

**Ministry of Education and Higher Education**  
**University of 20th August 1955, Skikda**  
**Faculty of Letters and Foreign Languages**  
**Department of Foreign Languages**

**Elaboré en vue de l'obtention de l'habilitation universitaire**

**Ref. Arrêté n°500 du 28 Juin 2013 Fixant les programmes des enseignements du socle commun du domaine « Lettres et Langues Etrangères ».**

**Matière : CEE**

**Niveau : 1<sup>ère</sup> Année LMD**

**Chargé de la matière : Dr. Silini Roumaïssa (Maitre de Conférence B)**

**Academic year 2024-2025**

## **I. Course Description**

Writing is a fundamental skill that students need to improve in order to master a language. This course is designed for First Year LMD students of English, inviting them to sharpen their writing potentials. Basically, it enables them to develop essential skills that conform to academic writing. It focuses on the essential components of effective sentence and paragraph. Accordingly, this course introduces students to the basic elements of a sentence as well as explores its different types. Students will learn how to structure their ideas clearly and present them in a more creative and engaging way. After exploring the sentence, the course steers the wheel to a bigger unit which is the paragraph. Students will be able to grasp the parts involved in the making up of a paragraph and its common types. This helps them to think logically by creating coherent and unified paragraphs. Subsequently, the course provides a fertile ground for student, helping them to express their ideas in different manners.

## **II. General Objectives**

This course aims to improve students' essential writing skill in a more practical way. It enables them to:

1. Develop their ability to write different types of sentences.
2. Identify common mistakes involved in writing.
3. Learn writing mechanisms.
4. Understand the structure of the paragraph.
5. Identify different types of paragraphs.
6. Organize ideas.
7. Write an effective paragraph.

## **III. The Structure of the Course**

The course offers basic grammatical and writing convention for student to enhance their understanding of the material. More importantly, this course is more practical because it offers relevant activities that help to improve students' abilities. It is divided into two semesters which complement each other. The first semester is dedicated to understand the English sentence, its parts and types. Also, it covers the common problems that students may encounter in writing sentences. The second

semester is devoted to study the paragraph, its components, characteristics and types.

#### **IV. The Content of the Course**

##### **Semester one**

##### **I. Parts of Speech**

##### **II. The English Sentence**

- Components of the sentence
- Subject-Verb agreement

##### **III. Type of Sentence**

##### **1. According to Function**

- Declarative
- Interrogative
- Exclamatory
- Imperative

##### **2. According to Form**

- Simple
- Compound
- Complex
- Compound complex

##### **IV. Common Mistakes in Sentence Writing**

1. Sentence Fragments
2. Faulty Parallelism
3. Run-on Sentence
4. Choppy Sentence
5. Wordiness.

##### **V. Writing Mechanics**

1. Capitalization
2. Punctuation

##### **Semester two**

##### **I. The Writing Process**

- Prewriting
- Writing the first draft

- Revising
- Editing
- Publishing

## **II. The English Paragraph**

- Topic sentence
- Supporting sentences
- Concluding sentence.

## **III. Characteristics of a Good Paragraph**

- Coherence
- Unity
- Completeness

## **IV. Types of Paragraph**

1. Narrative
2. Descriptive
3. Expository
  - Comparison/Contrast
  - Cause/Effect
  - Process.

## Parts of Speech

The principle element in any language is the word. It is considered as “the basic linguistic unit that is constituted by a combination of content (meaning) and expression.” (Allwood et al. 9) Through words, people are able to convey their thoughts and express themselves. In the English language, words are sorted according to their parts of speech. Parts of speech categorize words regarding their grammatical (syntactical) function. Traditional English grammar outlines eight parts of speech: noun, pronoun, verb, adjective, adverb, conjunction, preposition, and interjection.

### 1. Nouns

Usually, nouns refer to “objects, come with case and number markers, and are heads of arguments”( Ansaldo et al 1) In other words, a noun is a word that identifies persons, animals, objects, places... etc. It may have different roles, such as a subject or an object, and can vary in number (singular or plural).

#### Example

Person: Mohammad, Sarah, Israa....

Animals: elephant, cat, cow, lion...

Objects; book, car, house...

Places: Skikda, Italy, Canada...

#### 1.1. Types of Nouns

##### 1.2.

##### a. Proper Nouns

This type refers to a particular or a specific name of people, places, or entities. They are often capitalized in contrast to common nouns.

William Faulkner is a famous writer.

Algeria is the biggest country in Africa.

##### b. Common Nouns

Unlike proper nouns which are specific, common nouns are general words used to identify objects, animals, ideas...etc.

book, mouse, liberty, bag

##### c. Countable Nouns

These are things or items we can count, and they have plural and a singular form. They are often preceded by “a” or “an” when used in singular

An orange, two oranges, three oranges...

A table, four tables, seven tables...

**d. Uncountable Nouns**

They are also called mass nouns because we cannot count them using numbers. For instance, money, rice, sugar, love, knowledge, water, air...

**e. Collective Nouns**

They are words which refer to a group or a collection of people, animals, objects or ideas. They are in singular, but they carry the meaning of a group. For example, team, flock, group, jury, bunch, herd....

**2. Pronouns**

The pronoun is a grammatical unit that replaces a noun or a noun phrase. Pronouns help to substitute a noun which is already mentioned to avoid repetition and achieve more coherence. There are different types of pronouns which are illustrated in the table below

| Personal Pronouns      |          |                    |                   |                      |                    |                   | www.schoollead.in |
|------------------------|----------|--------------------|-------------------|----------------------|--------------------|-------------------|-------------------|
| Person                 | Number   | Subjective Pronoun | Objective Pronoun | Possessive Adjective | Possessive Pronoun | Reflexive Pronoun |                   |
| 1 <sup>st</sup> Person | Singular | I                  | Me                | My                   | Mine               | Myself            |                   |
|                        | Plural   | We                 | Us                | Our                  | Ours               | Ourselves         |                   |
| 2 <sup>nd</sup> Person | Singular | You                | You               | Your                 | Yours              | Yourself          |                   |
|                        | Plural   | You                | You               | Your                 | Yours              | Yourselves        |                   |
| 3 <sup>rd</sup> Person | Singular | He                 | Him               | His                  | His                | Himself           |                   |
|                        |          | She                | Her               | Her                  | Hers               | Herself           |                   |
|                        |          | It                 | It                | Its                  | Its                | Itself            |                   |
|                        | Plural   | They               | Them              | Their                | Theirs             | Themselves        |                   |

(School Lead 2021)

**3. Verbs**

The verb is a word that indicates performance; “verbs are roughly those elements that typically express actions, come with sense, aspect and mood markers” (Ansaldo 1) The verb expresses an action, a state of being (linking verbs) or an occurrence.

Run, sing, jump, teach, bring..... **Action**

Happen, occur, take place, appear, emerge..... **Occurrence**

Verbs can be transitive or intransitive. In simple words, a transitive verb requires an object in order to fulfill its meaning. Conversely, the intransitive verb does not necessitate an object because the meaning is already clear.

**Transitive verbs:** bring, discuss, need, borrow....

I bring (doesn't make sense without an object).

I bring a book for Grandma (makes sense because of the object, book).

**Intransitive verbs:** arrive, laugh, jump, vote, run ....

She laughed.

The cat jumped.

#### 4. Adjectives

Adjectives "most typically are modifying elements that often show agreement with the modified element" (Ansaldo et al 1) Then, the adjective functions as a modifier which describes a noun or a pronoun. It provides more information about the thing being described.

Small, tall, beautiful, sad, colorful.....

#### 5. Adverbs

The adverb is "a word that describes or gives more information about a verb, adjective, adverb, or phrase." (The Cambridge Dictionary defines n.d). Usually, adverbs end with 'ly'.

carefully, slowly, extremely.....

#### 6. Conjunctions

A conjunction is a word that serves to connect or join words, phrases or clauses.

There are different types of conjunctions, such as :

- **Coordination conjunction:** but, for, yet, and, or, nor, so
- **Subordination conjunctions:** because, if, although, since.....
- **Correlative conjunctions:** neither...nor/either...or, not only/but also

#### 7. Prepositions

The preposition is a word that precedes a noun, pronoun or a noun phrase used to express spatial relation, show directions, or indicate time. The table below presents a list of common prepositions that students can use according to their purpose.

| Some Commonly Used Prepositions |                               |                |                   |
|---------------------------------|-------------------------------|----------------|-------------------|
| <b>about</b>                    | <b>beneath</b>                | <b>inside</b>  | <b>through</b>    |
| <b>above</b>                    | <b>beside</b>                 | <b>into</b>    | <b>throughout</b> |
| <b>across</b>                   | <b>between</b>                | <b>like</b>    | <b>to</b>         |
| <b>after</b>                    | <b>beyond</b>                 | <b>near</b>    | <b>toward</b>     |
| <b>against</b>                  | <b>but</b> (meaning "except") | <b>of</b>      | <b>under</b>      |
| <b>along</b>                    | <b>by</b>                     | <b>off</b>     | <b>underneath</b> |
| <b>among</b>                    | <b>despite</b>                | <b>on</b>      | <b>until</b>      |
| <b>around</b>                   | <b>down</b>                   | <b>onto</b>    | <b>up</b>         |
| <b>as</b>                       | <b>during</b>                 | <b>out</b>     | <b>upon</b>       |
| <b>at</b>                       | <b>except</b>                 | <b>outside</b> | <b>with</b>       |
| <b>before</b>                   | <b>for</b>                    | <b>over</b>    | <b>within</b>     |
| <b>behind</b>                   | <b>from</b>                   | <b>past</b>    | <b>without</b>    |
| <b>below</b>                    | <b>in</b>                     | <b>since</b>   |                   |

(Revere Writing Lab, n.d)

### 8. Interjections

It is a word or a short expression that expresses emotional reactions. For example, oh, uh, wow, ouch, oops, yay, oh my God....

## Practice

**Activity 1:** Identify the part of speech of the underlined words.

1. Namitha is not coming today.
2. My mom will be leaving to Bangalore tomorrow.
3. The teacher asked the students to stand.
4. He is my brother.
5. There is a cat under the table.
6. The clothes did not dry as it was raining all night.
7. Sheena and her sister dance well.
8. I am wearing a green dress for the party.
9. Oh! That is really sad.
10. She is coming with me.

**Activity 2 :** Identify the prepositions in the following passage.

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

**Activity 3 :** Write the parts of speech missing in each sentence.

1. .... was a ..... and sunny day.
2. The cat sat ..... the .....
3. I ..... a banana ..... an apple.
4. ....! The baby is sleeping ..... over there.

**Activity 4:** Put the words below in the correct categories.

|       |          |         |        |        |        |         |     |      |      |      |      |    |     |
|-------|----------|---------|--------|--------|--------|---------|-----|------|------|------|------|----|-----|
| Shh   | him      | John    | old    | but    | in     | badly   | run | and  | at   | she  | well | on | yum |
| table | ouch     | have    | hmm    | Canada | hot    | useful  | so  | sing | dog  | talk |      |    |     |
| for   | although | it      | easily | oops   | good   | quickly | me  | eat  | soup | bad  |      |    |     |
| from  | slowly   | however | week   | us     | loudly | sad     | see | by   | yuck | or   |      |    |     |

| verb | noun | pronoun | adjective | adverb | interjection | conjunction | preposition |
|------|------|---------|-----------|--------|--------------|-------------|-------------|
|      |      |         |           |        |              |             |             |
|      |      |         |           |        |              |             |             |
|      |      |         |           |        |              |             |             |
|      |      |         |           |        |              |             |             |

## The English Sentence

According to Seneddon et al “[a] sentence is a construction which is grammatically complete; it can stand alone as a complete utterance.” (309) In other words, the sentence is a combination of words which includes a subject and a verb and should convey a complete thought. If the sentence lacks one of these principle elements, it will be called a fragment.

Students should work hard to succeed.

S                      v

### 2. Components of a sentence

The English sentence is composed of two basic parts: the subject and the predicate.

The university hired competent teachers in the domain of Artificial Intelligence.

S    predicate.

#### 2.1. The Subject

The subject is the performer of the action; it is the person or the thing that does an action in a sentence. To identify the subject, you can ask "Who or what?" Usually, the subject appears at the beginning of the sentence preceding the verb and come in different forms.

- **A Noun:**                      **Mohammad** went to the store.
- **A Pronoun:**                      **He** arrived late.
- **A Noun Phrase:**                      **The smart student** got the highest mark.
- **An infinitive:**                      **To act** is one of my biggest dreams.
- **A gerund:**                      **Reading** is my favorite hobby.

#### Remark

In English, there is what is called as a dummy subject. Generally, “Dummy subjects are expletive words—words that take up space without adding meaning”; but they are not considered “grammatically incorrect” (Fash, Cochran 2020). In other words, a dummy subject is not a real subject that serves a certain grammatical requirement without providing sense to the sentence. There are two dummy subjects in English “there” and “it”. Usually, dummy subjects are used to indicate weather, time, dates, distance , number or amount.

Example:

- With dummy subject: **There** was a group of buses in the parking lot.
- Without dummy subject: **A group of buses** filled the parking lot.
- It is raining.
- It is an interesting book
- It is ten O'clock.
- There is only one apple on the table.

## 2.2 The Predicate

Predicates provide information about the subject, such as what the subject is doing or what the subject is like. It must contain a verb ,but may also contain other sentence elements. These elements may be objects (direct and indirect objects), adverbials... Simply put, it is the rest of the clause.

- **The simple predicate:** is the main verb in the sentence that tells what the subject does.

My father **fixed** the dryer / The teacher **arrived**

- **The complete predicate:** The complete predicate of a sentence tells what the subject does or is. It includes a verb and all other details that describe what is going on.

My father **fixed the dryer with a high skill.**

- **The compound predicate:** it contains more than one verb relating to the same subject. Usually, they are joined by a conjunction such as and, but, or.

The cat **chased** and **caught** the mouse.

## 3. Subject-Verb Agreement

The verb in a sentence should agree with its subject in number. If the subject is singular, the verb must take a singular form and vice versa.

**Israa** likes to play with her brother.

**Israa** and **her brother** like to play together.

Mistakes in subject-verb agreement sometimes occur in the following situations:

- **When words stand between the subject and its verb**

Generally, prepositional phrases come between the subject and verb and create a kind of confusion of what form the verb may take. A prepositional phrase is group of words that starts with a preposition and ends with a noun, a pronoun or a noun phrase. To avoid such confusion, students should cross out the prepositional phrase because this will not affect the meaning of the sentence. Then, they should look for the main noun in the sentence and make the agreement correctly.

The old chair [*with broken legs*] has/ have sat in our basement for years.

**prep phrase**

The old **chair** ~~*with broken legs*~~ **has sat** in our basement for years.

The crinkly lines [*around Joan's mouth*] give/gives her a friendly look.

**prep phrase**

The crinkly **lines** ~~*around Joan's mouth*~~ **give** her a friendly look.

- **When a verb precedes the subject**

Here **is** the **book**.

Where **are** the teacher's **pens** ?

There **are** interesting **books** in the library.

(Langan 450)

- **In case of a Compound Subject**

It is when two or more subjects have one verb ,and they are joined by a conjunction.

**Hala** and **Ritaj** play together in the garden.

The **manager** and the **employees** are in the meeting.

- **In case of indefinite pronouns**

When it comes to indefinite pronouns, it becomes a challenging task for students to decide which verb form to use. Most of these pronouns take a singular verb. However, there some indefinite pronouns which may take a singular or a plural verb form. The following table lists some of the common indefinite pronouns:

| Singular                                  | Plural | Singular/plural |
|---|--------|-----------------|
| One/anyone/everyone/someone               | Both   | Some            |
| Nobody/anybody/everybody/<br>somebody     |        | All             |
| Nothing/anything/everything/<br>something |        | Most            |
|   |        | A lot           |
|   |        | None            |

|         |  |  |
|---------|--|--|
| Each    |  |  |
| Either  |  |  |
| Neither |  |  |
| Much    |  |  |

Examples:

**One** of my sisters **is** a doctor.

**All** of the milk **is spilled**.

**All** of the students **are** present in the lecture.

- **In the Case of Correlative Conjunctions**

According to the rule, when we use Neither...nor/ Either...or and both subjects are in singular, the verb will take a singular verb form.

Neither the CEO nor his assistant **is** present.

Either my sister or my brother **is** coming.

However, if one subject is in singular and the other in plural, the verb should agree with the nearest subject (the second one).

Neither the students nor the teacher **is** able to solve the problem.

Either my sister or my friends **are** coming to the party.

- **With Collective Nouns**

Generally, collective nouns take a singular verb, but there are certain cases where they may have a plural verb.

The **family is** extremely excited to spend the holiday in Milano.

In this case, the collective noun comes with the meaning of a collection or group.

The **family are** arguing about going to Milano.

Here, the collective noun carries the sense of individuality, indicating how the members of the family are arguing.

- **With words which end originally with “s”**

Words, such as mathematics, economics, gymnastics, Olympics should have a singular verb.

- **With measurements and percentage**

If the subject of a sentence is a unite of measurement, distance, weight, money, periods of time...etc, you should use a singular verb.

**Thirty minutes is** fair enough to do your test.

**Fifteen dollars is** a good price for these pair of earrings.

In case when we have a rate or a percentage, the verb agrees with the nearest subject.

