. students live in dormitories on campus and in apartments off campus. Finally, there are many differences in pronunciation. In Great Britain, the sound of *a* in the words *path*, *laugh*, *aunt*, *plant*, and *dance* is like the *a* in *father*. In the United States, in contrast, the *a* sound in the words is like the *a* in *cat*. All in all, though there are differences

between the English spoken in the United States and the English spoken in the British Isles, we understand each other most of the time!

Questions on the Model

1. Underline the topic sentence. Does it indicate that the paragraph will discuss mostly similarities or mostly differences??
2. What comparison and contrast signals can you find? Circle them.
3. What other transition signals can you find? Put a box around them.
4. The model uses block organization. What pattern of organization does the writer use within the block? Hint: Look at the boxed transition signals.

Comparison Signals

Words and phrases that show similarities.

1. Sentence connectors can appear in various places in a sentence.
Tokyo is a major financial heart of Japan. **Similarly/likewise**, New York is the center of banking and finance in the United States.
 - 1a. **Also** often appears in the middle or at the end of a sentence. Don't use also with a semicolon.
Tokyo is a major financial center. New York is **also** a center of banking and finance.
 - 1b. **and** 2. **Too** usually comes at the end of a sentence. It often appears together with the coordinating conjunction and. Some writer put a comma before too at the end of a sentence, but it is not required.

Tokyo is a center of style and fashion; New York is, **too**.
Tokyo is a center of style and fashion, **and** New York is **too**.
3. **As** is a subordinating word. It begins a dependent clause. The word **just** makes it stronger. Notice that you **use a comma** even when the independent clause comes first. This is an exception to the usual rule.
Tokyo is trendy and hip, **as/just** as New York is.
4. These words act like prepositions. They come in front of nouns.
Tokyo's and New York's traffic problems are **similar/equal/ the same**.
Tokyo and New York have **similar/equal/the same** traffic problems.

4a. These words act like prepositions. They come in front of nouns.
Tokyo's traffic is similar to **/(just) like/ the same as** New York's like
New York, Tokyo has traffic problems.

Like New York, Tokyo has traffic problems.

4b. **Equally** is an adverb. It describes an adjective (crowded). An adverb can also describe a verb or another adverb.

Tokyo and New York City are **equally** crowded.

5. Paired conjunctions are always used together. Notice that the word that comes after the second conjunction must be the same part of speech (noun, verb, prepositional phrase, etc.) as the word that comes after the first conjunction. This is an important rule in English and called **the rule of parallelism**.

The two cities are **both** trendy **and** hip.

The two cities are **not only** trendy **but also** hip.

The two cities are both **trendy** (adjective) and **hip**.(adjective)→ **Right**

The two cities are both **noisy** (adjective) and **have too many people**.

(verb phrase)→**Wrong**

Both **New York City** and **Tokyo** have outstanding international restaurants. (nouns)

Tokyoites and new Yorkers can both **eat** and **drink** in any kind of restaurants. (Verbs)

The two cities have both **positive** and **negative** features.(adjectives)

Not only **Tokyoites** but also **New Yorkers** dress fashionably. (nouns)

You can see joggers not only **in Central Park** but also **in Hibuya Park**.(prepositional phrases).

A. Circle all the comparison signal in the model paragraph Miller Medical Labs memorandum.

B. Complete the following sentence. Be sure to follow the rule of parallelism

1. Both in Tokyo and in New York city the art museums display many famous masterpieces.
2. Both overcrowded subways and and _____ are problems in Tokyo and New York City.

3. You can buy designer cloth not only in boutique but also.
4. New Yorkers and Tokyoites can not only see a movie but can also at any time.
5. In the summer, the weather in Tokyo and in New York is both hot and
6. The Ginza and Fifth Avenue shopping districts have both fine jewelry stores and__

Contrast Signals

1. Sentence connectors

- however
- in contrast
- in/by comparison
- on the other hand

2. Clause connectors

- but
- whereas
- while

3. Other

- compared to/with
- to be different (from)
- to be dissimilar
- to be unlike
- to differ (from)

ACTIVITY

Read the selections that follow and circle the comparison or contrast words. Note the example.

Example:

The sex of the instructor affected the extent of active student participation. In classes taught by men with roughly equal proportions of male and female students, male students were responsible for about 75% of all class discussion. **Similarly**, with women as instructors, female student participation rose from 25% to 42%; **in contrast**, male participation slipped from 75% to 58%.

