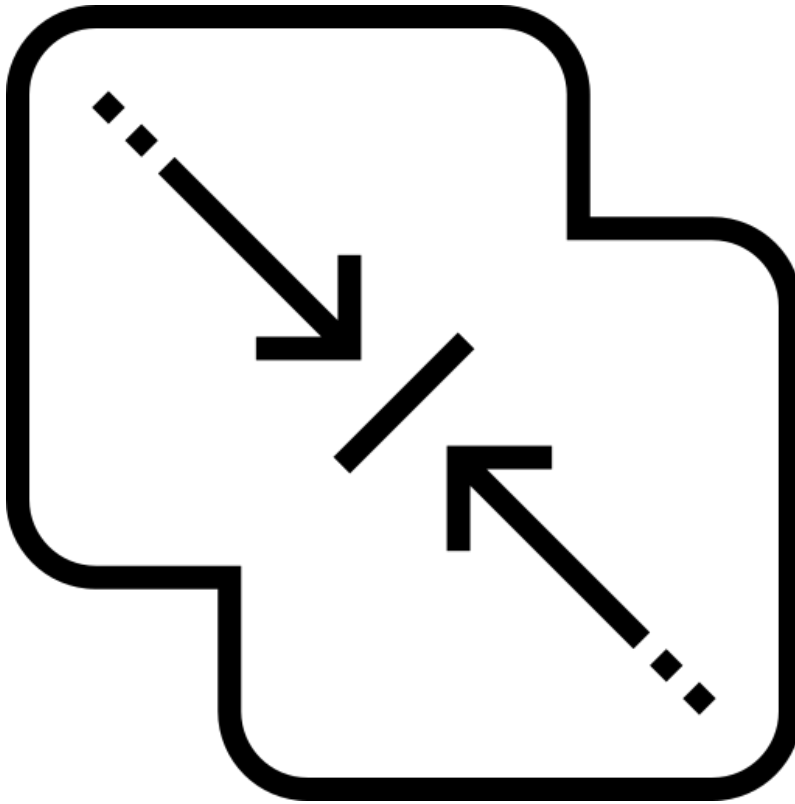




Amalgamation: Unit 1

Moving from Paragraphs to Essays

Assembling the skills of academic writing for students of
English for Speakers of Other Languages (ESOL)

amalgamation

/əˌmælgəˈmeɪʃ(ə)n/ - noun

a process in which two or more things are combined
(*Macmillan Dictionary*)

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Acknowledgements

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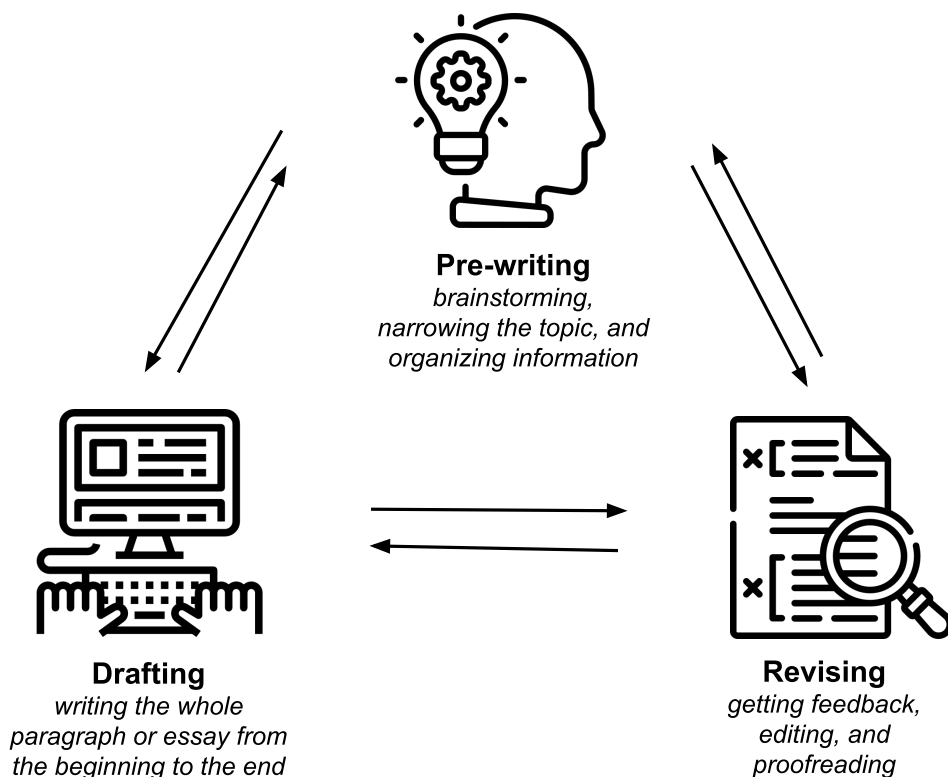
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THE WRITING PROCESS

In order to write a good paragraph or essay, good writers need time and a step-by-step approach. Even writers who are writing in their first language have to change the words, grammar, punctuation, and sentences several times. Good writing comes from rewriting. In most writing classes, you will practice different writing processes. While there are many possible steps, there are three main stages:



EXERCISE 1

INSTRUCTIONS: Write a word or phrase from the diagram that matches the definitions below.