About 20% of **teenagers are** suffering from drug addiction.

About 20% of the **school needs** major repair.

(WSU, Writing center)

## Practice

**Activity 1:** Underline the subject once and the predicate twice in the following sentences.

1. Her younger brother is a famous doctor.
2. The finance minister has given us tax concessions.
3. Meera runs very fast.
4. The food smells good.
5. All the old employees are unhappy.
6. Her teachers consider her intelligent.
7. Varun is sitting in the corner.
8. The Board's decision has made us happy.
9. The university has framed a new rule.
10. The old students have gone out for dinner.

**Activity 2:** Eliminate the dummy subjects from the following sentences. Most have more than one right answer, so play around with different options. Be creative!

1. It was raining.
2. There were many people at the party.
3. There are a bunch of great skiing resorts in Colorado.
4. It is better to give than to receive.
5. There are so many books I want to read!
6. There are plenty of people ready to vote in the election.
7. It is important to wear a helmet when you are riding a bicycle.
8. It was necessary for me to take the bus to the museum.
9. There have been many experiments conducted by scientists on this topic.
10. It is possible that Sophia overslept this morning.

**Activity 3:** Circle the correct verb form.

1. Neither of those hairstyles (suit/suits) the shape of your face.
2. Many of the headlines of the National Enquirer( seem/seems) hard to believe.
3. A crusty baking pan and a greasy plate (sits/sit )on the countertop.
4. When (do/does) we take our break?

5. Neither of the main dishes at tonight's dinner (contains/contain) any meat.
6. Not only the assistant manager but also the secretaries (know/knows) that the company is folding
7. Either the trash can or those socks (smell/smells) horrible.
8. A patchwork quilt and a sleeping bag (covers/cover) my bed in winter.
9. Neither the negotiator nor the union leaders (wants/want) the strike to continue.
10. A few slices of pepperoni pizza (make/makes) a great evening.

**Activity 4:** Underline the subjects with one line and the verbs with two lines. Put parentheses ( ) around prepositional phrases.

1. My name is Roberto Sanchez.
2. I was born on September 21, 1978, in the city of San Juan, Puerto Rico.
3. I am a student at Greenhills College in Boston, Massachusetts.
4. Some of my classes are difficult.
5. Some of the homework is boring.
6. A lot of my classes are in Dante Hall.
7. A lot of my time is spent in the student lounge.
8. My father works in an office.
9. None of my brothers are married.
10. None of the money was stolen.
11. My youngest brother and sister are still in high school.
12. My father understands English but doesn't speak it.
13. In South America, most of the people are Catholic.
14. Neither of my parents has been to the United States.

**Activity 5:**

### **Who Has Made a Difference: George Lucas**

1Filmmaker George Lucas has changed the film industry in many ways. 2He has written, directed, and produced some of the best-loved movies of our time. 3He has also made major contributions to modern film technology. 4At first, Lucas did not plan to become a filmmaker. 5His first dream was to become a race car driver. 6After a bad accident, however, he decided to go to college. 7In college, Lucas studied movie-making and made a number of student films. 8Lucas's third feature film, Star

Wars, changed everything. 9A seemingly simple story of good versus evil, Star Wars became a huge international hit. 10The movie used new technologies that revolutionized the film industry. 11One new technology was a special computer-assisted camera crane. 12Camera operators filmed most of the space fight scenes from the crane. 13Lucas is also responsible for the modern THX sound system, which improves the way a movie sounds in theaters. 14His latest innovation is the use of digital photography in filmmaking. 15To sum up, George Lucas's love of storytelling and his technological innovations have transformed5 movie-making forever.

**Questions**

1. In sentence 1, what is the subject? What is the verb? Underline the subject with one line and the verb with two lines.
  
2. In sentence 7, underline the subject with one line. How many verbs belong to this subject? Underline them with two lines.
  
3. In the last sentence of the paragraph, underline the verb with two lines. How many subjects are there? Underline them with one line.

**Activity 6:** complete each of the following sentences using is, are, was, were, have, or has.

1. The car with the purple fenders.....
2. My boss and her secretary.....
3. Neither of the football players.....
4. Here.....
5. For me, popcorn at the movies .....

## **Types of The English Sentence.**

One of the ways of achieve effective writing is to vary sentence structures. Kara Murray, in *Simple and Compound Sentences* (2013), indicates that “ mixing sentence types makes writing more interesting”(4). Likewise, Pam Mathis (2013), in *Blueprints for Writing: Building Essays*, writes that “One of the characteristics of effective college-level writing is varied sentence structure” (597).This helps students in communicating their ideas effectively which leads to improve this writing skill. In English we have four types of sentences whether according to function or structure. In terms of function, the sentence can be declarative, interrogative, exclamatory or imperative. Each type serves a specific objective that fits the writer’s end. In terms of structure (form), the sentence can be simple, compound, complex or compound complex. These structure help to create a more adept writing through expressing sophisticated ideas in a clear way.

### **1. According to Function**

#### **1.1. Declarative Sentence**

Declarative sentences are “[s]tatements [which] are used when we give information, express an opinion and so on.” (Sneddon et all 310). This type of sentences provides information, facts or explanations about something.

The Earth is round.

My sister loves cats.

Pizza is my favorite food.

I do not like waking up early.

#### **1.2. Interrogative Sentence**

Like the name indicates, this type of sentences is used to ask questions. There are two types of questions can be used according the user’s need.

- **Yes/No questions** which seek to have a yes or no answer. For example,

Are you tired?

Yes.

Do you have money?

No

- **Specific questions** which look for more specific details or information. For instance, the use of ‘Wh’ questions.

**What** is your name?

My name is Brian Evans.

**Where** do you live?

I live in Boston.

### 1.3. Exclamatory Sentence

It serves to “express the speaker's feelings or attitude, usually in an emphatic way. They are often uttered forcefully and in writing this may be indicated by an exclamation mark.” (Sneddon et al 334) Generally, exclamatory sentences start with an interjection and followed by a sentence which is also exclamatory in tone. Also, it can begin with pronouns, such as “how” and “what”.

**Wow!** you look gorgeous in this dress!

**Ouch!** I have hurt my hand with the knife!

**What** a wonderful surprise!

**How** amazing his car is!

### 1.4. The imperative sentence

The imperative mood often expresses an order, gives an instruction, makes a request or issues a command.

Do not use my phone.

Leave the keys under the door.

Wash your hands before you eat.

Answer the questions.

Please, open the window.

## 2. According to Structure

Knowing the difference between the four sentence structures is very important within the writing experience. To identify them, it is necessary to be acquainted with the number and the nature of the clauses they contain. In English, there are two types of clauses: dependent and independent.

- **The dependent clause (subordinate clause):** it cannot stand alone and needs or relies on another clause to fulfill its meaning. Although it has a

subject and a verb, it lacks on of the basic elements which is meaning. Usually, they are marked by the presence of a subordination conjunction.

Although he was rich.

If the rain stops.

Since the teacher is not coming.

- **The Independent clause (main clause):** it can stand alone because it communicates a complete thought.

The rain stopped.

My father is a teacher.

I will study hard this year.

## 2.1.The Simple Sentence

The simple sentence is composed of a one independent clause containing a subject and a verb and conveys a complete thought. It may include a compound subject or a compound predicate. A compound subject involves two or more subjects in the sentence. Similarly, a compound predicate is made up of more than one verb having the same subject.

The rain stopped→ subject+verb

*Hala* and *Ritaj* play together in the garden→ compound subject.

The police *arrested* the criminal and *put* him in jail→ compound predicate

The simple sentence may appear in the following patterns:

- **Subject+verb** : they arrived
- **Subject + verb + object**: I closed the door.
- **Subject + verb+ indirect object+ direct object** : The teacher gave the student a gift.
- **Subject+verb+ complement**: This girl is charming/ Sara is an architect.
- **Subject + verb + object +complement**: The CEO of the company appoints Laura a secretary.

## 2.2.The Compound Sentence

A compound sentence comprises two or more independent clauses joined by a semicolon or one of the coordination conjunctions. There are seven coordination conjunctions known in grammar as the FAN BOYS. It is an abbreviation to make easy for learners to memorize.

F→ For: used to express cause or reason; it carries the meaning of because.

Mohammad is absent, for he is sick.

A→ **And** : joins two clauses which are alike.

I attended Oxford University, and my friend Attended MIT.

N→**Nor** : express negation.

My sister does not like shopping, nor does she like travelling. (use question word order)

B→ **But** : express contradiction.

I came to class early, but the teacher did not come.

O→ **Or**: express choices or alternatives.

You may stay home, or you may go shopping.

Y→ **Yet**: expresses contrast.

John studied very hard, yet he did not succeed.

S→ **So**: express result

Sara is not feeling good, so she needs to see a doctor.

### Remark

1. You should place a comma before the coordination conjunction.
2. Some conjunctions are used to join items from the same grammatical category, like and, but, or. However, the sentence is not necessary a compound sentence; it can be a simple sentence. The clauses in a compound sentence are independent, and each has its own subject and verb.

we went to New York, but we did not visit the Statue of Liberty. Compound  
we went to New York, but did not visit the Statue of Liberty. Simple

In the future, I might me a teacher , or I might me a translator. Compound

In the future, I might me a teacher, or a translator. Simple

3. The use of many independent clauses together with conjunctions such as, and, but or so may lead to what is called a stringy sentence. In this case, you should divide the sentence to obtain a correct one.

### 2.3. The Complex Sentence.

A complex sentence is composed of a main clause and one or more subordinate clauses. Generally, it is inferred by the presence of subordinating conjunctions which are cardinal in its construction. The dependent (subordinate) clause always includes the subordination conjunction, and it has an incomplete sense while the independent clause (main) is the opposite.

Although he is rich, he is not dressed properly.  
Dep                      Indep

The teacher is not coming because she is ill.  
Indep                      Dep

If you work harder, you will succeed.  
Dep                      Indep

#### Remark

In the complex sentence, it is possible to switch/shift its clauses without harming the meaning unlike in the compound sentence. But, you need to pay a considerable attention to punctuation. If you start with the independent sentence first, do not use any punctuation marks. However, if you start with the dependent sentence first, you need to place a **comma** after it.

As soon as the bride arrived, the party started.

The party started as soon as the bride arrived.

There are many subordination conjunctions which are used to express different purposes. The following table highlights the most common ones.

|   |  |
|---|--|
| <b>Time-related Conjunctions</b>              | after, as soon as, as long as, before, once, still, until, when, whenever, while |
| <b>Concession and Comparison Conjunctions</b> | although, as though, even though, just as, though, whereas, in contrast to       |
| <b>Cause Conjunctions</b>                     | as, because, in order that, since, so that                                       |
| <b>Condition Conjunctions</b>                 | even if, if, in case, provided that, unless                                      |
| <b>Place Conjunctions</b>                     | where, wherever, whereas   |

A subordinating conjunction is a connecting word or phrase that introduces a dependent clause.

ThoughtCo.

#### 2.4.The Compound-Complex Sentence.

The Compound-complex sentence combines two types. It involves at least two main clauses and one or more subordinate clauses. Students can start by writing a compound sentence and add to it a dependent clause.

The team captain jumped for joy, and the fans cheered.[compound] (because we won the state championship)

The team captain jumped for joy, and the fans cheered because we won the state championship.

OR

When we won the state championship, the team captain jumped for joy, and the fans cheered.

## Practice

**Activity1** : Decide which of the following sentences are compound sentences and which are simple sentences. Write CS or SS on the line at the left. Then add commas to the compound sentences.

1. A long time ago, high in the Alps, an old man lived with his goat, Blanchette.
2. She was a wonderful white goat and was very kind to her master, Monsieur Seguin.
3. They had lived together for many years.
4. Blanchette was always fastened to a tree.
- 5 . She was often sad and sometimes she didn't eat her food .
6. Every day, she looked at the big mountains and dreamed of being free to explore them.
7. One day, she asked her master for more freedom.
8. "You can tie me with a longer rope or you can build a special enclosure for me," said Blanchette.
9. At first, he tied her with a longer rope. but Blanchette was still sad.
10. A few days later, he built a special enclosure.
- 11 . For a while, Blanchette was very happy about this decision but soon the enclosure seemed very small in front of the b.ig mountains. mountains so she jumped out of the enclosure and ran away.
- 12 . One summer morning, B lanchette decided to leave for the
- 13 . "I am free," she said.
14. She ate many varieties of plants and enjoyed meeting new friends.
- 15 . All day, she ran in the Alps.
- 16 . Finally, the sun set behind the hills.

**Activity2:** On a separate piece of paper, write compound sentences using the coordinating conjunctions you have learned. Follow the directions given.

1. Write a sentence that tells one thing you like to do and one thing you don't like to do. (**Use but.**)

Example: I like to swim in the oceanbut I don't like to swim in swimming pools.

2. Write a sentence that tells two things you do every morning after you get up. (Use and.)
3. Write a sentence that tells two things you might do during your next vacation. (**Use or.**)

4. Write a sentence that tells the results of each phrase. Begin each sentence with I am/was .... (Use so in all three sentences.)

a. being born in (your country)

Example: I was born in Russia, so I speak Russian.

b. being the oldest/youngest/middle/only child in your family

c. being a lazy/hard-working student

5. Write a sentence that tells two different careers you might have in the future. (Use or.)

**Activity 3:** In the following exercises, turn the sentence pairs into single compound sentences, each with a coordinating conjunction. You can rearrange or add words in the sentence to make it sound better, but only if it's necessary.

1. The black dog has won many prizes. He doesn't know many tricks.
2. She saw a cat run in front of her. She fell down while roller-skating.
3. There was a meteor shower. The crew did not know how to avoid the meteors.
4. I wanted to buy a baby Chihuahua. I started to save my money. \_
5. Gillian did not like to read. She was not very good at it.
6. Pam liked Wayne. Leena also liked Wayne.
7. The little boy did not like going to school. He went anyway.
8. You can cry like a baby. You can clean your room like an adult.
9. She didn't want to play with Jill. She didn't want to play with Tim.
10. Arleen could not play with that boy. Arleen could not play with that other boy.
11. Let's go to the swimming pool. It's hot inside the house.
12. I don't want to eat. I don't want to drink.
13. I don't want to practice playing my violin. I don't want to disobey my mother.
14. I want to own my own company. I want to pay all my workers a lot of money.
15. I need to go to the store. I'm feeling too sick to drive.

**Activity 4:**

### **Supai Village**

1The trail to Supai Village is hot and dusty. 2You can hike the trail, or you can hire a guide to take you on horseback. 3Along the trail, you see only rock, sand, and an occasional lizard.' 4It is very dry, for this is desert country. 5There is no water on the trail, nor is there any shade. 6As you enter the village, you pass by

several small homes. 7It is a quiet place. 8Dogs sleep in the streets, and villagers stand in their doorways and silently watch you, a stranger, pass by. 9They aren't smiling, yet they don't seem unfriendly. 10In the center of the village, there is a small hotel, a restaurant, a general store, and a post office. 11At the opposite end of the village, the trail leads to a cliff overlooking the canyon below.

### Questions

1. In sentence 1 , underline the subject(s) with one line and the verb(s) with two lines. Is this a simple or a compound sentence?
2. Do the same for sentences 2 and 3 . What kind of sentences are they?

### **Activity 5: Identify the parts of the following complex sentence.**

Step 1 Underline independent clauses once and dependent clauses twice.

Step 2 Circle the subordinators.

Step 3 Add a comma if necessary.

1. Astronauts often feel seasick when they first experience weightlessness.
2. Astronauts must exercise on special machines while they are orbiting Earth in their spacecraft
3. When the first Russian cosmonauts exited their spacecraft they had to be carried because they could not walk.
5. The students were silent as the teacher handed out the test.
6. The students worked on the test problems until the teacher told them to stop.
7. As soon as the teacher told them to stop writing they put down their pencils.
8. The teacher collected the tests she dismissed the class.
9. Before she left she promised to post their scores where students could view them.
10. Since noise can change the heart rate and increase blood pressure it harmful to the body.
11. Loud noise is especially harmful as it damages the ear drums.

**Activity 6:** Write a dependent clause that turns the simple sentence into a complex sentence. Use the subordinate conjunctions in the box below for ideas.

|  |
|--|
| After as because before if once since so unless when<br>whenever wherever whether while. |
|--|

1. ...., parents recorded the show with their video cameras.
2. ...., we will be going to camp.
3. ...., Dad changed the flat tire.
4. The police searched every house.....
5. I like to eat cotton candy.....
6. ...., you can go to the movies on Saturday.
7. ...., everyone stopped what they were doing.
8. We talked on the phone for hours.....
9. We had a hard time finding our home.....
10. ...., we'll have to take two cars.

**Activity 7:** Read the following scrambled sentences. Write the groups of words in the correct order so that the compound-complex sentence makes sense. The first word is provided for you.

1. if/ I will save some for later / that is mango pudding/ I will eat it / yet  
\_\_\_\_\_
2. until / we will have to wait / the bus arrives / for / none of us has a car  
\_\_\_\_\_
3. after / she set a world record / the race ended / but / the runner not only won  
\_\_\_\_\_
4. before / the teacher called on someone else / and / he was correct / I answered the question.  
\_\_\_\_\_

**Activity 8 :** Identify the sentence type in **terms of function** in the given sentences:

1. Wow! It's a beautiful flower.
2. Where are you going??
3. Clean your desk.
4. The earth is the third planet in our solar system.
5. Alas! We lost the match. 6. Please be seated.
7. Can we go to the park?
8. An ice cream can melt on a hot day.
9. Stop driving so fast.
10. The computer screen has a crack on it.