Exercises:

1. In the half century between 1860 and 1910, some 23 million foreigners migrated to America. Just as had been the case before the Civil War, most of them came in search of better economic opportunities. But there were new forces at work in both the United States and Europe which interacted to attract ever-increasing numbers of immigrants. (2 signal words)
2. Ellen tells a friend that she saw a Bob's TV Repair truck in her neighbor's driveway for the fifth time in the last two weeks. Ellen is reporting only what she saw; she is relating a perception of fact. A fact is a verifiable statement - usually a statement about something that can be or has been directly observed. If, however, Ellen adds, "She's having a terrible time getting her TV fixed," she is making an inference - a conclusion about what has been observed. (1 signal word)
3. Sleep has always been a fascinating topic. We spend about one-third of our adult lives sleeping. Most animals sleep in a similar fashion - they collapse and relax their muscles. In contrast, birds and horses sleep upright, with their antigravity muscles at work. Most of us complain when we have not gotten several hours of sleep. Yet some people sleep for an hour or less a day and lead otherwise healthy and normal lives. (3 signal words)

Writing Assignment

Write a paragraph comparing and contrasting two (school systems, types of cars, plants, seasons, ...).

Problem/Solution Paragraph

Organisation

Problem-solution writing explains a problem, then suggests one or more solutions to that problem. This type of organisation often requires more than one paragraph.

A. Problems and solutions

1. Read the article below. What is the main idea of the first paragraph?

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 some kind of recycling center. If you follow the three Rs—reduce, reuse, and recycle—you can help save the world's forests.

2. Answer the following questions.

- a. How is the first paragraph developed? What are the supporting ideas?
- b. What do the supporting ideas show?
- c. What is the main idea of the second paragraph? What is the topic sentence?
- d. What solution does the writer offer? What details support or explain the solution?

e.
..., you can make a lot of money.

f.
....., I won't go on holiday.

5. Write one or two conditional sentences that explain the problem in each topic in exercise 3.

6. Choose one topic from exercise 3. Brainstorm more ideas if necessary, then write a paragraph about it. Use conditional sentences.

C. Linking problems with solutions

❖ How to link a solution paragraph to a problem paragraph

The first paragraph—the problem—explains the problem. The topic sentence of the second paragraph—the solution paragraph—introduces your solution or solutions. The supporting sentences show how you're solution (s) will solve the problem. Use these phrases:

- In order to solve these problems, ...
- To meet this need, ...
- One answer is ...
- A second / third / final answer is ...
- In order to overcome these problems, ...
- One solution is ...one thing we can do ...

7. Read the solution paragraph above. Circle the linking phrases.

8. For each of these topic sentences, brainstorm solutions. Introduce each solution with one of the phrases above. Then think of one more problem.

a. We must reduce exam stress for secondary school students.

b. Teenagers spend so much time using their mobile phones that they are no longer skilled at face-to-face interaction.

c. In the next five to ten years, experts predict that there won't be enough doctors and nurses to meet hospitals' needs.

d. We need to find ways to protect young children from violence on television.

e.
.....

D. Writing Solutions

❖ Finding the best solution

After you have brainstormed solutions to your problem, you need to select the best one or ones to write about in your solution paragraph. A strong solution clearly and reasonably solves the problem. A weak strong solution does not really solve the problem or is not practical or not logical.

9. *Talk about the solutions that this student brainstormed for her topic. Mark each one strong, OK, or weak.*

Topic sentence: I need more money while I am at university.

..... borrow money from my friends

..... sell some of my things

..... ask my parents for money

..... go busking with my guitar

..... get a part-time job

.....drop out of university and get a full-time job

..... buy lottery tickets

..... ride my bike to university instead of using public transport

.....ask my lecturers for money

.....buy fewer CDs and new clothes

10. Use at least three solutions from the list in exercise 9 to write a solution paragraph. Use linking phrases and conditional sentences to explain how the solutions will solve the problem.
11. Brainstorm solutions for the problem paragraph you wrote in exercise 6. Edit your brainstorming, then write a solution paragraph. Use linking phrases and conditional sentences.

E. Writing Assignment

- ❖ **Look at this list of ideas that a student brainstormed about his topic. Divide the ideas into problems and solutions. Try to add one more problem and solution to the list.**

Topic: getting along with a flatmate

- Noisy flatmate
- Make cleaning rota
- Flatmate is messy
- Argue about how to decorate flat

- Fighting causes stress
- Set aside quiet time for studying
- Each person decorates half of the flat
- Talk each week about concerns

Problems

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

Solutions

- f.
- g.
- h.
- i.
- j.

❖ Use the ideas above to write a problem paragraph and a solution paragraph. Remember to write a topic sentence for each paragraph, and a concluding sentence for the solution paragraph. Use conditional sentences and linking phrases where you can.

Argumentive Paragraph

What is it?

An argument paragraph presents a point of view and provides evidence for the point of view taken. An argument is an opinion supported by facts. Writers refer to opinions as claims and facts as evidence. The claim clearly states a stance on a topic or issue. Evidence to prove this claim can include reasons, personal experience, statistics, confirmed facts, and expert research. For the claim to be persuasive, an argument writer must support it with the most effective evidence that comes from a variety of credible sources. Credible sources are websites, reports, and articles developed by experts and journalists.