1. _____ The first (not final) version of your writing
2. _____ To make big changes, such as adding or omitting information
3. _____ To put your ideas on paper without worrying about details yet
4. _____ To make little changes, such as fixing grammar
5. _____ The subject of your writing
6. _____ To think of many possible ideas (some that you won't even use)
7. _____ To focus your writing on a more specific idea
8. _____ Suggestions for changes to your writing

WHAT IS A PARAGRAPH?

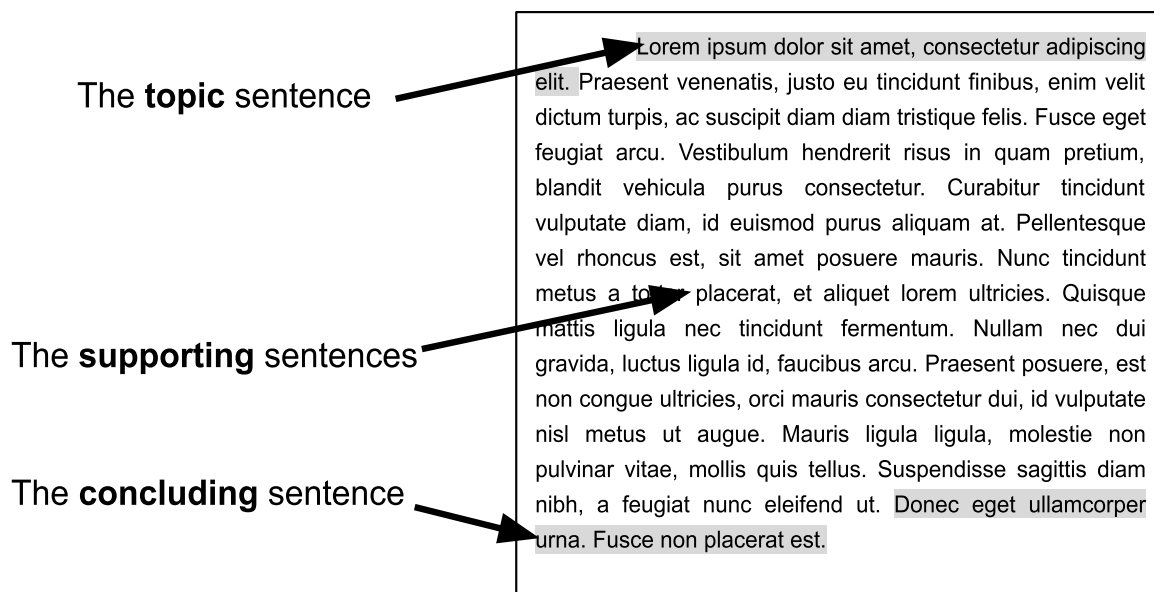
EXERCISE 2

INSTRUCTIONS: Read the paragraph below. Can you complete these sentences with a word?

In academic writing, a paragraph is a group of _____ that are all about one _____ idea. One paragraph in academic writing is often different from a paragraph from newspapers, magazines, websites, or a fictional story. In academic writing, a paragraph usually has three parts: first, there is a _____ sentence, then there are some _____ sentences, and at the end there is usually a _____ sentence. Each part of an academic paragraph plays a special role; that means each part of an academic paragraph has its own job to do.

PARAGRAPH STRUCTURE

Now, take a moment to look at the three parts of a paragraph in the diagram below. Does it help you to finish the paragraph above? Think about what each part of the paragraph should do. Also, notice how the paragraph looks. (Don't worry about understanding the words; it's not written in a modern language!)



EXERCISE 3

INSTRUCTIONS: Complete the sentences matching the term with its definition.

topic sentence

supporting sentences

concluding sentence

1. _____ can do many things. It can restate the main idea. It can summarize the main points. It can make a prediction about the topic or offer a suggestion. In an essay, they sometimes transition to the next paragraph.
2. _____ tells the reader what the paragraph is going to be about and gives the writer's idea about the topic (that's called "the controlling" idea or "the main idea").
3. _____ support the main idea in several ways by giving examples, details, definitions, telling the events of a story, or giving reasons, etc. It's important that these sentences give specific information in order to be interesting and useful for the reader.

EXERCISE 4

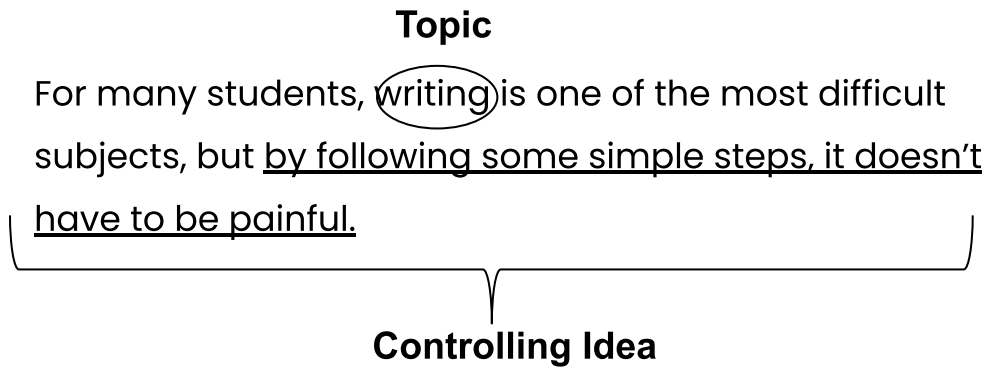
INSTRUCTIONS: Number these sentences in order to make a paragraph. Start by identifying the topic sentence.