**Activity 9:**

**Write**

- **A simple sentence** that names three positive qualities of a person you like or three negative qualities that you do not like.

.....

- **A Compound sentence** telling about one school subject that you excel at and one that you struggle with.

.....

- **A Complex sentence** describing how you relax after getting home from school.

.....

- **A compound-complex sentence** in which you provide two reasons to get a college degree.

.....

**Activity 10: Read the following paragraph and answer the questions.**

**Equal rights for women**

Russian women started to gain equality earlier than women in the United States. The concept of equal rights and responsibilities for women was part of communist philosophy, so Russians of both sexes had equal access to education and jobs from the beginning of the Soviet Union. The 1937 Soviet constitution declared that women and men had equal rights and responsibilities, but women in the United States do not have legal equality even today. An amendment to the U.S. constitution giving women equal rights has never been approved. Before World War II, few U.S. women worked outside the home. Millions of men left to become soldiers during the war, and women took over their jobs. Suddenly, women discovered that they could do anything. The men returned home, and women began to demand the equality that they had earned.

**1. Identify the type of sentences 1, 2, 5, 7&8.**

1-..... 2-..... 5-..... 7-.....  
8-.....

2. **Change sentences 3 and 6 into complex sentences, using one of the following subordinators: after/ although/ because/ when.**

**a:** .....

.....

**b:** .....

.....

3. **Circle** the subject and **put** the predicate between brackets in the underlined sentence.

## Sentence Fragments

### 1. Definition

Fragments are one of the common problems in writing. According to Langan “[a] word group that lacks a subject or a verb and does not express a complete thought”(Langan 414). If one of the basic components of a sentence is dropped, a fragment error will occur. In order to identify the fragment, you revise your sentences whether they are complete or not. Then, you should look for what is missing in that fragment. Finally, you should fix it according to what a sentence lack. Fragments can be fixed by adding, attaching or rewriting depending of the nature of the fragment.

### 2. Types of Fragments

Here are some of the common types of fragments that students may fall in in their writing.

#### 2.1.“ing” and “to” Fragments..

This type may occur near or at the start of a word group, such as participle and infinitive phrases. Usually, it lacks the helping verb and a subject.

Lily spent many hours .**Trying to rearrange her new house.**

**Receiving a new literary award.** The writer was extremely happy.

**Studying all the day.**

At the Chinese restaurant, Tim used chopsticks. **To impress his friend.**

**To win the competition.** Athletes practiced for many hours a day.

To fix these “ing” and “to” fragments, you should do the following:

- Attach the fragment with the sentence that comes before or after it.

Lily spent many hours, trying to rearrange her new house.

*OR*

Trying to rearrange her new house, Lily spent many hours

Receiving a new literary award, the writer was extremely happy

At the Chinese restaurant, Tim used chopsticks to impress his friend.(no comma)

*OR*

To impress his friend, Tim used chopsticks at the Chinese restaurant.

To win the competition, athletes practiced for many hours a day.

*OR*

Athletes practiced for many hours a day to win the competition. (no comma)

- Add a subject and a verb to obtain a meaning full sentence.

**She was** studying all the day.

*OR*

Studying all the day, she is very tired. (attaching it another sentence.

## 2.2. Missing Subject/Verb Fragment

The sentence does not include a subject and a verb or both.

Is not easy to get an A in Professor Wilson's class. (no subject.)

People in New York always in a hurry. (no verb.)

To fix it:

- **Add** the missing subject.

**It** is not easy to get an A in Professor Wilson's class

- Add the missing verb.

People in New York **are** always in a hurry

## 2.3. Dependent word Fragment (subordinate clause fragment)

Any group of words starting with a subordination conjunction is a fragment. (see the complex sentence lesson)

**When the fire started.**

After the storm stopped. **The rescue team arrived.**

To correct this:

- Omit the subordination conjunction if the fragment comes alone.

The fire started.

- Attach it to another complete sentence.

When the fire started, **I was sleeping in my room.**

After the storm stopped, the rescue team arrived.

*OR*

The rescue team arrived after the storm stopped.

#### 2.4. Added details Fragment (afterthought)

It occurs when providing more explanation or specific detail of an early idea. They often lack a subject and a verb, and they are easy to detect due to the presence of words like: such as, especially, including, for example, for instance, like.....

I like to eat traditional food. **Especially Kousskous.**

**For example, carrots, onion, potato and tomato.**

Healthy food is good for our body. **Such as fruites and vegetables.**

To fix that:

- Attach the fragment to a complete sentence that precedes it.

I like to eat traditional food, **especially** Kousskous.

Healthy food is good for our body, **such as** fruits and vegetables.

- Add a subject and a verb.

**For example, *the bag contains*** carrots, onion, potato and tomato.

#### 2.5. Relative Clause Fragment.

This is the writer. **Who won the prize.** (attaching)

Correction:

This is the writer who won the prize.

#### 2.6. Prepositional phrase Fragment.

**At the museum.** The students were staring at the skeleton of a T.Rex.

The electricity went out. **During the bad weather.**

Correction:

At the museum, the students were staring at the skeleton of a T.Rex. (attach it to the sentence after it).

**OR**

The students were staring at the skeleton of a T.Rex at the museum.

The electricity went out, during the bad weather.

**OR**

During the bad weather, the electricity went out.

## Practice

**Activity 1:** Write an "F" for fragment or an "S" for sentence in the blanks before each group of words.

- \_\_\_ 1. Whenever you are ready to leave.
- \_\_\_ 2. On the horizon the moon was just coming up.
- \_\_\_ 3. That she was a conscientious person.
- \_\_\_ 4. I enjoy writing letters.
- \_\_\_ 5. Which is what I should have done long ago.
- \_\_\_ 6. While he just stood there and waited.
- \_\_\_ 7. It was on the shelf in the closet.
- \_\_\_ 8. Since it had been snowing for days.
- \_\_\_ 9. Beginning on Monday.
- \_\_\_ 10. Going to games which we always lost.
- \_\_\_ 11. Because I was also trying to use the phone.
- \_\_\_ 12. Giving her the incentive that was needed.
- \_\_\_ 13. When we realized what had happened.
- \_\_\_ 14. Sitting there breathlessly watching all afternoon.
- \_\_\_ 15. Speeding down the highway at 90 MPH.

**Activity 2:** Correct each fragment by adding a subject or a verb.

- 1. Is very hot today even with the windows open.
- 2. Jose and Jin the smartest students in the class.
- 3. They study all the time.
- 4. The baby finally sleepy.
- 5. She is closing her eyes.
- 6. Ms. Woodbury, our grammar teacher, often late on Fridays.
- 7. Is important for students to get to class on time.

**Activity 3:** Circle the letter of the sentence you think is correct:

- 1. A. After I had studied for two hours without stopping.  
B. Studying hard for two hours without stopping.

- C. I studied hard for two hours without stopping.
2. A. Always something of interest going on at their house.  
B. There was always something of interest going on at their house.  
C. Interesting things always going on at their house.
3. A. Taking her out once but forgetting her last name.  
B. Even though he had taken her out once.  
C. Even though he had taken her out once, he had forgotten her last name.
4. A. Making out a schedule is a good idea.  
B. Although making out a schedule is a good idea.  
C. A good idea to make out a schedule.
5. A. Paying off that bill, which I should have done long ago.  
B. Not having paid off that bill long ago.  
C. Paying off that bill should have been done long ago.
6. A. It is an idea that goes back to ancient Greece.  
B. An idea that goes back to ancient Greece.  
C. An idea going back to ancient Greece.
7. A. Which we all agreed to.  
B. An idea we all agreed to.  
C. It was an idea we all agreed to.
8. A. Just watching the exciting game on T.V.  
B. Just watching the game on T.V. was exciting.  
C. Just to watch the exciting game on T.V.
9. A. As if he knew what she was talking about.  
B. Pretending he knew what she was talking about.  
C. He pretended as if he knew what she was talking about.
10. A. My hobby being one not many people are interested in.  
B. My hobby is not one many people are interested in.  
C. A hobby that is not one many people are interested in.

**Activity 4:** Find and underline five fragments in the following paragraph. Then correct each one.

### **My Best Friend**

My best friend is Suzanne. We have been friends since childhood. As children we lived next door to each other in Caracas. Now live in different countries on different continents. She is married to a Venezuelan. Has three children. Her son two years old, and her twin daughters three months old. We haven't seen each other for eight years. We keep in touch by e-mail. Also telephone each other at least once a month. We will be friends forever.

## Faulty Parallelism

### 1. Definition

In grammar, parallelism is “the use of similar grammatical structure in different sentences like similar tense and similar word order.” (Folly, hall 339 ). It is an important writing mechanism that enable to create a more concise, clear and coherent piece of writing. The use of non-similar syntactical structures may lead into what is known as faulty parallelism. It is one of the common mistakes that should be avoided in writing. It is “a construction in which two or more parts of a sentence are equivalent in meaning but not grammatically similar in form.” (ThoughtCO.) To avoid faulty parallelism, you should group a noun with a noun, a verb with a verb, a phrase with phrase and a clause with a clause.

Molly enjoys reading **novels, poems and plays**. Parallel structure.

Molly enjoys reading novels, poems and **romantic plays**. Faulty parallelism.

In the first sentence, the three words belong to the same grammatical category which is a noun. Therefore, the sentence is balanced.

In the second sentence, the balance is broken because the last item does not have the same structure. It is composed of adj+noun while the others are nouns. To make a parallel structure by keeping this structure, you should change the other items to fit this structure.

Molly enjoys reading **detective novels, religious poems and historical plays**.

### 2. Common Cases of Faulty Parallelism

#### 2.1. Words in a List

Faulty: My father likes **reading, traveling and to hunt**.

Parallel My father likes **reading, traveling and hunting**.

OR

Parallel: My father likes to **read, travel and hunt**.

Faulty: The new teacher is **pretty, helpful and always doing nice things**.

Parallel: The new teacher is **pretty, helpful and always nice**.

## 2.2. Correlative conjunctions

Faulty: Isra is not only skillful in painting but also in sculpting.

Parallel: Israa is **skillful** not only skillful in painting but also in sculpting.

Since both nouns (painting/sculpting) are modified by the same adjective, it should be located before the first correlative conjunction.

Faulty: Dora is neither **an actress** nor **does she a model**.

Parallel: Dora is neither **an actress** nor **a model**.

## 2.3. Comparison and Contrast.

Faulty: **Swimming in the ocean** is much tougher than **a pool**.

Parallel: **Swimming in the ocean** is much tougher than **swimming in a pool**

Faulty: **The service** at Carbs restaurant is better than **Forby's**.

Parallel: **The service at Carbs restaurant** is better than **the service in Forby's**.

## Practice

### Activity 1: Identifying Faulty Parallelism

1. beautiful flowers, swimming at the beach, delicious coffee.
2. planned my trip, booked a flight, pack my bags.
3. unclear, lengthy, mistakes, inaccurate.
4. open-minded, patience, trustworthy, caring.
5. dress professionally, a positive attitude, strong resume, attractive cover letter.

### Activity 2: Correct the faulty parallelism in the following:

- 1) This tour bus may seat eight people comfortably or it fits twenty people uncomfortably.
- 2) Angrily, bitterly, and with tears in his eyes, Jean Chretien finally retired.
- 3) If Janice were given the choice of doing the laundry or a movie, Janice would choose a movie.
- 4) Football is less popular in Europe than North America.
- 5) Kathy is not only highly annoying, but also the proud mother of two awful children.

### Activity 3: Rewrite the below sentences in parallel structure

1. She learned the value of patience, being committed, and loyalty.
2. They visited the zoo, they ate at restaurants, and stayed in a nice hotel.
3. His story was neither confusing nor did it bore me.
4. You can either come with us or staying home is also an option.
5. William is known for his good looks, sense of humor, and he's also wealthy.

### Activity 4: Identify and fix the faulty parallelism in the following paragraph.

Instead of criticizing the government, people should begin to be involved in the process by making sure they are registered to vote, start petitioning for causes they really believe in, learning about the issues and researching the actual situation in order to learn the impact of legislation, both past and current proposals, on causes they believe in strongly, and by going to meetings for their party representatives so that they can really find out if those people understand and believe in the issues they care about and have the ability to represent those issues clearly and forcefully, working at polling places and registering people to vote.

## **Run-on Sentence**

Another problem that students may face is the run-on sentence. A run-on is “a sentence which joins two independent clauses or sentences with no punctuation or conjunction between them” (Heffernan and Lincoln 279). In other words, Run-ons occur when two complete thoughts are not connected properly. There are two types of run-on sentences.

### **1. Types of Run-on Sentences**

#### **1.1. Fused sentence**

When two main clauses are combined without a proper punctuation, a run on may occur.

Yacine plays football he joined the City Team last year.

#### **1.2. Comma splice**

This happens when two complete sentences are connected with a comma. A comma can never join two independent clauses. Instead, a semicolon is used to join two sentences which are complete in meaning.

It is a rainy day, Larine forgets her umbrella.

### **2. Fixing Run-on Sentences**

There are some methods to follow in order to correct Run-Ons:

#### **1- Insert a period (full stop)**

The weather was rainy and stormy. The school decided to postpone the excursion.

#### **2- Place a comma and a coordinating conjunction.**

The weather was rainy and stormy, **so** the school decided to postpone the excursion.

#### **3- Place a semicolon.**

The weather was rainy and stormy; the school decided to postpone the excursion.

#### **4- Put a subordination conjunction.**

**Because** the weather was rainy and stormy, the school decided to postpone the excursion.

5- Use **conjunctive adverbs**, such as however, therefore.....with respect of punctuation.

The weather was rainy and stormy; **consequently**, the school decided to postpone the excursion.

## Practice

**Activity 1:** In the space provided, write R-O beside run-on sentences. Write C beside sentences that are correctly punctuated.

- \_\_\_\_\_ 1. The abandoned building looked scary, the boys dared each other to enter.
- \_\_\_\_\_ 2. Kathy applied for a small bank loan she wanted to establish a credit history.
- \_\_\_\_\_ 3. Anselmo spent hours writing his essay he received a good grade.
- \_\_\_\_\_ 4. I hopped crazily around the living room, my feet had fallen asleep.
- \_\_\_\_\_ 5. Joan slipped off her high heels, she plunged her aching feet into a bath of hot water.
- \_\_\_\_\_ 6. My brother is a Dodger fan I like the Yankees.
- \_\_\_\_\_ 7. The cost of living is high, many young adults have to live with their parents.
- \_\_\_\_\_ 8. Molly painted stars on her fingernail, then she drew little butterflies on her toenails.
- \_\_\_\_\_ 9. Mohammed completed his assignment he gave it to his teacher.
- \_\_\_\_\_ 10. Javier kicked the soccer ball; he aimed for the goal.

**Activity 2:** Correct the following run-on sentences by using the strategies previously discussed.

1. I moved to the United States when I was young it was easy to learn English, my parents were already here, they knew English already.
2. Juan and David recognized each other they had been in the first grade together.
3. Her car would not start she was late for class.
4. The parents ate the baby slept in her stroller.
5. Eli wants to quit smoking this habit is too expensive.
6. The sun was extremely hot she wanted to swim in the pool.
7. My father retired from the Air Force last year he is writing a book about his experiences.
8. Studying history is important, people need to know about the past in order to better understand the present.
9. I hope my future job will involve a lot of travel I want to visit every continent at least twice.

**Activity 3:** Identify and correct all the run-on sentences in the following paragraph.

Next Tuesday, we are going on a field trip to Memphis, we are going to see Graceland. It will be interesting to see where Elvis lived. I am saving my money for the gift shop therefore I cannot let myself buy anything until then. The bus ride there will take

us about two hours so we are all going to bring our video games to play. We will visit Graceland in the morning then we are going to eat lunch on Beal Street. It is close to the Mississippi River so we are going to go to Mud Island after lunch. I have been to Mud Island before, however I am excited about going there again. We won't have time to visit the Memphis Zoo or the Pink Palace Museum we just don't have time to do it all. My mom thinks we should have gone to the zoo or museum instead of Graceland but I don't agree with her. My friends and I are excited about our trip we have worked hard to raise the money to pay for it. I think we will learn a lot of interesting facts about Elvis and I know that Mud Island will teach us a lot about the Mississippi River. I love field trips, they make learning fun.

**Activity 4:** Edit the following essay for errors in sentence structure (run-ons& fragments)

### **Left-Handedness**

Do you know anyone who is left-handed? You probably do, about 10 percent of the population uses their left rather than their right hand for writing and other tasks. Although many athletes, musicians, artists, and world leaders are lefthanded, being left-handed certainly has a few disadvantages in a world designed by and for right-handed people.

Social situations can provide opportunities for left-handed people to feel clumsy first of all, handshakes. Right-handed people offer their right hands and expect to grasp the right hand of the other person. The instinct of left-handers, however, is to extend their left hand they have to train themselves to extend their right. Another social opportunity for awkwardness occurs at the dinner table left-handed diners constantly bump elbows with a right-handed person. Unless they sit at the far end of the table with no one on their left. What's worse, left-handers have to concentrate in order to avoid grabbing and drinking from the wrong glass.