Example:

You should do your own homework. Copying someone else is illegal, and you can get a failing grade or even be kicked out of school. If you cheat on your job, you can be fired or arrested and put into jail; the government will certainly find you if you cheat on your taxes! Copying someone else's homework also means that you never learn how to do that work for yourself, so when you need the information later then you don't know how to do it and you get another bad grade. Also, if you don't do your homework, you never learn how to discipline yourself to do unpleasant things, and when you grow up you will always have trouble making yourself do things like your job, paying your bills, and saving money. In short, doing your own homework is the best way to go!

Analysis of the model paragraph

Topic sentence: You should do your own homework.

Reason 1: Copying someone else is illegal, and you can get a failing grade or even be kicked out of school.

Evidence: If you cheat on your job, you can be fired or arrested and put into jail; the government will certainly find you if you cheat on your taxes!

Reason 2: Copying someone else's homework also means that you never learn how to do that work for yourself.

Evidence: ... so when you need the information later then you don't know how to do it and you get another bad grade.

Reason 3: ... if you don't do your homework, you never learn how to discipline yourself to do unpleasant things...

Evidence:... and when you grow up you will always have trouble making yourself do things like your job, paying your bills, and saving money.

Conclusion: In short, doing your own homework is the best way to go!

Organisation

How to Write an Argumentative Paragraph

Topic sentence

Reason 1 → Evidence / Example 1

Reason 2 → Evidence / Example 2

Reason 3 → Evidence / Example 3

Concluding sentence

Transitional Words/Expressions to Use in Argumentative Writing

To show...	Words/Expressions to Use
Similarity	also, in the same way, just as, likewise, similarly
Exception/Contrast	But, however, in spite of, on the one hand, on the other hand, nevertheless, nonetheless, notwithstanding, in contrast, on the contrary, still yet
Sequence/Order	First, second, third..., next, then, finally
Time	After, afterward, at last, before, currently, during, earlier, immediately, later, meanwhile, now, recently, simultaneously, subsequently, then
Example	For example, for instance, namely, specifically, to illustrate
Emphasis	Even, indeed, in fact, of course, truly, without question, clearly,
Place/Position	Above, adjacent, below,

	beyond, here, in front, in back, nearby, there
Cause and Effect	Accordingly, consequently, hence, so, therefore, thus
Additional Support or Evidence	Additionally, again, also, and, as well, besides, equally important, further, furthermore, in addition, moreover, then
Conclusion/Summary	Finally, in a word, in brief, briefly, in conclusion, in the end, in the final analysis, on the whole, thus, to conclude, to summarize, in sum, to sum up, in summary

How to construct a Topic Sentence

A principal element of an argumentative paragraph is the topic sentence. A topic sentence is one sentence typically occurring at the beginning of the paragraph; it shows your position regarding the topic you are investigating or your answer(s) to the question(s) that you are responding to.

Here are some templates that may help you write an effective topic sentence:

- I argue that because
- I will argue that because
- Although/Even though I will argue that because
- This paragraph attempts to show that
- This paragraph contests the claim that
- This paragraph argues that
- The central claim of this paragraph is
- In this paragraph, I attempt to defend the view that

Here are other argumentative paragraph examples:

Paragraph 1

‘UV intensity is the most important factor in skin cancer fatalities.’ Do you agree? UV intensity is not the most important factor in skin cancer fatalities. While residents of Colorado (mean elevation of 2.1 km) have always been subjected to the highest UV intensities in the United States, Colorado has one of the lowest skin cancer fatality rates of all the states. In contrast, New England, which has much lower UV intensities has a death rate from skin cancer 25% higher than it is in Colorado. In addition, although equatorial regions have higher UV intensities, the lowest reported skin cancer death rates in the world come from Mauritius (0.2 per 100,000) and Nicaragua (0.2 per 100,000). On the other hand, Ireland (2.64 per 100,000) has the world’s third-highest rate. The evidence is strong that UV intensity is not the principal factor in determining the skin cancer death rate. Genetic factors, skin pigmentation, behavioral characteristics, medical facilities, broad straw hats, and sunscreen lotion all have some influence on skin cancer fatalities.

Paragraph 2

Do epidemiological studies have limitations? Epidemiological studies have severe limitations. Firstly, such studies can seldom be made in adherence to all the requirements of experimental science since the ‘objects’ being studied are people and they come with a variety of behaviors and appetites. Secondly, the study can take place only in the conditions that have occurred, and not in a laboratory re-creation of them where certain factors can be varied systematically to determine their influence and effect. Most seriously, epidemiological studies can take decades to be completed, so that by the time a positive result becomes evident, large numbers of workers may have been damaged or injured irreversibly. Hence, the identification of occupational disease cannot be allowed to rest on epidemiology alone — in effect, to a policy of ‘counting the victims’. It must be backed by experimentation and other methods of predicting the likely health impact on workers of new chemicals, processes or technologies.

Questions:

1. Pick out the topic sentences from the paragraphs above. What is the claim in each of them?
2. Pick out the evidence for each claim.
3. Underline the argumentative transition signals.

Assignment:

Choose a topic of your own and write an argumentative paragraph providing a set of persuasive arguments supporting your position.

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