The Process of Writing

- ____ After that, the best thing to do is just write the whole first draft.
- ____ Once you have a topic, the first thing to do is brainstorm and outline.
- ____ For many students writing is one of the most difficult subjects, but by following some simple steps, it doesn't have to be painful.
- ____ Following your teacher's feedback will improve your writing.
- 5 If you feel stuck while writing your first draft, take a break to clear your mind.
- ____ Finally, carefully read your teacher's feedback and follow their instructions if they ask you to write a second draft.
- ____ These two steps go well together because you'll need to get ideas with a brainstorm and then organize them with the outline.
- ____ By following these steps, you will find that writing an essay is a piece of cake.
- ____ As soon as you have a finished draft, ask a friend or a tutor to read your paper before you give it to your teacher.

● TOPIC SENTENCES

Look at the two parts of the topic sentence from the paragraph “The Process of Writing” that you organized in the last exercise.



The two parts of a topic sentence are the topic and the controlling idea. The **topic** tells the reader what the whole paragraph will be about. In the paragraph from Exercise 4, the topic is *writing*. The **controlling idea** explains the writer's opinion or idea about the topic. What does the writer want to say about the topic? What's the writer's point? In this topic sentence, the writer's controlling idea is that writing is easier if you follow the steps they are going to explain.

□ EXERCISE 5

INSTRUCTIONS: The sentences below are all topic sentences taken from different paragraphs. Circle the topic and underline the controlling idea in each one.

1. Climate change is one of the most serious problems facing the world today.
2. One of the most important academic skills to practice daily is reading.
3. There are five simple steps to changing a flat tire on your car.
4. Social media platforms are all about communication, but they work in different ways.
5. Good writing is rewriting.
6. Cats make better pets than _____.

NOTE: Look more closely at the last item. Compare your answer with a classmate's answer. Notice how you have the same topic, but you might have different controlling ideas. That's why it is so important that your topic sentence tells the reader both parts: topic + controlling idea.

EXERCISE 6



1. *INSTRUCTIONS: Choose the best topic sentence (A, B, or C) to complete the paragraph below.*

- A. Dogs are better for young children than toys, phones, or TV.
- B. Having a dog can teach a child about being responsible.
- C. There are many negative results when ignoring a pet dog.

_____. When a child has a dog, they are responsible for taking care of it every day. This includes tasks such as feeding, watering, and exercising the dog. It also includes making sure the dog has a clean and comfortable place to sleep, and taking it to the vet for check-ups and vaccinations. By taking on these responsibilities, a child can learn to be organized and to manage their time effectively. They can also learn how to problem-solve if they encounter any challenges while caring for their dog. In addition, taking care of a dog can help a child develop empathy and compassion, as they learn to understand the needs and feelings of another living being. Overall, having a dog can be a great way for a child to learn about being responsible and caring for others.



2. *INSTRUCTIONS: Write a topic sentence for this paragraph. To write a good topic sentence, read all of the supporting sentences carefully to decide what the writer's main idea is. Then look carefully at the concluding sentence. The topic sentence and the concluding sentence often share some information.*

_____ One of the first things to do is to identify sources of money and begin searching for the right house. It is crucial to consider the size of the house and if it will meet the needs of the family both now and in the future. If the family is planning to grow, it is necessary to find a house with enough space for everyone. After finding a house that is the right size, the next step is to research the neighborhood. Many people overlook this step, but it is crucial to know about the area in which the house is located. The neighborhood is where people will be spending a significant amount of time and raising their family, so it is important to find a place that is safe and has good schools. It is also important to consider factors such as traffic, noise, and pollution when choosing a neighborhood. With careful consideration, buying a house can be a wise investment in one's future.

● SUPPORTING SENTENCES

In this course, you will study different types of paragraphs and essays. Each type of paragraph or essay can use different ways of explaining your idea. A strong paragraph has several supporting sentences that do this job. They help to make the main idea clearer and more believable to the reader. How many supporting sentences do you need? Well, that depends on your topic. A complicated topic usually requires more sentences than a simple topic. You use as many sentences as you need to explain your idea clearly and completely. For this course, it is a good idea to have at least three to four supporting sentences. However, academic paragraphs in college writing often have 10 or more sentences!

Supporting sentences give the reader specific supporting details, such as:

- examples
- definitions
- descriptions
- facts (time, date, place, number, percentage, etc.)
- explanations
- stages, steps, instructions
- different points of view
- ... and many other types of information.

For example ...

Topic sentence	Supporting details
A vegan diet is the best choice to avoid heart disease.	• What is a vegan diet? (<i>definition, description, example</i>) • Why is it the best choice? (<i>explanation</i>) • How do we know this? (<i>facts, figures, statistics from research</i>) • What do others think? (<i>opposite points of view</i>)



Paragraph

A vegan diet is the best choice to avoid heart disease. Vegans eat only food from plants; their diet includes no animal products, such as meat, milk, eggs, butter, or even honey. Food from plants lowers cholesterol, which is one of the major causes of heart disease. A vegan diet is also generally high in nutrition and low in fat. According to a government report, even a vegetarian diet lowers the risk of heart disease by 29%. Some people think that vegans do not eat enough protein, but a balanced diet keeps them healthy. Therefore, a vegan diet is one way to prevent heart disease.

EXERCISE 7

INSTRUCTIONS: Read the two paragraphs below. Then answer the questions that follow.