Left-handed people can face inconveniences at school, too. Consider the chairs in classrooms with little fold-up desktops for taking notes. Most of them are made for right-handers. Left-handers have to write with their left elbow hanging in midair Or else turn themselves around almost 180 degrees in order to lay their notebook on the desk furthermore when lefties write in a three-ring binder or spiral notebook. The rings get in the way of their hands when they write on the front side of a page. Finally, left-handers write from left to right, their hand

smears the fresh ink across the page.

Last but not least are the many inventions of the modern world. That make life convenient for right-handers but inconvenient for lefties. These include scissors, can openers, corkscrews, automobile gear shifts, cameras, and computer keyboards.

To sum up, in a world organized for right-handers, left-handed people must confront and overcome challenges every day.

## Choppy sentences

This problem happens when there is a series of short consecutive sentences. This can make writing incoherent, unclear and monotonous. Unlike fragments which are syntactically wrong, choppy sentences are technically incorrect.

### Example:

Doonesbury cartoons satirize contemporary politics. Readers don't always find this funny. They demand that newspapers not carry the strip.

There are three successive simple sentences without glue that links the ideas together to make it clearer.

In order to fix choppy sentence problems, there are some solutions to consider.

- Use a coordination conjunctions:

Doonesbury cartoons satirize contemporary politics, **but** readers don't always find this funny, **and** they demand that newspapers not carry the strip.

- Use subordination conjunction

**Choppy:** Marie Curie was a chemist. She discovered radium.

**Revised:** Marie Curie was a chemist **who** discovered radium.

**Choppy:** The campus parking problem is getting worse. The university is not building any new garages.

**Revised:** The campus parking problem is getting worse **because** the university is not building any new garages.

- Use of appositives

Marie Curie, **who was a chemist**, discovered radium.

**Choppy:** Alice Munro was the 2013 Noble Prize winner. Alice Munro presented at the International Festival of Authors in Toronto.

**Revised:** Alice Munro, **the 2013 Noble Prize winner in literature**, presented at the International Festival of Authors in Toronto.

- **Modifying words of phrases (present, past participle and adjectives)**

**Choppy:** She is only eight years old. She dreams of becoming a doctor.

**Revised:** She is only eight years old, **dreaming** of becoming a doctor.

**Choppy :** John was seriously injured. He was hit by a motorcycle.

**Revised:** John was seriously injured, **hit** by a motorcycle.

## Wordiness

Writing requires precision in the use of words in order to make reading a smooth experience. Wordiness is seen as one of the challenging problems that writers may fall in. Accordingly, “Wordiness for the writer also means using long words when there are good short ones available, using uncommon words when familiar ones are handy, using words that look like the work of a Scrabble champion, not a writer.” (cited in Nordquist 2020). The use of many words which are not necessary is not a proof of professionalism; rather, it creates a more redundant writing.

### Example:

**Wordy :** For all intents and purposes, the reason Mr. Henderson arrived late for work was due to the fact that he stopped at very many traffic lights that were red in color.

**Revised:** Mr. Henderson arrived late for work because he stopped at many red lights.

To avoid wordy sentences, writers should:

- Eliminate redundancies

Wordy: Mark is a **funny**, **hilarious**, and **comical** person. (three adjectives with similar meaning modifying one subject.

Or expressions, such as

first and foremost, each and every, any and all, hopes and desires, always and forever, final outcome, ancient history, future plans, free gift, terrible tragedy...

**Revised:** Mark is funny. Or Mark is hilarious.

- Remove filler words: empty words and phrases, such as actually, basically, for all intents and purposes.....

**Wordy:** It is **commonly** believed that people wearing glasses are smart. (the word commonly is not necessary; it can be removed without harming the meaning of the sentence.

**Revised:** It is believed that students wearing glasses are smart.

- Avoid the overuse of qualifiers: very, extremely, barely.....

She is extremely furious

She is furious.

- Avoid long expressions.

### **Practice (choppy sentence/wordiness)**

**Activity 1:** Connect the sentences of following passages properly.

1

The Romans claimed descent from Troy. They claimed, in particular, the Trojan hero Aeneas. He is a hero in Homer. Homer's epics do not record his death. He is like many other mythological heroes of this age. A later Greek author composed a saga about Aeneas. After the Trojan War, he wandered around the Mediterranean. He went from Troy to a new homeland in Latium.

2

We hold these truths to be self-evident. All men are created equal. They are endowed by their Creator with certain unalienable Rights. Among these are Life, Liberty and the pursuit of Happiness. We need to secure these rights. That's why Governments are instituted among Men. They derive their just powers from the consent of the governed.

**Activity 2:** Combine each set of sentences below.

1. The dissertation contains numerous errors. A revision of the dissertation is required. (Use a coordinating conjunction.)
2. Housework is boring. It is time consuming. (Use a coordinating conjunction.)
3. The principle visited a local school. Later, he went to the meeting. (Use a subordinating conjunction.)
4. Some students were dancing. Others were singing. (Use a subordinating conjunction.)
5. The sun was shining. It was chilly. (Use a subordinating conjunction.)
6. Ben arrived late. Ben sat in the back row. (Use a present participle.)
7. The professor entered the classroom. She held a book in her hand. (Use a present participle.)
8. The dog's fur felt smooth. It was brushed with a comb. (Use a past participle.)
9. Kevin finished the marathon. Kevin was exhausted to death. (Use an adjective.)
10. Rio de Janeiro is a city in Brazil. Rio de Janeiro is famous for its Carnival celebration. (Use an appositive.)

**Activity 3:** Eliminate any unnecessary words in the following sentences. Rephrase if necessary.

1. I really love my daughter very much from the bottom of my heart.
2. In my essay paper, I wrote about my absolute hopes and desires.
3. There are possibly only three reasons why she could have done what she did.
4. Water polo is basically a water sport that involves a multitude of players struggling to compete against one another in successfully capturing the ball in the respective goal.
5. After that fight that we had, our amicable friendship is basically ancient history.
6. The honest truth is that I really do not like shrimp very much.
7. About the email you sent me last week on July 3rd about your vacation, I wanted to talk to you in person before responding.
8. If the two groups cooperate together, there will definitely be positive benefits for both.
9. There are some people who think that the metric system is basically un-American.

## Writing Mechanics

According to Richard Nordquist “writing mechanics are the conventions governing the technical aspects of writing, including spelling, punctuation, capitalization, and abbreviations.” (para 1) These mechanics are important to provide clarity and accuracy in any piece of writing. The lesson will focus on capitalization rules as well as the conventions that govern the use of comma, semicolon, colon and full stop.

### 1. Capitalization

It is the use of a letter in an upper case. There are certain situations where capitalization is necessary .

- **First word in a sentence.** Pollution is dangerous to our environment.
- **Names of people:** Mohammad, Sara, Tom.....
- **Names of counties and nationalities:** Algeria, Italy, Tunisia, Algerian, Italian, Tunisian
- **The pronoun “I”.**
- **Names of specific places and monuments:** Central Park, Makam El Chahid, Eiffel Tower, Taj Mahal
- **Names of days, months and holidays:** Monday, February, Labor day.....
- **Names of commercial products (brands):**, Calvin Klein, Nike, Dior, Pepsi...
- **Titles of books, magazines, newspapers, movies.....:** The Open Boat, Hamlet, New York Times, The Economist, Avatar, Guardians of the Galaxy.....
- **Names of companies, associations, political groups, organizations...:** Green Peace, Democratic Party, Gleam of Hope Club.....
- **In acronyms and abbreviations:** CEO, SONAR, KFC.....

### 2. Punctuation

#### 2.1. The Comma (,)

Commas are crucial in writing, they “are arguably the most important grammatical tool the English language has to offer. They splice a sentence, providing cohesion and unity” (Kittelstad para 1) the use of the comma is necessary to provide harmony, organization and even meaning to any piece of writing. Consider the following common example:

Lets eat Grandma.

Lets eat, Grandma.

In the first example the sentence looks shocking and illogical because the meaning refers to eat a human being (the grandma). However, in the second one, when the comma is used, the meaning becomes clear and logical indicating a mere invitation to eat together. This highlights the significance of the comma in giving sense to writing.

The comma can be used in the following cases:

➤ **To separate items in a list**

The exercise instructor told as to inhale, exhale, and relax.

I ordered pizza, hamburger, and soda.

➤ **To set off introductory phrases of clauses.**

After we went to the restaurant, we attended a movie. ( subordinate clause)

Inside the mystery box, there is a treasure map. (prepositional phrase)

➤ **Direct address**

It occurs when the speaker is directly addressing someone or an audience.

Sara, I think you are totally right.

I think, Sara, you are totally right.

I think you are totally right, Sara.

➤ **Before coordination conjunctions that combines two independent clauses.**

The exam was postponed, for the teacher is in the hospital.

➤ **To separate a direct quotation from the rest of the sentence**

The carnival barker cried, “ Step right up and win a prize!”

“Now is the time to yield to temptation,” The clairvoyant said.

➤ **To dates, addresses, and number.**

On December 19, 2020, my daughter was born.

Selma was born in Skikda, Algeria, in 1995.

Please send the letter to Greg Carvin at 708 Spring Street, Washington, IL 61571.

➤ **With non-restrictive clauses/Appositives**

Non- restrictive clauses provide additional information which is not necessary to the meaning of a sentence. If you cross it out the original meaning will not be distorted or changed. Likewise, an appositive is a noun or a noun phrase

that comes to identify, rename or give extra information of a nearby noun or a noun phrase. Usually, the non-restrictive clause and appositives are placed between two commas.

Alexander Pope, **the Restoration poet**, is famous for his monologues. (appositive)

The poet Pope is famous for his monologues. (no appositive, no change in meaning)

The New York Jets, **the underdogs**, surprised everyone by winning the Super Bowl. (appositive)

I gave birth to my baby girl on the 5<sup>th</sup> of July, **which happened to be my wedding day**. (non-restrictive)

The student **who is sitting next to me** received a scholarship from Cambridge University. (restrictive because it is necessary for meaning)

Amy Sanders, **who is sitting next to me**, received a scholarship from Cambridge University. (non-restrictive because it is an extra information)

#### ➤ **With interrupters**

Interrupters are words that come to interrupt our thoughts in the middle of a sentence, and they need to be emphasized by a comma.

The bride, **as they say**, a speck of beauty.

The plan, in fact, is a weak one.

The cake, **however**, is well designed.

## 2.2. The Semicolon (;)

It is used in the following cases:

#### ➤ **To separate two independent clauses.**

My father retired from the Air Force last year; he is writing a book about his experiences.

#### ➤ **With conjunctive adverbs which combine two independent clauses.**

The rain was so heavy; **however**, the rescue team arrived at the place.

The weather is nice; **therefore**, I will go for a walk.

#### ➤ **With a serial list**

It is used in case there is a list of items which already contains internal commas. It helps the reader to remain focused and keep up with the flow of ideas.

My father traveled to many European countries and their famous cities. He visited France, Paris; Austria, Vienna; Italy, Rome; and Germany, Berlin.

### 2.3. The Colon (:)

Common uses of the colon are:

➤ **Introduce lists**

The store will close at noon on the following dates: November 26, December 24, December 31.

➤ **Introduce quotations**

In his book *Life Lines*, Forrest Church maintains that people should cry more: “Life is difficult. Some people pretend that is not, that we should be able to breeze through.”

➤ **After explanations and definitions**

Here’s a temporary solution to a dripping faucet: tie a string to it, and let the drops slide down the string to the sink.

### 2.4. The full stop

➤ **At the end of a declarative and an imperative sentence.**

Schools will start next week.  
Put your books on the table.

➤ **In abbreviations**

Mr. Mrs. Dr. Prof.

➤ **Decimals**

1.5 (one point five)

## Practice

**Activity 1:** Find the 20 capitalization mistakes below.

many of john's friends think he has a boring daily routine, but john likes it. he always gets up at six o'clock every morning and says, "good morning" to his wife and kids, and after breakfast he arrives at work around seven-thirty. he works at a small store called supersave supermarket. it's located in new york. after work, he says, "good-bye" to his boss, mr. smith, and then goes home. on weekends, he likes to play with his son, thomas, and his daughter, barbara. maybe john's routine really is a little boring, but he enjoys it!

**Activity 2:** Capitalize words where necessary in the following sentences

1. the first book on the reading list is William Faulkner's the sound and the fury.
2. San antonio, texas, is a thriving city.
3. The Alamo is one of the five catholic missions built by priests to convert native americans and to maintain spain's claims in the area.
4. the class was ready to go on the field trip to the new york zoo.
5. ms washington was an excellent helper at the school.
6. we went to the grand canyon for vacation during the summer.
7. my friends love to go to disneyland during the winter.
8. students get restless in the month of may.
9. lebron james is one of the greatest basketball players in the nba.
10. italian food is one my favorite types of food for dinner.
11. the olympics will be held in the country of brazil next year.

**Activity 3:** Correct the capitalization errors and put the comma where appropriate.

dear parents

you are invited by our local p.t.a. to attend a picnic at goldhead park. it is the annual oakwood elementary school get-together.

the picnic will be on saturday june 6.please bring food for your family.drinks may be bought at the park.

at three o'clock superintendent james I. hanna will discuss the building program.please come.

Sincerely  
ms. laverne howard  
president p.t.a.

**Activity 4:** Insert commas as needed in the sentences below and indicate the Rule. If the sentence is correct as it is, write C on the line

- 1) He left the scene of the accident and tried to forget that it had happened.
- 2) Oil which is lighter than water rises to the surface.
- 3) Madame de Stael was an attractive gracious lady.
- 4) Nice is a word with many meanings and some of them are contradictory.
- 5) The contractor testified that the house was completed and that the work had been done properly.
- 6) Some people refuse to go to the zoo because of pity for creatures that must live in small cages.
- 7) The closet contained worn clothes old shoes and dirty hats.
- 8) The uninvited guest wore a dark blue tweed suit.
- 9) After surviving this ordeal the trapper felt relieved.
- 10) Mark Twain's early novels I believe stand the test of time.
- 11) December 7 1941 will never be forgotten.
- 12) The field was safe enough wasn't it?
- 13) Write the editor of the Atlantic 8 Arlington Street Boston Massachusetts 02116.
- 14) He replied "I have no idea what you mean."
- 15) After a good washing and grooming the pup looked like a new dog.
- 16) Because of their opposition to institutions that force creatures to live in captivity some people refuse to go to the zoo.
- 17) Men who are bald are frequently the ones who are the most authoritative on the subject of baldness.

**Activity 5:** Each of the following sentences needs either a comma or a semicolon. Put in the necessary punctuation.

1. Many companies make sugar-free soft drinks which are flavored by synthetic chemicals the drinks usually contain only one or two calories per serving.
2. The snowstorm dumped twelve inches of snow on the interstate subsequently the state police closed the road.
3. He's taking algebra, which he's good at biology his least favorite subject and drama for fun.
4. Mr. Leyland played the viola professionally for many years and he now conducts a community orchestra.
5. The crab grass was flourishing, but the rest of the lawn unfortunately was dying.
6. As I turned around I heard a loud thump for the cat had upset the goldfish bowl.
7. The artist preferred to paint in oils he did not like watercolors.

8. The computer could perform millions of operations in a split second however it could not think spontaneously.
9. The foundations of the house had been poured but to his disappointment, nothing else had been done because of the carpenters' strike.
10. There are basically two ways to write: with a pen or pencil which is inexpensive and easily accessible or by computer and printer which is more expensive but quick and neat.
11. Patterson Tower the recently completed office building is a monument to concrete ugliness.
12. John decided nonetheless not to buy the car.
13. The conference has people who have come from Moscow Idaho Springfield California Alamo Tennessee and other places as well.
14. The Mississippi River which once flowed north into Hudson Bay flows south into the Gulf of Mexico.

**Activity 6:** Edit the following paragraph, adding and deleting commas as needed. Refer to the eight comma rules you have learned

With her mortarboard firmly on her head Tammy, took her place in the graduation procession which was held on May 12 2009. She told her mother Louisa that she wanted to be the first in the family to get a college degree which would also help her get a good job. In her mind either you could get a degree after high school or you could get a degree later but eventually everyone in the United States would need a college degree. When the chance came for her to go to college, and pay for most of it herself she decided it was a chance she could not afford to pass up. Each course she took in her ambitious undergraduate curriculum was another triumph for her. Another 15 weeks of reading staying up late at night writing studying and sitting at uncomfortable desks never scared Tammy. As she marched off the stage Tammy clutched the diploma in one hand, and hurled her mortarboard into the crowd with the other. She yelled “Yes! I made it!” When she got through the crowd and reached her family she screamed “Mom I did it!”

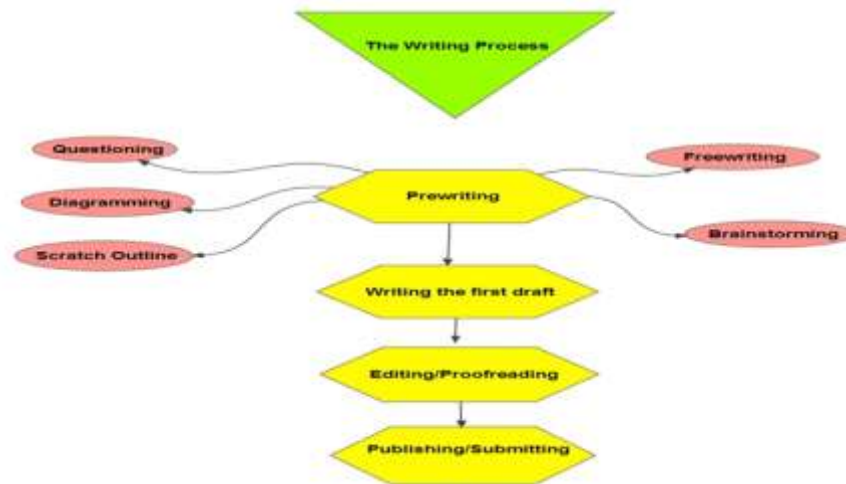
## The Writing Process

Writing is one of the basic skills in any language. It is an individual experience because each one has his own style and way to reach his end. But, what all writers may go through, even professional ones, is the series of steps included in the writing process. Therefore, the writing process involves the different stages that writers experience before submitting their final work. There are certain steps that a writer may follow in order to help him sculpture his piece of writing. These steps are:

### 1. The prewriting stage

It is the earliest stage where writers try to overcome their mental block. This step is concerned more about the collection and the generation of ideas on a specific topic. It involves some techniques that enable writers to overcome their mental block and create their own material.

- ❖ **Free writing:** it is a non-stop activity that lasts about ten minutes where the writer is just jotting down ideas. At this stage, there is no need to pay attention to mistakes, such as punctuation, spelling, or coherence. The purpose is write whatever comes to your mind about the subject matter. This technique “will limber up your writing muscles and make you familiar with the act of writing.” (Langan 24)
- ❖ **Questioning:** it helps in collecting ideas through asking as many question as you can about your topic. You may use ‘wh’ questions, like Why? When? How? Who?
- ❖ **Brainstorming:** it is a creative technique that emphasizes spontaneous group discussion in order to come up with material for writing.
- ❖ **Diagramming/Mapping:** it is a useful method for those who think in a more visual way. It helps you to cluster your ideas through making lines, arrows, boxes, circles in order to clarify connection between the details you are gathering. For example, you can place the central idea in the middle, and start to draw lines and arrows to the details that may emerge from it. The following example make the idea clear:



❖ **The Scratch Outline:** it is one of the effective methods to collect ideas. It is a kind of a preliminary plan or a skeleton of your intended piece of writing.

**Topic sentence**

**A. Supporting point**

- 1 . Detail (example, etc.)
- 2. Detail
- 3. Detail

**B. Supporting point**

- 1 . Detail (example, etc.)
- 2. Detail
- 3. Detail

**C. Supporting point**

- 1 . Detail (example, etc.)
- 2. Detail
- 3. Detail

**Concluding sentence**

**2. Writing the First Draft:** After generating ideas, the writer puts them down as sentences and paragraphs. At the drafting stage, it is not necessary to have a perfect version may have some spelling or punctuation mistakes. Also, you can add new ideas and omit old ones. This stage emphasizes more on making your point clear and on explaining your supports.

- 3. Revising:** This stage is more reader-centered which means that the writer should see his work with the eyes of his audience. It is more concerned with content and style. Writers should pay attention to:
- ✓ **Unity**
  - ✓ **Sufficient support**
  - ✓ **Parallelism**
  - ✓ **Consistency of the point of view**
  - ✓ **Organization of ideas.**
  - ✓ **Varying sentence structure**
- 4. Editing/Proofreading:** At this stage, writers should pay attention to mechanics. They should check grammatical mistakes, sentence structure, spelling and punctuation. Students can give their piece of writing to a friend to proofread it for the previous mistakes, or they can leave it for a couple of days and check it again.
- 5. Publishing/Submitting:** conduct another careful checking of your version in order to send it to the intended audience.

## Practice

**Activity 1:** Make an outline of the following paragraph:

### Bad Drivers

1 There are three kinds of bad drivers you see on the streets and highways of almost any country. 2 The first kind of bad driver is the wannabe 1 Grand Prix racer. 3 This kind of driver drives very aggressively. 4 For example, he or she steps on the gas and roars away a millisecond 2 before a traffic signal turns green. 5 Driving in the passing lane and ignoring speed limits are normal for this kind of driver. 6 The second kind of bad driver is the modern multitasker. 3 7 Modern multitaskers include drivers such as working mothers and overworked businessmen and women. 8 They eat a sandwich, drink a cup of coffee, talk on their cell phone, and discipline the children fighting in the back seat while speeding down the highway at 65 mph. 9 The last kind is the cautious driver. 10 The cautious driver drives v-e-r-y slowly and carefully. 11 For instance, he or she drives no faster than 40 mph on highways and slows down to 30 on every curve. 12 When making a turn, he or she almost comes to a full stop before inching around the corner. 13 In conclusion, bad drivers can be speedsters, "slowsters," or just inattentive, but you have to watch out for all of them!

**Activity 2:** Use any kind of diagram to generate ideas for the following topics.

- Pollution
- Getting a university degree
- Artificial intelligence.

**Activity 3:** Edit the following paragraph.

My Grandfather help his community in two ways. My Grandfather born in 1 880. He was farmer. Not well educated. (maybe he only went to high school for one or two year. In those days. children were needed to work on the farm.) He was first farmer in his community to terrace his fields. Then, people thought he was crazy, but now, every farmer does it Terracing helps prevent soil erosion. This improved farming techniques in his are. After he is too old to work at farming, my Grandfather get the idea that his town needs a hospital, so he spend his time raising money to build one. There is no hospitals nearby, and people have to go long distance to see doctor.

People again think he really crazy, but he succeed. Now a small hospital in community, and two doctor. Each of the doctors have lots of patients. The hospital is named the james walker community hospital. It was named for my grandfather. My Grandfather just a simple, uneducated farmer, but he helped his community a lot.

## The English Paragraph

The paragraph consists of a group of sentences which revolves around one single idea. It is composed of three parts: a topic sentence, supporting sentences and a concluding sentence. Before you start writing, you should indent your paragraph. Indentation means leaving a small space at the beginning of the paragraph because it marks its beginning. Additionally, it should be in a form of a block; all ideas are presented together in one paragraph.

### 1. The Topic Sentence

Generally, it is the first sentence in a paragraph. It reveals the main subject that the paragraph will discuss. It involves two elements:

- a) **The topic:** it is the broad and the general subject of the paragraph
- b) **The controlling idea:** As the name indicates, it controls the topic by narrowing it down to a specific point. It is the main idea that steers and directs the paragraph to present the writer's perspective or stance.

#### Example 1:

Writing requires a number of skills.

*Topic:* writing

*Controlling idea:* a number of skills.

There are three benefits of having a college degree.

*Topic:* college degree.

*Controlling idea:* three benefits

COVID 19 contributes in reshaping conventional learning methods in many ways.

*Topic:* COVID 19

*Controlling idea:* reshaping conventional learning methods in many ways.

#### Example 2:

**Original:** Oranges contain Vitamin C, a vitamin that people widely recognize as helpful in maintaining immunity and fighting colds. The high potassium and low sodium contents in bananas help regulate blood pressure. Apples have fiber, which benefits the body's digestive system. The antioxidants in blueberries aid the body in many ways, including by reducing free radicals.

**Revised:** Fruits contain many nutrients and offer a variety of health benefits. Oranges contain Vitamin C, a vitamin that people widely recognize as helpful in maintaining immunity and fighting colds. The high potassium and low sodium contents in bananas help regulate blood pressure. Apples have fiber, which aids the body's digestive system. The antioxidants in blueberries aid the body in many ways, including by reducing free radicals.

The original text lacks a precise and a concise topic sentence which makes the paragraph not effective. Only by adding topic sentence, the paragraph regains its unification. The topic sentence unifies the whole paragraph making the process of reading more focused.

### **1.1.How to Write an Effective Topic Sentence?**

- ✓ It should be a statement: the topic sentence should not appear in an interrogative form (question)
- ✓ The topic sentence should not be too general or too specific. If it is too broad, it will be vague. As a result, the paragraph loses its focus. A too specific topic sentence may limit the scope of the paragraph as the writer becomes unable to develop and to support it to provide a full understanding of the topic.
- ✓ The topic sentence should not be a fact.
- ✓ The topic sentence should be a complete sentence.
- ✓ Students should avoid announcing the topic.
- ✓ A good topic sentence implies the purpose of the paragraph.

Example:

#### **Too general topic sentence:**

Winter is a good season.

It is not an effective topic sentence because it is vague and the writer will be confused what to include in the paragraph. It is not clear in what way winter is a good season or what makes it a good season.

#### **Too specific topic sentence:**

This dictionary contains more than 42,000 words.

It is not an effective topic sentence because the writer cannot develop it . He cannot say much about this or provide sufficient details.

#### **A fact:**

Libraries have books.

It is not an effective topic sentence because it is a common knowledge that a library is a place where books are found. You will not be able to provide enough information to develop it.

**Announcement:**

I am going to discuss three major effects of air pollution.

It is not an effective topic sentence because the writer used the expression " I am going to" to declare his point.

**The implied purpose**

There are four steps to write a successful research paper→ **process** Because Malaysia and Thailand are next to each other, we might think that these two countries share many similarities→ **comparison and contrast** Three contributing factors are responsible for pollution in Skikda→ cause and effect.

**2. The Supporting Details**

The supporting sentences come right after the topic sentence to provide an explanation about the paragraph's topic. In other words, their function is to elaborate and give more information about the main idea. Supporting sentences can appear in different forms, such as explanations, reasons, effects, quotations, examples, definition and statistics. Students should pay attention that the supporting details are relevant and connected to the subject being discussed. They should be sufficient and strong enough to reinforce the topic sentence and convince the reader. Additionally, the supporting sentences should be presented according to a certain organizational pattern. There are two kinds of supporting sentences:

- ✓ **Major:** They directly support the paragraph's subject matter; they are important and necessary information that the reader needs to understand the writer's point.
- ✓ **Minor:** They are indirectly connected to the topic and directly linked to the major supporting sentences. They are more specific and less important than major ones, so dropping them will not hinder the reader from grasping the idea of the paragraph

**3. The Concluding Sentence**

The writer needs to put an end to the train of his ideas. The concluding sentence wraps up the paragraph by restating the paragraph's main idea, summarizing key points, offering a suggestion, a prediction or a piece of advice. Students should not include any new ideas on the level of the concluding sentence. If you insert new information, you will break the

unity of the paragraph. You can use transitional words to indicate closure, such as in conclusion, to sum up, in a nutshell.....

## Practice

**Activity 1:** Circle the Topic and Underline the controlling idea

1. The shocking crash of the airplane off the coast of Florida confused investigators.
2. Crossword puzzles are not only educational and fun, but also addictive.
3. Recent research has shown once again that eating dark green, leafy vegetables such as and cabbage may reduce the risk of some types of cancer.
4. Although buying a house may seem like a good idea, renting an apartment has many advantages.

**Activity 3:**

Read the three sentences. Check (✓) the best topic sentence. Underline the controlling idea in that sentence.

1. ....Cats are better pets than goldfish for many reasons.  
.....Cats and goldfish are both animals.  
.....Cats cannot swim very well, but goldfish can.
2. ....The people in my office eat lunch from 11:30 to 12:30.  
.....Yesterday I went to work late, and my boss was of course very angry.  
.....Yesterday was the worst day of my life.

**Activity 3:**

Write three sentences to illustrate each of the supporting ideas below (minor supports).

**Topic Sentence:** My cell phone is an important part of my life.

**Supporting Idea 1:** It lets me communicate easily anywhere and anytime.

Example 1: I can send a text message to my friend to meet me after class.

Example 2:

Example 3:

**Supporting Idea 2:** I can use my phone when I need to get information.

Example 1:

Exmple2:

Example 3:

**Supporting idea 3:** I can use my phone for entertainment

Example 1:

Example :2

Example 3:

**Concluding Sentence:** All things considered, I don't think I could live without my cell phone.

**Activity 4:** Identify the purpose of the paragraph that follows logically from each topic sentence below.

1. Almost anyone could get a good grade if they follow these instructions.
  - a. Express an opinion b. tell steps in a process c. narrate a story
2. There are three major causes of obesity in children.
  - a. Compare two subjects b. explain causes/effects c. describe a topic
3. I will always remember a fishing trip that I took with my father when I was 12 years.
  - a. Compare two subjects b. explain causes/effects c. narrate a story
4. I believe that students should not own credit cards.
  - a. Tell steps in a process b. explain causes/effects c. express an opinion
5. Owls are different from hawks in several significant ways.
  - a. Compare two subjects b. describe a topic c. express an opinion

**Activity 5:** Read the following paragraphs. Then, choose the best topic sentence for each one from the list.

..... . Trail climbing is the easiest. Climbers just walk along trails to the top of a mountain. The trails are not very steep, and the mountains are small. The second type, rock climbing, takes place on steeper slopes and bigger mountains. Climbers generally have to use special equipment such as climbing shoes, ropes, and metal nails called pitons. The third type is ice climbing. Ice climbing takes place only on very high mountains and requires a lot of special equipment. Equipment used in ice climbing includes ice axes and crampons, which are spikes attached to a climber's boots for walking on ice and hard snow. Indeed, the sport of mountain climbing can range from an easy uphill walk to a difficult climb up a frozen waterfall.

- a. Mountain climbing requires special skills and equipment.
- b. The sport of mountain climbing is practiced worldwide.
- c. There are three main types of mountain climbing.

..... . For example, Kansas City, in the very center of the United States, is known for its beef, and Kansas City barbecue is everyone's favorite way to enjoy it. In Boston, people love baked beans. In the Southwest, chili, a stew made of meat, beans, tomatoes, and hot peppers, is the regional dish. Wisconsin, a state with many dairy farms, is famous for its cheese. Go to Maryland and

Virginia for crab cakes and to the Northeast for clam chowder and maple syrup. Indeed, many U.S. cities and regions have a special food for everyone to enjoy.

- a. There is a variety of food in the United States.
- b. Food in the United States varies from sweet desserts to spicy stews.
- c. Different regions of the United States have their own traditional foods.
- d. Food in the United States is quite delicious.

..... Before the 2004 tsunami in the Indian Ocean, water buffalo stampeded in Thailand, and dogs in Sri Lanka refused to go out for their regular walks. An unusual number of pets ran away from their homes in the days before the 1989 San Francisco earthquake. Japanese researchers have analyzed fishermen's stories about the abnormal behavior of fish in the days or hours before earthquakes in that country. These are just a few examples of strange animal behavior just before earthquakes occur.

- a. Dogs, elephants, water buffalo, and fish can predict earthquakes.
- b. Earthquake prediction is an important science.
- c. Animals may be able to sense earthquakes before they happen.

**Activity 6:** From the choices listed, choose the best concluding sentence for this paragraph.

### **Animals in Captivity**

Animals living in modern zoos enjoy several advantages over animals in the wild. The first advantage is that zoo animals are separated from their natural predators. They are protected, so they live without risk of being attacked. Another advantage is that someone feeds them regularly, so they do not have to hunt for food. Also, they do not suffer times when food is hard to find. A third advantage of living in zoos is that veterinarians give animals regular checkups, and sick animals get prompt medical attention.....

- 1. In conclusion, because all their needs are taken care of, most zoo animals are healthy and contented.
- 2. In conclusion, living in a zoo has many advantages for animals, but it also has some disadvantages.
- 3. In conclusion, zoos keep animals safe from predators.

**Activity 8:** The following sentences are a scrambled paragraph. Put the sentences in order. This is how to proceed.

Step 1 Find the topic sentence. Give it the number 1.

Step 2 Find the concluding sentence. Give it the number 9.

Step 3 Then decide which sentences are supporting points and put them in order. Look for the

words First, Second, Third, and Finally.

Step 4 Decide which examples support which points.

### **Fast Food, Unhealthy Food**

a. For example, a 6-inch Pizza Hut Personal Pan pepperoni pizza has 660 calories, and a McDonald's Big Mac has 560 calories.

b. In conclusion, a quick meal at a fast-food restaurant may be delicious and convenient, but it is definitely not a healthy way to eat.

c. Second, a lot of the calories from fast food are from fat.

d. Third, fast-food items such as hamburgers and fries contain high amounts of salt.

e. Fast food is extremely popular in the United States, but it is not very good for you.

f. First of all, most fast food is very high in calories.

g. A typical meal at McDonald's contains as much as 1,370 milligrams of sodium.

h. Finally, add a sugary soft drink to your fast-food meal, and you pound the last nail into the heart of any nutritionist.

i. For instance, a portion of Nachos Supreme from Taco Bell contains 26 grams of fat, and a Big Mac contains 30 grams.