- A. People who form close relationships with other people tend to be happier than those who do not. The number of friends a person has is not important. When it comes to happiness, what matters most is the quality of the relationships. Close relationships are ones that usually involve the sharing of feelings, mutual respect, acceptance, trust, fun and empathy. As long as the relationships are deep, a person will experience greater levels of happiness.
 - B. People who exercise regularly are usually happier than people who avoid exercising. People with good exercise routines are always improving both their physical and mental well-being. In fact, research has shown that exercise can be as effective as medication in treating depression.
- 1. Look back at the types of supporting details described earlier. Which kinds of supporting details does each paragraph use?
 - A. _____
 - B. _____
 - 2. Which paragraph is better? Why?
 - 3. Do both paragraphs have enough support for an academic essay? If not, how can they be improved?

EXERCISE 8

INSTRUCTIONS: Review the types of information that you could include as supporting sentences below. Then answer the questions that follow.

- examples
- definitions
- descriptions
- facts (time, date, place, number, percentage, etc.)
- explanations
- stages, steps, instructions
- different points of view
- ... and many other types of information.

What kinds of support could be used to write a paragraph about the following topics? Use the types from the list above. Remember that most paragraphs use more than one type of support.

1. The bravest moment of your life

Type(s) support:

2. Taking an amazing photograph

Type(s) support:

3. The differences between high school and college

Type(s) support:

● CONCLUDING SENTENCES

Usually, the last sentence in a paragraph is the concluding sentence. Its job is to help the reader feel that the writer has expressed a complete and finished idea. It closes the paragraph by helping the reader move from the small details of the supporting sentences back to the big picture of the topic sentence, or controlling idea. There are many simple and creative ways to end a paragraph!

The concluding sentence can

- give advice or make a suggestion about the topic to the reader
- make a prediction or offer hope for the future
- give the writer's feelings or opinion about the topic
- restate the main idea from the topic sentence
- summarize the main points from the supporting sentences
- transition the paragraph's topic to the next paragraph's topic

□ EXERCISE 9

INSTRUCTIONS: Look back at the two paragraphs in Exercise 7. Which paragraph doesn't have a concluding sentence and which one does? How do you know? Write a concluding sentence for the paragraph.

Paragraph # _____

Concluding sentence: _____

□ EXERCISE 10

INSTRUCTIONS: Look again at the concluding sentence in the paragraph titled "The Process of Writing" (Exercise 4):

By following these simple steps, you will find that writing an essay is a piece of cake.

Does the above concluding sentence ... (check ✓ all that apply)

- ☐ ... give advice or a suggestion
- ☐ ... make a prediction or offer hope
- ☐ ... give the writer's feelings or opinion
- ☐ ... restate the main idea
- ☐ ... summarize the main points
- ☐ ... transition from the idea of one paragraph to the idea of the next paragraph

EXERCISE 11



1. *INSTRUCTIONS: Choose the best concluding sentence (A, B, or C) to complete the paragraph below.*

- A. A person's friends and the media will affect their decision to get a tattoo.
- B. The unfortunate fact about tattoos is that they are impossible to remove.
- C. A tattoo can be a public sign to show what is important in a person's life.

It is not always the influence of other people or the media that results in a person getting a tattoo. Many people decide to wear tattoos in order to express their artistic nature, their beliefs, or their feelings; in other words, they get a tattoo to show and express their individuality. A musician in a rock band may get a tattoo of a guitar on the arm. Some environmentalists may tattoo pictures of endangered animals on their shoulders. Lovers may tattoo each other's names over their hearts. _____.



2. *INSTRUCTIONS: Try writing a concluding sentence for this paragraph in two different ways.*

The human brain is very mysterious and only partially understood. Many questions about the brain have not yet been answered. For example, why do we need to sleep or why do we dream? There is a lot about the brain that we do not yet understand. In fact, people used to think of the brain as useless stuffing. Of course, scientists now know the brain is our control center. Scientists also know about the basic functions of the different parts of the brain. The surface of the brain is called the cerebral cortex. It is the part of the brain that makes us intelligent, and it consists of four parts called lobes. The front lobe is where much of our thinking and feeling happens. The top lobe processes information which is coming from parts of our bodies, such as our skin and muscles. The side lobe plays an important role in hearing, speech and long-term memories while the back lobe processes images from our eyes. _____.

- A. Restate the main idea from the topic sentence
- B. Make a prediction about the brain

FORMATTING PARAGRAPHS

You will write both paragraphs and essays in this course. Follow this example.

EXERCISE 12

INSTRUCTIONS: Read the paragraph below. Then label these parts: **header, title, margin, page number, double-spaced lines, indented paragraph.**

Thomas 1

Delpha Thomas

ESOL 162

Process Paragraph Assignment

January 1, 2023

The Process of Writing

For many students writing is one of the most difficult subjects, but with a little bit of organization and a good attitude, writing can be a very simple process. Once you have a topic, the first thing to do is brainstorm and outline. These two steps go well together because you'll need to get ideas with a brainstorm and then organize them with the outline. After that, the best thing to do is just write the whole first draft. If you feel stuck while writing your first draft, stop and take a shower or go for a walk to clear your mind. As soon as you have a finished draft, ask a friend or a tutor to read your paper before you give it to your teacher. Finally, carefully read your teacher's feedback and follow their instructions if they ask you to write a second draft. Following your teacher's recommendations and asking questions about them will ensure that you get the best grade possible. By following these steps, you will find that writing an essay is a piece of cake.

PARAGRAPH PRACTICE

This is a good time to practice writing a paragraph using the ideas that we have discussed.