**Activity 9:** Identify the three parts of the paragraph.

### **A Hawaiian Wedding**

1 The mix of culture is in Hawaii makes weddings there very special occasions. 2 Certainly, Hawaiian clothing, music, and other Hawaiian customs play a big role. 3 For example, the bride often wears a long white holoku (wed ding dress), and the groom wears a long-sleeved white shirt and pants with a red sash around his waist. 4 Both the bride and the groom wear /eyes .5 The bride's lei is traditionally made of white flowers such as pikake (jasmine), and the groom's is made of green maile leaves. 6 Another Hawaiian custom is the blowing of a conch shell three times to

begin the ceremony. 7 Hawaiian music is played both during the ceremony and during the luau afterward. 8 other customs included in the festivities depend on the ethnic backgrounds of the couple. 9 For instance, there may be noisy firecrackers, a Chinese way of keeping bad spirits away. 10 There may be a display of Japanese origami, 5 or there may be a pandango, a Filipino custom. 11 During a pandango, the wedding guests tape money together and wrap it around the couple during their first dance together as husband and wife.12 All in all, a Hawaiian wedding is truly a magical, multicultural event.

## The Characteristic of a Good Paragraph

A good paragraph should involve certain important features that enable the reader to generate a full grasp of the presented information. Coherence, unity and completeness are key points that need to be considered in writing any paragraph or any piece of writing in general.

### 1. Coherence:

It refers to the logical flow of ideas. The reader should move smoothly from one idea to another without feeling a sudden jump or a break in the writer's chain of thought. The writer should connect sentences and present information in a consistent manner so that it makes sense to the reader. Coherence enables the reader to remain focused and to understand clearly the point that the writer intends to develop.

#### 1.1.How to Achieve Coherence?

##### ✓ **The use of transitions and signal words:**

Transitional devices function like glue that stick sentences together. They are words or phrases which are crucial because they help writers to connect and organize their information. In other words, transitional expressions signal the shift from one idea to another in a smooth way, enabling the reader to understand the whole parts of the paragraph. There are a lot of examples of transitional words each with a specific function and purpose. They may express cause, effect, concession, order, addition, emphasis...etc

|  |   |   |   |
|--|---|---|---|
| ADDING<br>and<br>also<br>as well as<br>moreover<br>too<br>furthermore<br>additionally    | SEQUENCING<br>first, second,<br>third...<br>finally<br>next<br>meanwhile<br>after<br>then<br>subsequently | ILLUSTRATING<br>for example<br>such as<br>for instance<br>in the case of<br>as revealed<br>by...<br>illustrated by    | CAUSE and<br>EFFECT<br>because<br>so<br>therefore<br>thus<br>consequently<br>hence            |
| COMPARING<br>similarly<br>likewise<br>as with<br>like<br>equally<br>in the same<br>way.. | QUALIFYING<br>but<br>however<br>although<br>unless<br>except<br>apart from<br>as long as<br>if            | CONTRASTING<br>whereas<br>instead of<br>alternatively<br>otherwise<br>unlike<br>on the other<br>hand...<br>conversely | EMPHASISING<br>above all<br>in particular<br>especially<br>significantly<br>indeed<br>notably |

- ✓ **Use of Synonyms:** using words that are close in meaning adds variety to your writing and enables you to avoid monotonous repetition. For example, *Corona virus* has a great impact on education. *The pandemic* marks a quick shift towards using online learning through different platforms.

- ✓ **The Repetition of Keywords:** one of the cohesive devices is to repeat the important words in your paragraph in order to highlight the importance of your idea. This act ensures that the reader will remain focused as he can follow the stream of your thoughts.
- ✓ **The Selection of a Pattern of Organization:** you should decide which order you are going to use in the organization of your ideas. Here are some examples:
  - The Chronological Order/Time Order: arranging events in a sequence according to the time they happened.
  - The Spatial Order: indicate how things are located in space.
  - The Order of Importance: from the most important to the least important or vice versa
- ✓ **The Use of Parallel Structures:** make sure you are using same grammatical forms and structures. Faulty parallelism can affect the coherence of your paragraph and hinder the understanding of the reader.

## 2. Unity

Unity means that the paragraph speaks about one idea from the beginning to the end. All the details should support one single thought. Irrelevant ideas will break the unity of your paragraph that may cause confusion to the reader and weakness of the writer's argument.

Example:

(1)As you use your calendar to manage your time, think about how long certain activities will take.(2)A common mistake is to underestimate the time needed to do something, even something simple.(3)For example, when you are planning the time needed to get cash from the cash machine, remember that there may be a line of people.(4)Last week in line I met a woman I went to high school with, so we chatted. (5)It turns out she has two children just the same age as mine.(6)When you are estimating time for a more complex activity, such as reading a chapter in a textbook, block out more time than you think you will need.(7)If you finish in less time than you have allotted, so much the better.(8)One should allow for interruptions because it is better to allow too much time than too little.

**The numbers of the irrelevant sentences are 7 & 8**

(1)Rain forests, such as those in South America and Africa, contain more plant and animal species than does any other area in the world.(2)For example, more bird species have been identified in a wildlife preserve in Peru than in the entire United States.(3)If habitat is not protected, the bird species will eventually vanish.(4)At least 700 different tree species have been found in one forest in Borneo.(5)That same number exists in the whole of North America.(6)One river in Brazil contains more species of fish than all the rivers and lakes in the United States together.(7)If nothing is done to prevent these rain forests from being cleared, untold numbers of plants and animal species will certainly become extinct.

**The numbers of the irrelevant sentences are 2 & 5**

### **2.1. How to Achieve Unity?**

- ✓ Write a clear topic sentence that involves one controlling idea.
- ✓ Revise your supporting details and make sure that they are related to the main idea of your paragraph.
- ✓ Be precise and concise through avoiding unnecessary information.

### **3. Completeness**

The paragraph is considered incomplete if it is not well-supported and lacks valid and solid arguments. It should be well-developed through providing sufficient information to support the main point. To convince the reader, the writer should bring enough ideas to clarify his argument.

## Practice

### Activity 1: Spot the irrelevant sentence in each passage and justify your answer.

#### 1

1) As you use your calendar to manage your time, think about how long certain activities will take. (2) A common mistake is to underestimate the time needed to do something, even something simple. 3) For example, when you are planning the time needed to get cash from the cash machine, remember that there may be a line of people. (4) Last week in line I met a woman I went to high school with, so we chatted. (5) It turns out she has two children just the same age as mine. (6) When you are estimating time for a more complex activity, such as reading a chapter in a textbook, block out more time than you think you will need. (7) If you finish in less time than you have allotted, so much the better. (8) One should allow for interruptions because it is better to allow too much time than too little

#### 2.

Within Hong Kong, a number of factors help the development of trade. **2.** The average employee works harder than his counterpart in some other countries. **3.** There are highly developed banking, insurance and shipping systems which help the local manufacturer and exporter. **4.** A particular obstacle which local industrialists have to overcome or learn to live with is the shortage of land and the high price which must be paid for suitable manufacturing sites. **5.** Income tax, too, is more favourable than in some of the countries with which Hong Kong must compete in the search for overseas markets.

#### 3.

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

#### 4.

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

5.

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

5

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

**Activity 2:** Read the following paragraph carefully. Underline the controlling idea expressed in the topic sentence and then examine the paragraph for unity. Identify the number of any sentence that does not develop or support the paragraph's controlling idea.

[1] Pilots are the primary cause of many aircraft accidents. [2] Ignoring their responsibilities, many pilots fail to perform their duties efficiently, and tragedy has too often been the needless result. [3] History records that many fatal accidents have occurred, for example, because pilots failed to listen to the advice of air traffic controllers who were in a position to warn them about impending disasters. [4] To become an air traffic controller, one must be extremely intelligent. [5] Sometimes

pilots are overtired, and they neglect to take the precautions necessary to avoid accidents. [6] They may even be taking drugs that slow down their physical reactions. [7] As we all know, statistics indicate that many college students abuse drugs, and these students should realize that if they continue to use drugs they will never enter careers such as aviation. [8] Sometimes accidents occur through a malfunction in the plane's equipment. [9] A door may open during flight, or a tire may blow out as the plane takes off. [10] Pilots, of course, aren't responsible for accidents such as these. [11] Perhaps most startling is the fact that every year one or two air traffic accidents are caused by student pilots who attempt journeys beyond their capabilities and end up producing catastrophes that destroy life and property. [12] Because they don't employ student pilots, commercial airlines are the safest form of air transportation. [13] The next time you take a commercial flight, you should be sure to ask yourself the following questions: Does the pilot look happy and healthy? What are the weather conditions outside? Do there seem to be any cracks in the wings or tail of the plane.

### **Activity 3:**

#### **Important Rules for Acting on Stage**

For people who would like to act in the theatre, there are several important rules to remember. One rule, often forgotten, is to make sure you face your audience when you are on stage. If you turn away from the audience, they cannot see your facial expressions. Next, make sure that you speak loudly enough. If your audience has difficulty hearing you, they will quickly lose interest. Another important point is to memorize your lines. Rehearse them often on the train, in the mirror, while you are walking to class, so that you remember them. Finally, perhaps the most important rule of all is to remain calm on stage if you forget your lines. Do not panic and stop speaking because the audience will notice. Instead, make up something to say until you remember your next line. As long as you continue speaking and appear relaxed, the audience will probably not realize that you have made a mistake. In conclusion, following these rules will help ensure a successful stage performance.

**Examine the organization of the paragraph by answering the questions below.**

1. Underline the topic sentence.
2. What should an actor do if he forgets his lines?

3. What order does the writer use? Explain.

**Activity 4:** The following sets of sentences are not in correct time order. Number the sentences in the correct order.

1. She put the clean dishes away.
2. She removed the dirty dishes from the table.
3. She turned on the dishwasher.
4. She put them in the dishwasher.
5. She piled them in the sink and rinsed them.
6. It was Sarah's turn to wash the dishes last night.
7. Finally, the dishes were clean.

1. He filled it out and left.
2. He went to the bookshelf, but the book was not there.
3. Tom went to the library to get a book.
4. He went to the computer catalog.
5. The librarian told him to fill out a form.
6. He told the librarian he wanted to reserve that book.
7. He wrote down the title and call number of the book.

**Activity 5:** Put the events in the right logical order. Then, use linking words from below to join the sentences to form a short paragraph.

finally / when / at first / then / immediately / by the time

He reached her. She was beginning to drown.

He managed to pull her back to the shore and save her.

He saw that she was in trouble. He dived in to save her.

Fred was sunbathing on the beach. He saw a woman waving at him.

He thought she was just being friendly.

**Activity 6:** Rearrange the following groups of sentences to form a paragraph.

1. Later on, people began to write on pieces of leather, which were rolled into scrolls.
2. In the earliest times, people carved or painted messages on rocks.
3. In the Middle Ages, heavy paper called parchment was used for writing and books were laboriously copied by hand.
4. With the invention of the printing press in the middle of the fifteenth century, the modern printing industry was born.
5. Some form of written communication has been used throughout the centuries.

**Activity 7: Insert the following transitional words in the right place.**

Moreover/ apart from/ in addition to/ however/ all things considered/ on the other hand/ the main disadvantage of/

1.

#### Gardening – a Dream or a Nightmare?

Many people dream of having a large space in which to create their ideal garden. \_\_\_\_\_ rewarding a large garden can be, it is worth considering the disadvantages. \_\_\_\_\_ a large garden is the hard work it requires. \_\_\_\_\_, this is a year round job which means taking a holiday can be problematic. \_\_\_\_\_ spending time, you will inevitably spend money on your garden, the amount depends on the type of plants you grow, however do not forget the cost of fertilisers and sprays. \_\_\_\_\_, having a large space gives you the opportunity to have a range of flowers and vegetables. \_\_\_\_\_ plants, you are able to create features such as ponds, fountains or even a patio. \_\_\_\_\_, owning a large garden can be either a dream or a nightmare. If you are successful it is well worth the effort and expense.

2.

As soon as/ finally/ by the time/ meanwhile/ until/ the moment/ first/ then/ as.

\_\_\_\_\_, the taxi which was to take us to the airport was late. \_\_\_\_\_, it broke down on the way. \_\_\_\_\_ we got to the airport, all the other passengers had checked in. \_\_\_\_\_ that we arrived we rushed to the check-in area to get rid of our suitcases. \_\_\_\_\_, the other passengers had boarded the plane. \_\_\_\_\_ we

were trying to find the departure lounge we heard the final call for the last remaining passengers. We began running and didn't stop \_\_\_\_\_ we reached the gate. \_\_\_\_\_ we arrived, we made ourselves known to the ground staff but they told us we were too late and we panicked. \_\_\_\_\_, after some negotiations, we were permitted to board the plane.

**Activity 8:** Tick the sentence which follows logically from the first sentence.

1. Subjects such as philosophy and sociology are popular choices at degree level.

a) Nevertheless, these subjects do not lead directly to a job.

b) In addition, it is difficult to find work with a degree in either of these.

2. Studying when you're older should not be a problem.

a) In fact, some say that the additional experience older people have is a plus.

b) Despite this, there are many benefits to being a mature student.

3. Educational programs on the radio are not considered to have been a great success.

a) As well as that, they gave ordinary people the chance to broaden their knowledge.

b) In spite of this, thousands of people took advantage of the programs.

## **The Narrative Paragraph**

In a narrative paragraph, the writer tells or narrates a story. It provides details of certain events or stories from the writer's personal experience. In such mode of writing, the storytelling has a purpose that serves to convey a message or a lesson. The narrative paragraph often uses the First Person point of view because the writer is trying to communicate his own experience and feelings, and you can use the Third person as well.

### **The Structure of a Narrative Paragraph**

#### **1. A beginning**

You should provide background information of how the story starts. You should set the scene for the reader to understand the story. For instance, you can mention the major character/s, the setting...

#### **2. A middle**

It includes the progression of events. The writer should provide more details or supports to make the reader more engaged with the story. For this end, you should :

- Include elements of plot to follow the progression of the events ( rising action, climax, )
- Respect the chronological order of events. Use expressions of time to transit from one event to another
- Decide which point of view you are going to use. The First Person narrative is commonly used in narrative writing (I, me, mine, our...). You can use Third Person narrative point of view also (she, her, he, him, they .....).
- Use descriptive details in the narration of events.

#### **3. An ending**

Provide a resolution telling how the story ends. You explain how the problem is solved and what lesson have you learned from this experience. In a narrative paragraph, the past tense is commonly used to create a storytelling effect.

## Practice

**Activity 1:** Read the sentences from a narrative paragraph. Number the sentences from 1 to 10 to show logical time order.

1. My family hugged me and cried because I had been gone so long.
2. I will never forget one day when I had to travel alone on the subway.
3. I was pregnant, and I had to go to an appointment at the hospital.
4. When my appointment ended, I got on the subway to go home.
5. That was why my surroundings looked unfamiliar.
6. My appointment was at 1:00 p.m.
7. Suddenly, I looked up and did not know where I was.
8. I was exhausted and fell asleep on my way home.
9. Then, I realized that I have fallen asleep.
10. It took me five more hours to get back to my home.

**Activity 2:**

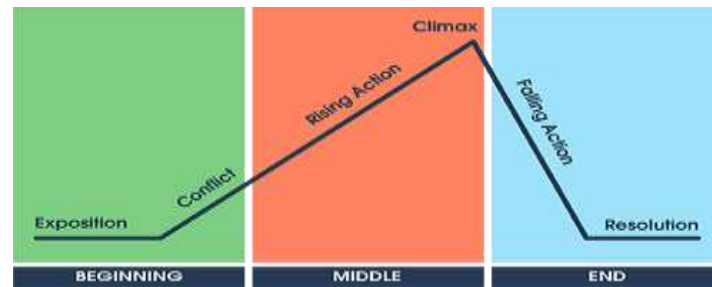
### Earthquake!

1An unforgettable experience in my life was a magnitude 6.9 earthquake. 2I was at home with my older sister and younger brother. 3Suddenly, our apartment started shaking. 4At first, none of us realized what was happening. 5Then my sister yelled, "Earthquake! Get under something!" 6I half rolled and half crawled across the room to get under the dining table. 7My sister also yelled at my little brother to get under his desk. 8Meanwhile, my sister was on the kitchen floor holding her arms over her head to protect it from falling dishes. 9The earthquake lasted less than a minute, but it seemed like a year to us. 10At last, the shaking stopped. 11For a minute or two, we were too scared to move. 12Then we tried to call our parents at work, but even our cell phone didn't work. 13Next, we checked the apartment for damage. 14We felt very lucky, for nothing was broken except a few dishes. 15However, our first earthquake was an experience that none of us will ever forget.

#### Questions

1. Underline the topic sentence.
2. In which four sentences the word *earthquake* appear?
3. What words and phrases show when different actions took place.
4. What order of organization is used? Justify.

5. Identify the storyline relying on the diagram below.



**Activity 3:** use the following words and phrases to fill in the gaps in the following paragraph.

- |                         |                       |                         |
|-------------------------|-----------------------|-------------------------|
| on the day of the party | next                  | at the beginning of the |
| during the party        | finally               | party                   |
| first                   | before the party then |                         |
| after that              | (use twice) later     |                         |

### Fifteen Years

A girl's fifteenth birthday is a very special occasion in many Latin American countries and requires a lot of planning. (a) \_\_\_\_\_ the parents make many preparations. (b) \_\_\_\_\_ 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. (c) \_\_\_\_\_ they decorate a big room where the party will be held. (d) \_\_\_\_\_ there are many special traditions. (e) \_\_\_\_\_ the father and daughter enter the big salon accompanied by special music. (f) the father makes a speech, and the daughter gets some presents. (g) \_\_\_\_\_ the father and daughter dance a waltz, and the daughter and every boy dance one dance together. (h) \_\_\_\_\_ all of the guests make a line to congratulate her. (i) \_\_\_\_\_ all of the boys stand in a group because she will throw the bouquet, and the boy who catches it dances with her. (j) \_\_\_\_\_ everyone dances to different kinds of music until six o'clock in the morning.

**Activity 4:**

Write a paragraph narrating an experience that changed the direction of your life.

## **The Descriptive Paragraph**

A descriptive paragraph is interested in providing a vivid image and a rich account of details of a certain subject. The writer may present a description of a person, a place, a thing, an event or an animal. In this type of paragraphs, sensory details are very important to make a clear image in the mind of the reader. Through sensory details, the reader is able to generate a mental image of how something looks like, smells, tastes and sounds. In other words, the descriptive paragraph appeals to our senses: sight, smell, taste, hearing and touch.

### **How to Organize a Descriptive Paragraph?**

- ✓ In a descriptive paragraph, the writer should follow the basic principles of writing a good paragraph. It should include an effective topic sentence introducing the topic being described. The controlling idea enables the reader understand the purpose of your paragraph which is describing something. This makes the reader expect that there are some interesting details coming to clarify more the topic.
  
- ✓ The supporting sentences embody the detailed information about the subject being described. In this part, specific details are essential to build up a descriptive paragraph because they make the reader visualize the idea. In other words, there is no room for a general description. Instead, the writer should add details through using colorful adjectives (gorgeous, bright, shiny, splendid...), verbs (look, smell, sound...) and adverbs (miraculously, tragically, beautifully...). Subsequently, the supporting details should touch the reader's senses (using sensory images) to create a more concrete description.
  
- ✓ Include figures of speech to strengthen your description and engage your reader to obtain a vivid description. For instance, you can use simile, metaphor, personification...etc.
  
- ✓ Decide on an appropriate order of organization: spacial, chronological or importance.

**Example:**

**Specific details**

He bought a car → My friend has bought a fancy red sport car with an engine roars like a dignified lion.

**Figures of speech:**

*Simile*: compares two different things using "like" or "as" to provide a vivid portrayal.

The knight fought like a lion.

*Metaphor*: unlike simile which requires "like or as", *Metaphor* makes a direct comparison by stating that one thing is another figuratively.

Her voice is a music to my ears

*Personification*: When human qualities are attributed to objects, animals....

The flowers danced softly with the whispering wind.

**Spatial order**: it indicates how things are located in space using spatial signals such as: on the top, underneath, near, to the left, above.....

## Practice

**Activity 1:** Make the following sentences more descriptive

1. She has a necklace.
2. The tree in our yard.
3. I have a cat and hamster.
4. The water flows through the wood.

**Activity 2:** Provide an accurate description of the following picture. Use spatial signals and descriptive details.



**Activity 4:** Think of descriptive details for the following topics. List as many sights, smells, sounds, etc., as you can.

- 1 . A storm
- 2 . A subway station (or a bus stop) at rush hour
3. A busy airport terminal
4. The emergency room of a hospital
5. A sunny day at the beach

**Activity 5 :**Work with a classmate, a small group, or the whole class. Read the following topic sentences for descriptive paragraphs. Then discuss with your partner or group some possible details to describe the place. Next, decide on the best kind of spatial order to use in the description: right to left, left to right, top to bottom, far to near, outside to inside, and so on. Finally, write your details in spatial order on the lines.

1 . After my sister spends two hours getting ready to go out, her room looks as if it had been hit by a magnitude 8.5 earthquake.

a. From the doorway, you see nothing but a mountain of clothes all over the floor.

b .

C.

2. The park near my house is full of activity on a sunny weekend afternoon.

a.

b .

c.

3 . My uncle's workshop is a model of neatness and organization.

a.

b .

c.

### **Activity 6:**

My grandparents' garden is a very nice place. The first thing that attracts you is the neat arrangement of different types of flowers. To the right, you will see red roses, purple tulips, creamy-white gardenias and yellow daisies. To the left, there are two beautiful peach trees with stretched branches. The pinkish-yellow peach fruits hanging from the branches are juicy and delicious. Near the two trees, there is a small cage with a white rabbit inside it. The thing I like most is playing with its soft, furry and silky skin. Towards the afternoon, the twitting of birds and the burbling of water coming from the small fountain situated at the center of the garden make a wonderful symphony. Also, the mixture of different scents of flowers which blends with the cool breeze refreshes your mind and enchants your spirit. To sum up, my grandparent's garden is an inviting place where you can feel relaxed.

Questions.

1. Underline the topic sentence

2. What order of organization is used? Justify.

3. Fill in the table with words which appeal to the senses:

Touch    Smell    sight    sound    Taste

## **The Expository Paragraph**

The expository paragraph deals with presenting and explaining a certain topic in a more objective and factual way. Its main goal is to inform or to explain a particular subject to the reader in a straightforward manner by providing factual data, definitions, examples...etc. Expository writing includes some types, such as comparison/contrast paragraph, cause/ effect paragraph, and process paragraph.

### **1. Comparison/Contrast Paragraph**

The comparison and contrast paragraph comes under the umbrella of expository writing. This type focuses on displaying the similarities and differences between two subjects. When you compare, you are interested in exhibiting how the two points of comparison are alike or share certain similarities. Conversely, when you are contrasting, you are explaining how two points differ from each other. to write a comparison and contrast paragraph, There are two methods : the point-by-point and the bloc arrangement.

#### a) Point-by-point Method

It discusses both subjects of comparison at the same time. In point-by-point, you are organizing your ideas based on your main points of comparison not subjects. For instance, if you want to compare the City of Skikda and Annaba regarding history and culture, you will use the following outline

#### **1. History**

- a. Skikda
- b. Annaba

#### **2. Culture**

- a. Skikda
- b. Annaba

Example:

Kevin and Amos differ in the way they approach life. one way the two men differ is that Kevin is optimistic while Amos is pessimistic about life. Kevin approaches each day anticipating the surprises and the good things like his child understanding a difficult problem on her first attempt; however, suspects something will go wrong like his car breaking down. Additionally, Kevin holds liberal views believing that government can help people help themselves.

In contrast, Amos is conservative in his thinking, for he believes government support makes people lazy. Furthermore, Kevin likes to be in action and always looking for something to do such as fixing things around his house or volunteering at school or in the community. On the other hand, Amos likes to spend time quietly alone thinking about how to help his children succeed and his business to grow. In conclusion, Kevin and Amos approach life in different ways, so it is surprising they are such good friends.

The supports are structured upon the following points of difference:

**Point 1. Outlook on life**

Kevin: optimistic

Amos: pessimistic

**Point 2. Politics**

Kevin: liberal

Amos: conservative

**Point 3. Activeness**

Kevin: Active

Amos: less Active

**b) The block Arrangement Method**

It is also known as subject-by- subject. The ideas are arranged according to the topic by discussing first one subject then moving to the second. You should respect the same points of comparison/contrast. If we use the previous example in the block method, we should have the following structure:

**1. Skikda**

a. History

b. Culture

**2. Annaba**

a. History

b. Culture

Example:

Kevin and Amos differ in the way they approach life. Kevin is an optimistic who approaches each day anticipating the surprises and the good things like his child understanding a difficult problem on her first attempt. Kevin holds liberal views believing that government can help people help themselves. He likes to be in action and always looking for something to do such as fixing things around his house or volunteering at school or in the community. Unlike Kevin, Amos is

pessimistic about life and suspects something will go wrong like his car breaking down. Amos is conservative in his thinking, for he believes government support makes people lazy. Amos likes to spend time quietly alone thinking about how to help his children succeed and his business to grow. In conclusion, Kevin and Amos approach life in different ways, so it is surprising they are such good friends.

In the block method, the above paragraph is structured in the following pattern:

**Point 1. Kevin**

Outlook.  
Politics.  
Activeness.

**Point 2. Amos**

Outlook.  
Politics.  
Activeness.

**Tips:**

- State your purpose clearly on the level of your topic sentence: are you going to focus on comparison or contrast.
- Identify the main points of comparison/contrast. You can compare two people, two objects, two ideas, philosophies, historical periods .....
- You can use a Venn diagram or T- chart to generate and organize information.
- Decide on which style of organization you are going to follow.(point by point or block)
- Use specific vocabulary and transitional devices to reinforce the paragraph's purpose

**Comparison:** similarly, likewise, similar to, equally, just as, by the same token...

**Contrast:** but, conversely, yet, however, differently, on the other hand, nevertheless...

## Practice

**Activity 1:** Combine the ideas in the two sentences, using the comparison structure word in parentheses. Punctuate your new sentences carefully. The first one is an example.

1. Magazine and newspaper advertising information about new products to the public. Radio, television, and Internet ads tell the public what's new. (similarly) Magazine and newspaper advertising information about a product to the public. Similarly, radio, television, and Internet ads tell the public what's new.
2. Newspapers and magazines need advertising to pay their costs. Radio and television need advertising to pay their costs. (like)
3. The media reach millions of people around the world. The Internet reaches people everywhere. (similarly)
4. Most people read a daily newspaper. Most people listen to the radio or watch television every day. (just as)
5. Printed pictures are powerful advertising media. Video pictures are powerful advertising media. (equally)

**Activity 2:** Write sentences of comparison and contrast using the words and phrases given. In all sentences, you will have to supply a verb. The first one is an example.

1. The Spanish language/the Italian language (similar to). The Spanish language is similar to the Italian language.
2. Knowing a second language/useful/travel/employment (not only . . . but also)
3. Male students/female students/school sports/participate in (like)
4. Private/public universities/good education (both . . . and)

**Activity 3:** Write contrast sentences using the given information. Use a coordinating conjunction, a subordinating conjunction, and a sentence connector.

1. Mary likes to go out at night. Jin prefers quiet evenings at home.
2. Fresh fruits and vegetables taste delicious. Canned ones are tasteless.
3. Eating well and exercising will keep you in good health. Exercising by itself will not.
4. A university has a graduate school. A college usually does not.

5. Marco will go to college on a full scholarship. Peter will have to work part time.

**Activity 5:**

**Right Brain I Left Brain**

1The left and right sides of your brain process information in different ways. 2The left side is logical, rational, linear, and verbal. 3The right side, S?on the other hand, processes information intuitively,' emotionally, creatively, and visually. 4Left brains think in words, whereas right brains think in pictures. 5People who - depend more on the left side of their brain are list makers and analysts. 6They are detailed, careful, and organized. 7In contrast, right-brained people are visual, intuitive, and sensual. 8When 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. 9When 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. 1°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. 11Of course, no one is 1 00 percent left-brained I or 1 00 percent right-brained. 12Although one side may be stronger, both sides normally work together.

**Questions**

1. Underline the topic sentence. Circle the controlling idea.
2. What is the purpose of this paragraph? Justify.
3. What method of organization is used?
4. Evaluate the coherence of the paragraph. Justify.

**Activity 6:** Write a well-developer paragraph about the following topic. Compare/contrast the life in the city and the countryside.

## 2.The Cause and Effect Paragraph

The aim of this type is to highlight the causes and the effects of a certain situation. The causes reflect the reasons of the factors while the effects represent the outcome, the result or the consequence of something. In such mode of writing, the writer attempts to provide a profound and a clear understanding of potential causes and corresponding effects.

### Points to Consider

- Decide whether you are going to talk about the causes or the effects. This should appear clearly in your topic sentence. Use transitional words or expressions to indicate cause of effect.

**Cause:** because, due to, for this reason, since, as.....

**Effect:** therefore, thus, consequently, as a result.....

- Select a relevant order of organization: chronological, importance, categorical...
- Use the present tense Avoid biases and fallacies.

Example:

1.

There are three reasons why Canada is one of the best countries in the world. First, Canada has an excellent health care system. All Canadians have access to medical services at a reasonable price. Second, Canada has a high standard of education. Students are taught by well-trained teachers and are encouraged to continue studying at university. Finally, Canada's cities are clean and efficiently managed. Canadian cities have many parks and lots of space for people to live. To sum up, Canada is a desirable place to live.

This paragraph discusses three reasons/factors that make Canada a desirable place.

**Cause1:** the excellent health care system

**Cause 2:** the high standard of education.

**Cause 3:** the cleanliness and efficient management

2.

Pollution which is one of the biggest problems facing the world today has many effects on human life. First of all, pollution is bad for people's health. For example, smog, caused by car's exhaust fumes and factory emissions, can lead to lung diseases in humans. Also, food and water can be

polluted by poisonous chemicals, and this can cause cancer in the people who consume them. Another effect of pollution is the destruction of human habitat. Thus, an oil spill can make an area where people previously lived uninhabitable. Another example is the nuclear disaster in Fukushima, Japan, which made it impossible for people to live in a large area around the site of the explosion. Finally, pollution can also have a negative effect on people's psychology. People who live in a clean, unspoiled landscape like the Swiss Alps will tend to be more positively affected by their environment than people who live in a polluted, rubbish-strewn city such as London. To sum up, pollution has many negative effects on the lives of humans.

In this paragraph, the writer deals with the effects of pollution. The writer respects the following outline.

**Effect 1:** health

**Effect 2:** destruction of habitat

**Effect 3:** Psychology

## Practice

**Activity 1:** Read each sentence. Determine the cause and underline it once and determine the effect and underline it twice.

1. I got a tummy ache when I ate too much ice cream.
2. Anne had cake for dessert because it was her birthday.
3. Thomas was feeling sleepy because he stayed up late doing his homework.
4. Dee was hungry, so her mother made her a cheese sandwich.
5. Kevin went to the eye doctor because he couldn't see well.
6. Janice didn't eat her breakfast quickly, so she missed the school bus.
7. It was pouring rain, so the football game was canceled.
8. Leah wasn't watching where she was walking and she stepped in a puddle.
9. Cole wasn't feeling well, so he stayed home from school.
10. Jackson didn't go to school because it was Saturday.
11. My sister's room was messy, but I helped her clean it up

**Activity 2:** Complete the sentence by filling in a cause or an effect as required. Circle what was needed to complete each sentence: cause or effect.

1. Melanie did not go to school because \_\_\_\_\_  
cause/effect
2. Due to \_\_\_\_\_, Jason was late  
for work again.
3. Since Zinzi bought all the chocolate in the shop, Sarah \_\_\_\_\_  
cause/effect
4. If \_\_\_\_\_, there won't be  
enough space in the car. cause/effect
5. Khulani works late every Friday so that \_\_\_\_\_  
\_\_\_\_\_ cause/effect
6. Since Jamie's parents found out about the party he hosted without their permission,  
\_\_\_\_\_ cause/effect
7. Owing to \_\_\_\_\_, the tickets  
were all sold out. cause/effect
8. In view of Mandisa's fear of heights, \_\_\_\_\_  
\_\_\_\_\_. cause/effect
9. As a result of Thabo's silence, \_\_\_\_\_  
\_\_\_\_\_. cause/effect

11. Jenny shouted at Mark first \_\_\_\_\_  
\_\_\_\_\_. cause/effect

**Activity 3:** Read through the following passage, underlining causes and highlighting effects.

I woke up late this morning because my alarm clock did not ring. As a result, I had to rush to get ready for school and I made a huge mess all over the house. I missed the bus because I had to go back home to fetch my cellphone. Consequently, I was late for school, and my lecturer was not pleased with me at all. Due to the fact that my day had been going so badly, I was in a bad mood and I shouted at my friends. Since I was in such a bad mood, they didn't want to hang out with me and they left. After they left, my day only got worse. In view of all that happened today, I've decided that I need two alarm clocks instead of one, to make sure I wake up on time in the mornings.

1. Underline the topic sentence once and the concluding sentence twice.

2. classify the causes and the effects in the following table:

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

**Activity 4:** Write a well-developer paragraph about the following topic.

The effects/causes of global warming

## **The Process Paragraph**

This type explains how something works or done. It involves the different steps or instructions which are necessary to do a certain task or activity. Generally, the steps in a process paragraph are ordered logically and chronologically (sequentially). For example, if the writer is explaining how to make a cheesecake, he should respect the order (what should be put first, second...) so that the reader can clearly understand the process to make a successful cake.

Example:

### **How to Make a Successful Presentation?**

If you want to give a successful presentation, make sure you follow these steps. First, practice a lot. You need to go over the presentation many times at home to make sure you have it memorized. Second, explain your topic clearly. You should organize your presentation so that it is easy for the listeners to understand. Next, go to bed early the night before the presentation. You need enough sleep in order to feel well-rested and relaxed for the big day. Last, get to the presentation early. This will give you enough time to practice the presentation and to make sure that you have everything that you need. Also, if there is a problem, this allows you time to fix it. To sum up, when you follow these specific steps, you will have an incredible presentation.

#### **Tips:**

- The topic sentence carries the sense of a process or a procedure.
- The supports include the different steps and the details about them.
- The concluding sentence wraps up your paragraph by indicating, for instance, the outcome of the process.
- Respect the chronological order by using specific word signals (first, second, then, after that...)