ASSIGNMENT - Paragraph practice

INSTRUCTIONS: Choose one of the topics below. Use Google Docs to write a paragraph of 8-10 sentences. Start with a clear topic sentence with a specific controlling idea. Then add meaningful supporting sentences that explain the topic sentence. Finish your paragraph with a concluding sentence that wraps it up. Follow the formatting on the previous page. When you are finished, share your Google Doc with your teacher.

Choose one of these topics:

- Describe an interesting neighbor you have had.
- Describe something you could never give away.
- Describe a place you will never forget.

This is how your teacher will evaluate your work (1 point each; total 8 points):

- ☐ The topic sentence has a clear topic and controlling idea.
- ☐ The supporting sentences add specific supporting details.
- ☐ The final sentence makes the paragraph feel complete and finished.
- ☐ The sentences are in a logical order, and the information flows well.
- ☐ Grammar errors are not distracting or confusing.
- ☐ Mechanical errors (spelling, punctuation, capitalization) are not distracting or confusing.
- ☐ The paragraph follows the formatting on the previous page.
- ☐ The paragraph has 8-10 sentences.

This assignment is due _____

An example is on the next page.

EXAMPLE

Halsey 1

Ordelia Halsey

Level 6 Writing

Paragraph Practice

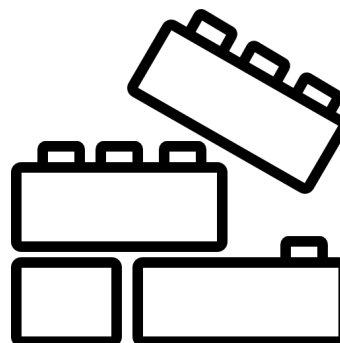
January 8, 2023

Something I Could Never Give Away

There are many possessions that are special to me and that I could never give away, but one of the most special is my family photo album. This photo album is filled with pictures of my family and friends, and it helps me to remember all of the special moments and events that we have shared together. One of my favorite photographs in the album is a picture of my family on vacation at the beach. We are all smiling and happy, and the sun is shining bright in the background. Each time I flip through the pages of my photo album, I am reminded of the love and joy that surrounds me. The photo album is more than just a collection of pictures. It is a collection of memories and a way for me to hold onto the past. It helps me to remember the good times and the people who are important to me. I could never give it away because it is too special to me and it holds a special place in my heart.

GRAMMAR: PARTS OF SPEECH

Before we start to write essays, it's important to think about the parts of a sentence. Why? Well, good essays need good paragraphs, and good paragraphs need good sentences. Knowing the parts of sentences will help you to understand your teacher's feedback about grammar. Another benefit is that it helps to know these words so that you can also search online to find more information about grammar. This skill makes you a more independent learner who can answer your own grammar questions.



Sentences have two kinds of words:

- **content words** (words that make meaning)
- **function words** (words that make structure)

EXERCISE 13

A. Content words

INSTRUCTIONS: Look at the bolded words in each group below. Decide which group contains countable nouns, non-countable nouns, verbs, modals, adjectives, or adverbs.

1) _____
a **smiling** woman
a **good** movie
an **educated** child

2) _____
How much **work** is there?
I need some **help**.
Would you like **sugar**?

3) _____
Parents **shouldn't** spank.
Animals **can** feel and think.
The climate **might** get warmer.

4) _____
The man **is smiling**.
Who **saw** a good movie?
We **have educated** ourselves.

5) _____
Unfortunately, I can't.
He **sometimes** comes early.
The police can drive **fast**!

6) _____
ESOL **students** are hardworking.
There are many **assignments**.
How many **times** did it happen?

B. Function words

INSTRUCTIONS: Match the function words with their name; then answer the extra question(s).

- ___ 1. in, of, about, between
- ___ 2. the, a, an
- ___ 3. she, him, my
- ___ 4. and, but, so

- a. Articles (Which are definite and which are indefinite?)
- b. Prepositions (Which show time? Which show places?)
- c. Conjunctions (FANBOYS: What are F, N, O, and Y?)
- d. Pronouns (Which are subjects? objects? possessives?)

EXERCISE 14

INSTRUCTIONS: Label the parts of speech of each word in the topic sentences below. Use the abbreviations in the gray box. Explain the function or purpose of each kind of word.

- A. Scientists believe the earth is heating up quickly.
- B. Good teachers love their jobs and their students.
- C. In the southern parts of the U.S., the climate is usually warmer and wetter.

Adj = adjective
Adv = adverb
Art = article
Conj = conjunction
N = noun
Prep = preposition
Pro = pronoun
V = verb

Brainstorm more examples of each part of speech.

Articles	
Prepositions	
Verbs	
Adjectives	
Nouns	
Adverbs	
Conjunctions	
Pronouns	

GRAMMAR: SENTENCE TYPES

English has four types of sentences: simple, compound, complex and compound-complex. In this course, we will focus on just the first three. It's important to understand sentence types because good writers use a variety of sentence types to make their writing more interesting.

● SIMPLE SENTENCES

Simple sentences contain one subject/verb pair and express a complete thought. For example:

Sara sang at the concert last night.

However, a simple sentence may contain more than one subject, as in the following example.

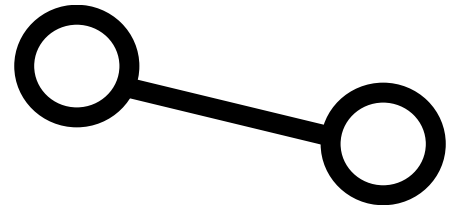
My wife and I got married in Japan.