## Practice

**Activity 1:** Complete the paragraph with the time order signals and add commas if necessary: Use each signal once. Use these time order signals: **Finally, The third step, To sum up, Second, The first step.**

### Choosing Classes

Choosing the right classes each semester can be stressful, but you can reduce your stress by following these steps. (1)----- is to become familiar with the graduation requirements for your major. Do not depend on others to give you correct information. Instead, study the pages in the college bulletin<sup>3</sup> dealing with your major and memorize the requirements. (2) -----plan, plan, plan. Write out a program for each aware that some classes have prerequisites - classes you must pass before you semester to make sure you have all the courses you need for graduation. Be can register for them. 3) -----is to talk with as many older students as you can. Ask them which courses are good and which ones are not. Don't waste your time and money on bad classes. (4) -----register each semester as soon as you can. Waiting even an hour may mean that the classes you want or need are filled. (5) -----plan ahead to avoid missing any required classes, to avoid bad classes, and to graduate on time.

### Activity 2:

Brown rice and vegetables is a simple and delicious meal to make. First, cook the rice, following the directions on the packet. Then, cut the vegetables into one-inch pieces. Next, heat the oil, chili sauce, and garlic in a frying pan. After that, add the vegetables and fry them until they are soft, but still a little crunchy. Now it is time to stir in the cooked rice. After stirring the rice and vegetables together, add salt and pepper to your own taste. Finally ,put the rice and vegetables into a large bowl and serve it with freshly chopped tomatoes and onions on top. Now you are ready to enjoy your delicious brown rice and vegetables!

### Question

1. Underline the topic sentence. Circle the controlling idea.
2. What is the purpose of this paragraph?
3. Circle the transitional devices
4. Put the concluding sentence between brackets

**Activity 3:** write a process paragraph choosing a topic of your own.

## Bibliography

- Acadia University. "Wordiness." *English - English*,  
english.acadiau.ca/tl\_files/sites/english/resources/6Wordiness.pdf.
- Allwoods, Jens, et al. "Words and alternative basic units for linguistic analysis."  
*Linguistic Theory and Raw Sound*, edited by Peter J. Henrichsen,  
Samfundslitteratur, 2009.
- American Public University. "Organizing Paragraphs: Tips for Creating Coherent and  
Effective." *Course Sidekick*, 3 Feb. 2024,  
[www.coursesidekick.com/english/2933487](http://www.coursesidekick.com/english/2933487).
- Ansaldò, U, et al. *Parts of Speech: Empirical and Theoretical  
Advances*. Netherlands, John Benjamins Publishing Company, 2010
- BCCC Tutoring Center. "Avoiding Run-On Sentences, Comma Splices, and  
Fragments." *Bucks County Community College — Think Smart*,  
[www.bucks.edu/media/bcccmedialibrary/pdf/AvoidingRun-  
OnsCommaSplicesFragmentsJuly08.pdf](http://www.bucks.edu/media/bcccmedialibrary/pdf/AvoidingRun-OnsCommaSplicesFragmentsJuly08.pdf). Accessed 4 Oct. 2024.
- BYJU'S Early Learn. "Parts of Speech Exercises with Answers." *BYJUS*, 4 Apr. 2022,  
[byjus.com/english/parts-of-speech-exercises/](http://byjus.com/english/parts-of-speech-exercises/). Accessed 10 Aug. 2024.
- Carll. "compound sentence." *Mrs. Carll*,  
[mrscarll.weebly.com/uploads/7/9/8/4/7984859/c\\_-  
\\_compound\\_sentences\\_1.pdf](http://mrscarll.weebly.com/uploads/7/9/8/4/7984859/c_-_compound_sentences_1.pdf). Accessed 3 Oct. 2024.
- Coordinación Del Departamento De Idiomas. "Capitalization." -*UMSNH*,  
[www.idiomas.umich.mx/cadi/talleres/docs/Capitalization.pdf](http://www.idiomas.umich.mx/cadi/talleres/docs/Capitalization.pdf). Accessed  
19 May 2024.
- Course Hero. "Sentence Patterns Paragraph Practice." *Pardon Our Interruption*,  
[www.coursehero.com/file/66167673/Sentence-Patterns-Paragraph-  
Practicedocx/](http://www.coursehero.com/file/66167673/Sentence-Patterns-Paragraph-Practicedocx/). Accessed 3 Oct. 2024.
- Course hero. (2019, July 13). Academic writing V. pdf - Process paragraph area  
Lectura Y Escritura Resultados de aprendizaje - Conocer los párrafos de  
secuencia Y los argumentos de Course hero.
- Course Hero. (2022, June 5). There are three reasons why Canada is one of the best  
countries in the world. Course Hero | Own the study hour. [https://www.  
coursehero.com/file /p1b47qmm/There-arethree-reasons-whyCanada-is-one-of-  
the-bestcountries-in-the-world/](https://www.coursehero.com/file/p1b47qmm/There-arethree-reasons-whyCanada-is-one-of-the-bestcountries-in-the-world/)

- Delta State University. (n. d.). Cause and Effect. <https://deltastate.edu/PDFFiles/HCCI/lesson%20plans/cause%20&%20effect%20oral%20test.Pdf>
- Doha College. "Sentence on the Base the Bottom 13 Write a Developing Sentence on Each of the." *Course Hero | Own the Study Hour*, 16 Jan. 2020, [www.coursehero.com/file/p2qm1uo/sentence-on-the-base-the-bottom-13-Write-a-developing-sentence-on-each-of-the/](http://www.coursehero.com/file/p2qm1uo/sentence-on-the-base-the-bottom-13-Write-a-developing-sentence-on-each-of-the/). Accessed 9 Feb. 2024.
- English Current. "Parallel Structure Worksheet." *English Current*, [www.englishcurrent.com/files/pages/worksheets/parallel-structure-worksheet.pdf](http://www.englishcurrent.com/files/pages/worksheets/parallel-structure-worksheet.pdf). Accessed 4 Oct. 2024.
- ESL Activities Games Worksheets*, [www.teach-this.com/images/resources/parts-of-speech-practice.pdf](http://www.teach-this.com/images/resources/parts-of-speech-practice.pdf). Accessed 15 Aug. 2024.
- Fash, L., and R. Cochran. "DUMMY SUBJECTS." *Brandeis University*, 2020, [www.brandeis.edu/writing-program/resources/students/handouts/dummy-subjects-handout.pdf](http://www.brandeis.edu/writing-program/resources/students/handouts/dummy-subjects-handout.pdf). Accessed 1 Oct. 2024.
- Graney, John. "Contrast Paragraph." *YouTube*, 31 Oct. 2011, [youtu.be/\\_b8cqkbt9u0?si=U57Zq9kd0gC4P5v2](https://youtu.be/_b8cqkbt9u0?si=U57Zq9kd0gC4P5v2). Accessed 8 Mar. 2024.
- Haim. "TEST\_3 M." *Scribd*, [fr.scribd.com/document/544783986/TEST-3-M](https://fr.scribd.com/document/544783986/TEST-3-M). Accessed 15 June 2024.
- Hussain, F. "Eliminating Wordiness." *San José State University*, [www.sjsu.edu/writingcenter/docs/handouts/Eliminating%20Wordiness.pdf](http://www.sjsu.edu/writingcenter/docs/handouts/Eliminating%20Wordiness.pdf). Accessed 18 Feb. 2024.
- Idaho State University. "FRAGMENT EXERCISES." *Idaho State University*, [www.isu.edu/media/libraries/student-success/tutoring/handouts-writing/editing-and-mechanics/fragment\\_exercises.pdf](http://www.isu.edu/media/libraries/student-success/tutoring/handouts-writing/editing-and-mechanics/fragment_exercises.pdf). Accessed 3 Oct. 2024.
- Inc, Scribendi. "How to Reduce Wordiness | Scribendi." *Proofreading Services | Editing Services | Scribendi*, 15 Aug. 2023, [www.scribendi.com/academy/articles/how\\_to\\_eliminate\\_wordiness.en.html](http://www.scribendi.com/academy/articles/how_to_eliminate_wordiness.en.html).
- Istanbul Teknik Üniversitesi. (n.d.). SAMPLE WRITING PROCESS: EFFECT PARAGRAPH/ESSAY. [https://writing.itu.edu.tr/sample\\_writing\\_process\\_effect](https://writing.itu.edu.tr/sample_writing_process_effect). Pdf
- Kearney, V. "Faulty Parallelism Exercises With Answers." *Owlcation.com*, 3 Nov. 2023, [owlcation.com/humanities/Easy-Faulty-Parallelism-Examples-and-Exercises](http://owlcation.com/humanities/Easy-Faulty-Parallelism-Examples-and-Exercises). Accessed 4 Oct. 2024.

- Kittelstad, Kit. "8 Times Commas Were Important." *YourDictionary: Definitions and Meanings From Over a Dozen Trusted Dictionary Sources*, 16 Aug. 2017, [www.yourdictionary.com/articles/commas-importance](http://www.yourdictionary.com/articles/commas-importance). Accessed 4 Oct. 2024.
- Lexia Learning. "Compound-Complex Sentences." <https://www.coursehero.com/file/66167673/Sentence-Patterns-Paragraph-Practicedocx/>, [www.lexialearningresources.com/athome/powerup/ll/grammar/SLL\\_B\\_GR\\_compound\\_complex\\_sentences.pdf](http://www.lexialearningresources.com/athome/powerup/ll/grammar/SLL_B_GR_compound_complex_sentences.pdf). Accessed 3 Oct. 2024.
- Memorial University. *Memorial University of Newfoundland*, [www.mun.ca/writingcentre/media/production/memorial/administrative/writing-centre/media-library/undergraduates/resources/writing-centre/WC\\_Handout-Choppy\\_Sentences.pdf](http://www.mun.ca/writingcentre/media/production/memorial/administrative/writing-centre/media-library/undergraduates/resources/writing-centre/WC_Handout-Choppy_Sentences.pdf). Accessed 17 May 2024.
- National Geographic Learning. (n.d.). The Topic sentence. National Geographic Learning | English Learning Programs and Resources. [https://www.eltngl.com/assets/downloads/gw\\_pro0000009081/greatwriting\\_b2\\_u3.pdf](https://www.eltngl.com/assets/downloads/gw_pro0000009081/greatwriting_b2_u3.pdf)
- Nordquist, R. "Examples of Common Subordinating Conjunctions." *ThoughtCo*, 24 May 2024, [www.thoughtco.com/subordinating-conjunction-1692154](http://www.thoughtco.com/subordinating-conjunction-1692154). Accessed 3 Oct. 2024.
- ."What's Another Word for Wordiness, Verbosity, Padding, and Redundancy?" *ThoughtCo*, 23 Dec. 2010, [www.thoughtco.com/wordiness-definition-1692507](http://www.thoughtco.com/wordiness-definition-1692507). Accessed 6 May 2024.
- ."The Mechanics of Writing Composition." *ThoughtCo*, 11 Mar. 2012, [www.thoughtco.com/mechanics-composition-term-1691304](http://www.thoughtco.com/mechanics-composition-term-1691304). Accessed 4 Oct. 2024.
- Nyelvkönyvbolt. (n.d.). Understanding Coherence and Cohesion.Libra könyvesbolt: Budapest VIII. ker. Kölcsey utca 2. | Nyelvkönyv forgalmazás - <https://nyelvkonyvbolt.hu/uploads/files/ImproveFirstUse.pdf>
- Okanagan College. "Commas (Eight Basic Uses)." *Okanagan College*, [www.okanagan.bc.ca/sites/default/files/2020-03/commas.pdf](http://www.okanagan.bc.ca/sites/default/files/2020-03/commas.pdf). Accessed 4 Oct. 2024.
- Oshima, Alice &. *Introduction to Academic Writing*. 3rd ed., Pearson, 2007

- Purdue Online Writing Lab. "For Short, Choppy Sentences." *Purdue OWL*, owl.purdue.edu/owl/general\_writing/academic\_writing/sentence\_variety/for\_short\_choppy\_sentences.html. Accessed 11 Mar. 2024.
- Purdue University. "Commas Vs. Semicolons - Compound Sentences Answers -." *Purdue OWL*, owl.purdue.edu/owl\_exercises/punctuation\_exercises/commas/commas\_vs\_semicolons\_compound\_sentences\_answers.html. Accessed 4 Oct. 2024.
- Razi, Salim. "Connecting ideas: Unity and Coherence." *One Moment, Please...*, [www.salimrazi.com/userfiles/Week\\_12\\_Linking\\_Devices.pdf](http://www.salimrazi.com/userfiles/Week_12_Linking_Devices.pdf). Accessed 7 Mar. 2024.
- Reg CRRU. "Academic English for International Students (EN1212)." 29 Sept. 2015, reg2.crru.ac.th/reg/files/20150929021030\_6cf9ff75f1473b5a1f19f1228ee497d3.pdf.
- Revere Writing Lab. "Prepositions." Table. <https://reverewritinglab.weebly.com/prepositions.html>, Accessed 1 Oct. 2024.
- Ryan L. "Cause and Effect in Statements." *Quia - Quia Web*, [www.quia.com/jg/2725027list.html](http://www.quia.com/jg/2725027list.html).
- San Francisco State University. "Cause and Effect Practice 1.docx - Cause and Effect Practice Direction: Highlight the Cause and Underline with Other Color Its Effect in Each of | Course Hero." *Course Hero | Own the Study Hour*, 14 Aug. 2021, [www.coursehero.com/file/103070135/Cause-and-Effect-Practice-1docx/](http://www.coursehero.com/file/103070135/Cause-and-Effect-Practice-1docx/). Accessed 8 Apr. 2024.
- Sauk Valley Community College. (2019, December 11). Untitled document - Dameon Olalde. *Course Hero | Own the study hour*. <https://www.coursehero.com/file/52200128/Untitled-document/>
- Savage, Alice, and Masoud Shafiei. *Effective Academic Writing 1: The Paragraph*. OXFORD UP, 2007
- Sneddon, James N., et al. *Indonesian: A Comprehensive Grammar*. Routledge, 2012.
- stanbul Teknik Üniversitesi. (n.d.). SAMPLE WRITING PROCESS: EFFECT PARAGRAPH/ESSAY. [https://writing.itu.edu.tr/sample\\_writing\\_process\\_effect](https://writing.itu.edu.tr/sample_writing_process_effect). Pdf
- Tunis Business School. "Comparison Signals.docx - Activity Sheet Comparison Signals Sentence." *Course Hero | Own the Study Hour*, 25 May 2023, [www.coursehero.com/file/204274751/Comparison/](http://www.coursehero.com/file/204274751/Comparison/). Accessed 16 July 2024.

- Tunku Abdul Rahman University. "Lecture Worksheet 1 202106.docx -." *Course Hero / Own the Study Hour*, 31 July 2021, [www.coursehero.com/file/101938374/Lecture-Worksheet-1-202106docx/](http://www.coursehero.com/file/101938374/Lecture-Worksheet-1-202106docx/)
- University of Pretoria. "Cause and Effect Essays." *UP / University of Pretoria*, [www.up.ac.za/media/shared/Legacy/169/hwc.zp12816./cause-and-effect.zp12817./cause-and-effect-essay-exercises.zp12818.pdf](http://www.up.ac.za/media/shared/Legacy/169/hwc.zp12816./cause-and-effect.zp12817./cause-and-effect-essay-exercises.zp12818.pdf). Accessed 5 Oct. 2024.
- University of Toronto. "Choppy SentencesChoppy Sentences." *Robert Gillespie Academic Skills Centre*, [www.utm.utoronto.ca/rgasc/student-resource-hub/english-language-learner-ell-resources/choppy-sentences#:~:text=Choppy%20](http://www.utm.utoronto.ca/rgasc/student-resource-hub/english-language-learner-ell-resources/choppy-sentences#:~:text=Choppy%20). Accessed 18 June 2024.
- Utah State University. "Exercise: Choppy Sentences." *Welcome To Utah State University*, [www.usu.edu/markdamen/writingguide/exercises/05choppy.pdf](http://www.usu.edu/markdamen/writingguide/exercises/05choppy.pdf). Accessed 7 May 2024.
- Weebly. "Editing Paragraphs with Run-On Sentences Answers." *Grade 7/8 - Granite Ridge Education Center - Blog*, [msschallsclass.weebly.com/uploads/5/9/9/2/59920225/run\\_on\\_sentences\\_4.pdf](http://msschallsclass.weebly.com/uploads/5/9/9/2/59920225/run_on_sentences_4.pdf). Accessed 4 Oct. 2024.
- Western University. "Faulty Parallelism." *Writing Support Centre - Western University*, [writing.uwo.ca/img/pdfs/handouts\\_updated/Faulty%20Parallelism.pdf](http://writing.uwo.ca/img/pdfs/handouts_updated/Faulty%20Parallelism.pdf). Accessed 4 Oct. 2024. *Writing Support Centre - Western University*, [writing.uwo.ca/img/pdfs/handouts\\_updated/Faulty%20Parallelism.pdf](http://writing.uwo.ca/img/pdfs/handouts_updated/Faulty%20Parallelism.pdf).
- WSU:Writing Center. "Subject-Verb Agreement." [s3.wp.wsu.edu/uploads/sites/3006/2018/01/Subject-Verb-Agreement.pdf](http://s3.wp.wsu.edu/uploads/sites/3006/2018/01/Subject-Verb-Agreement.pdf). Accessed 2 Oct. 2024.
- Zemach, Dorothy E., and Lisa A. Rumisek. *Academic Writing: From Paragraph to Essay*. Macmillan Elt, 2005.
- Zemach, Dorothy E., and Lisa A. Rumisek. *Academic Writing: From Paragraph to Essay*. Macmillan Elt, 2005.