Simple sentences may also contain more than one verb as in the next example.

The child cut his hand and cried loudly.

Likewise, simple sentences can have two objects with certain verbs.

The students study English and math.



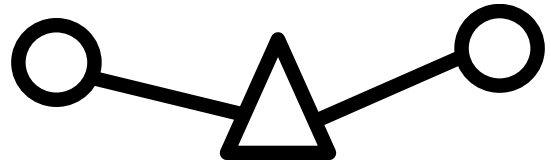
□ EXERCISE 15

INSTRUCTIONS: Here are some other examples of simple sentences and their subject/verb patterns. Circle the subject and underline the verbs in the sentences below. (The number of subjects and verbs is given in the parentheses.)

1. The movie wasn't very interesting. (subject, verb)
2. My friends and I disliked the movie. (subject, subject, verb)
3. My friends and I cooked and ate the meal together. (subject, subject, verb, verb)
4. I might watch TV or read a book after dinner. (subject, verb, verb)

● COMPOUND SENTENCES

Compound sentences have two simple sentences joined together by a comma and a coordinating conjunction. There are seven coordinating conjunctions: for, and, nor, but, or, yet, so (often called FANBOYS). Use a comma before a coordinating conjunction that joins two simple sentences.



NOTE: Do not be confused between a coordinating conjunction in a compound sentence and a compound verb in a simple sentence. Study the following examples carefully. We saw in Exercise 12 how there can be compound subjects.

My friend plays the guitar and writes music.

This is a simple sentence with a subject (*friend*) and a compound verb (*plays/ writes*).

My friend plays the guitar, and he writes music.

This is a compound sentence — two simple sentences joined by a comma and a coordinating conjunction. The subject of the first simple sentence is *friend* and the verb is *plays*. The subject of the second simple sentence is *he* and the verb is *writes*. Notice the comma. You always need a comma when using a coordinating conjunction and a second complete sentence.

Some FANBOYS are used commonly (*and, but, so*), while others are used less often. Here are the meanings of some of the less common coordinating conjunctions:

- for = similar meaning to *because* or *since*; it introduces a reason
- yet = similar meaning to *but at the same time* or *but nevertheless*
- nor = *not*; often used with *neither*

□ EXERCISE 16

INSTRUCTIONS: Join these two complete sentences together with a coordinating conjunction (FANBOYS) to make a compound sentence. Remember to use a comma!

1. We wanted to give a presentation on Monday. The weather delayed it for two days.
2. We could go camping for vacation. We could go to the beach for vacation.
3. I want to get a better job. I am taking courses at night.
4. I've got to get this paper done. I have class in ten minutes.
5. My teacher said I should study more. My spouse agreed.
6. I do not want this. I do not want that.
7. I want to go to the party. I feel I shouldn't because I wasn't invited.

● COMPLEX SENTENCES

Complex sentences contain clauses. Clauses are groups of words that contain subjects and verbs.

There are two types:

- independent (main) clauses
- dependent (subordinate) clauses

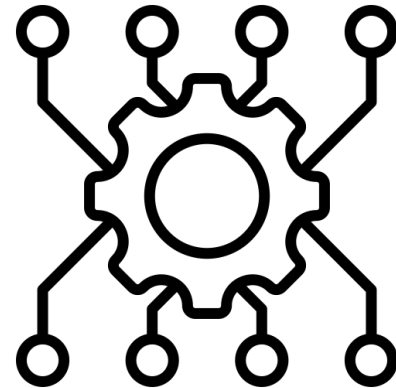
An independent clause, in addition to containing a subject and verb, expresses a complete thought. It can stand alone as a simple sentence. It doesn't need anything more. That's why it is called "independent."

A dependent clause, however, needs something more. By itself, it is just part of a sentence or fragment. It must be joined to an independent clause. It depends on something else to make sense to the reader.

In this course, you will study the three types of dependent clauses in English:

- adjective clauses (groups of words with a subject and a verb; together they describe nouns)
- adverb clauses (groups of words with a subject and a verb; together they describe verbs and adjectives)
- noun clauses (groups of words with a subject and a verb; together they work as nouns)

When you join dependent and independent clauses together, you create complex sentences.



► Complex sentence using a dependent **adjective clause**

The adjective clauses that we will study start with **who, that, where, which,** and **whose**.

Example	Explanation
Vancouver has many interesting places to shop.	independent clause or simple sentence
which is the largest city in British Columbia	dependent adjective clause
Complex Sentence	
Vancouver, which is the largest city in British Columbia, has many interesting places to shop.	

Example	Explanation
The person does not have auto insurance.	independent clause or simple sentence
who hit my car	dependent adjective clause
Complex Sentence	
The person who hit my car does not have auto insurance.	

Remember:

- An adjective clause always comes *after* the noun that it describes.
- Use commas when it adds *extra information*. Do not use commas when the new information is essential or necessary.
- Never use *that* inside an adjective clause with commas.

► Complex sentence using a dependent **adverb clause of time** or **condition**

Adverb clauses of time usually start with words like **when, as soon as, if, until, unless, before, and while**.

Example	Explanation
I will tell her the news.	independent clause or simple sentence
as soon as I see her	dependent adverb clause of time
Complex Sentence	
I will tell her the news as soon as I see her. As soon as I see her, I will tell her the news.	

Example	Explanation
The students will take the test tomorrow.	independent clause or simple sentence
unless the weather is bad	dependent adverb clause of condition
Complex Sentence	
The students will take the test tomorrow unless the weather is bad. Unless the weather is bad, the students will take the test tomorrow.	

Remember:

- **When the dependent clause is first**, we use a comma.
- We don't use a comma **when the dependent clause is last**.

► Complex sentence using a dependent **adverb clause of reason (cause), result (effect), or contrast/concession**

This diverse group of adverb clauses usually start with words like **because, although, even though, as, and whereas.**

Example	Explanation
I went to bed early.	independent clause or simple sentence
because I was tired.	dependent adverb clause of reason
Complex Sentence	
I went to bed early because I was tired. Because I was tired, I went to bed early.	

Example	Explanation
My neighbors threw a loud party last week.	independent clause or simple sentence
even though I asked them not to	dependent adverb of contrast/concession
Complex Sentence	
Even though I asked them not to, my neighbors threw a loud party last week. My neighbors threw a loud party last week even though I asked them not to.	

Remember:

- **When the dependent clause is first,** we use a comma.
- We don't use a comma **when the dependent clause is last.**

► Complex sentence using a dependent **noun clause**

This diverse group of noun clauses usually start with words that look like questions, but do not have the same word order as questions: **who, what, where, when, why, where**, etc.

Example	Explanation
I already know.	independent clause or simple sentence
what you said	dependent noun clause
Complex Sentence	
I already know what you said.	

Example	Explanation
Tim taught me.	independent clause or simple sentence
when to use noun clauses in my writing.	dependent noun clause
Complex Sentence	
Tim taught me when to use noun clauses in my writing.	

Remember:

- Noun clauses can do any job that a noun does: subject, object of a verb, object of a preposition, or subject complement. However, the most common job is as an object of the verb. Examples:
 - I want to know **what you said**. (object of the verb)
 - **What you said** hurt my feelings. (subject of the verb)
 - I probably disagree with **what you said**. (object of the preposition)
 - Lies are **what you said**. (subject complement)

EXERCISE 17

INSTRUCTIONS: Label the following sentences as simple, compound, or complex. Remember to look carefully at the number of clauses, any conjunctions, and punctuation to help you decide. Also, use the grammar charts above to help you.

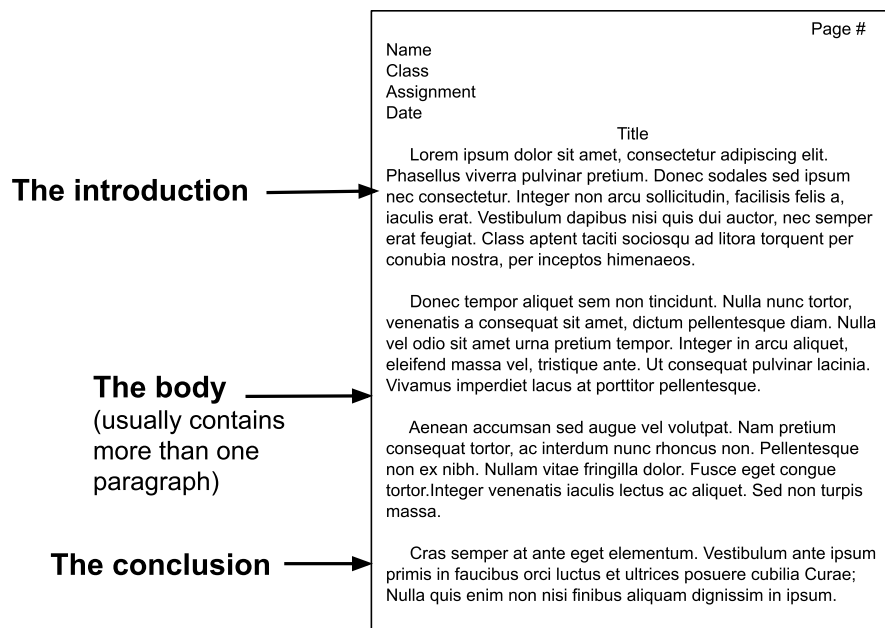
1. _____ My oldest daughter may study forensic science in Vancouver, or she may study biology in Victoria.
2. _____ My daughter must decide if she wishes to study forensic science in Vancouver before the May enrollment deadline.
3. _____ My daughter may go to Vancouver to study forensic science or stay in Victoria to study biogenetics.
4. _____ The neighbors invited us to come inside and asked us to make ourselves comfortable.
5. _____ After the neighbors had invited us to come inside, they asked us to make ourselves comfortable.
6. _____ The neighbors invited us to come inside, and they asked us to make ourselves comfortable.

WHAT IS AN ESSAY?

An essay is a collection of paragraphs. If you can write a really well-organized paragraph, then you can probably write a fantastic essay because paragraphs and essays do similar things. Just as there are three parts of a paragraph that have a specific job, each paragraph in an essay also has a special role.

EXERCISE 18

INSTRUCTIONS: Look at the diagram below. How are parts of a paragraph similar to or different from parts of an essay?



The topic sentence of a paragraph is similar to _____ of an essay.
What's different?

Supporting sentences of a paragraph are similar to _____ of an essay.
What's different?

The conclusion sentence of a paragraph is similar to _____ of an essay.
What's different?

● INTRODUCTION PARAGRAPHS

The first paragraph in an essay is called the introduction. Introduction paragraphs have three important parts:

- **hook** – something interesting that gets the reader’s attention
- **background information** – helps the reader understand the essay
- **thesis statement** (with topic and claim) – tells the reader the subject and what the writer wants to say about the topic

In a basic essay, the introduction paragraph is often compared to a funnel. This is because the first few sentences are more general and each following sentence becomes more and more specific with details, facts, examples, and explanations until the reader reaches the thesis statement. The thesis statement is the most narrow and specific sentence.

□ EXERCISE 19

INSTRUCTIONS: Read the paragraph below. Then label each part of the paragraph.

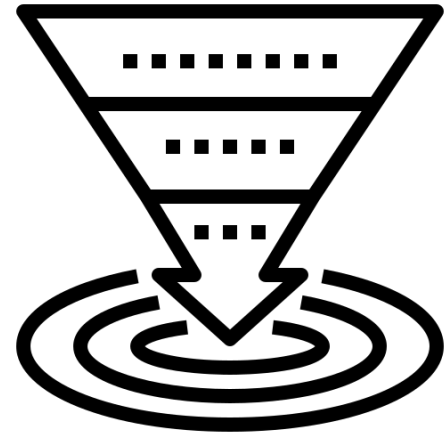
When entering and living in a new culture, a student can get a major shock
-- culture shock. It happens when a person’s ideas about how people should
behave are challenged by the strange new things they experience when they
move from one culture to another. For example, if a person’s culture involves
bowing when greeting others, they may feel very uncomfortable in a culture that
does not involve bowing. If the language a person uses when talking to someone
in their own culture is influenced by levels of formality based on the other person’s
age and status, it may be difficult for a student to feel comfortable communicating
with teachers or older classmates in the new culture. The shock can be intense
and cause a lot of stress that can affect a person’s ability to learn. Fortunately,
culture shock is a four-stage process that is predictable and easy to understand.

1. What is the writer’s feeling about the four stages of culture shock?
2. Can you guess what the writer will explain in the body paragraphs?
3. How many body paragraphs would you expect in this essay?

□ EXERCISE 20

INSTRUCTIONS: Decide whether each hook below is strong or weak; explain why.

1. In this essay, I will write about pets.
2. When you compare TikTok and YouTube, you actually learn a lot about internet privacy.
3. Technology has evolved since humans began using it millions of years ago.
4. Wikipedia says that January comes after February in 2023.
5. One October night, I learned the lesson of my life.
6. Up to 48 animals have been saved from extinction, according to a new study from South University.
7. When you told me to write about the internet, all I could think about was social media.
8. Why would anyone want to travel to the moon?
9. You might think you know all about Portland, but some historical details will shock you.



□ EXERCISE 21

INSTRUCTIONS: Read each thesis statement. Is it OK? Or is something missing? If something is missing, can you rewrite it?

1. Three important things show that Portland and Seattle are very different cities.
2. Oregon is a state.
3. They are very useful for international students who study in the United States.
4. The process of decorating a cake.
5. A difficult choice.

If you are confused or unsure, don't worry! We'll practice these things more and more as we write paragraphs and essays all term.

● BODY PARAGRAPHS

Introduction paragraphs are different from the typical paragraph structure because they have a hook and a thesis statement. Body paragraphs, however, are just normal paragraphs with a topic sentence, supporting sentences, and a concluding sentence. However, each body paragraph must connect directly to the thesis statement. In other words, it must help to explain the author's point.

□ EXERCISE 22

INSTRUCTIONS: Read these body paragraphs for an essay about culture shock. Make notes: Underline the topic sentence of each paragraph. Then look at the concluding sentences. What connections do you see?

Culture shock begins with the "honeymoon stage." This is the period of time when a person first arrives in which everything about the new culture is strange and exciting. In this stage, students may be suffering from "jet lag," but they are thrilled to be in the new environment, seeing new sights, hearing new sounds and language, and eating new kinds of food. This honeymoon stage can last for quite a long time because students feel they are involved in some kind of great adventure. It's easy to understand why this period of time is called a honeymoon.

Unfortunately, the second stage of culture shock can be more difficult. After a student has settled down into his or her new life, working or studying, buying groceries, doing laundry, or living with a homestay family, they can become very tired and begin to miss their home countries and their family, girlfriend/boyfriend, and pets. Another issue is that all the little problems in life seem to be much bigger and more upsetting in the foreign culture. This period of cultural adjustment can be very difficult and lead to the new arrival rejecting or pulling away from the new culture. This "rejection stage" can be quite dangerous because the visitor may develop unhealthy habits (smoking and drinking too much, being too concerned over food or contact with people from the new culture). This stage is also considered a crisis in the process of cultural adjustment. As a result, many people choose to go back to their homeland or spend all their time with people from their own culture, speaking their native language. Sadly, experiencing problems and engaging in negative behavior during this stage can negatively impact a student's success in school.

The third stage of culture shock is called the "adjustment stage". If a person makes it past the challenges of the second stage, this is the part in the process when they begin to realize that things are not so bad in the new host culture. One thing that can help is the student's sense of humor. Another thing that can help is when students realize that they are becoming stronger by learning to take care of themselves in the new place. Things are still difficult, but the student is now a survivor. It's likely now that the learner will succeed and move on to the next stage.

The fourth stage can be called "at ease at last". Now the student feels quite comfortable in the new surroundings. They have learned to cope with most problems that occur, especially if they have developed the language skills they need to clearly communicate their needs. Students may still have problems with the language, but they are strong enough to deal with it or find a resource to help them if they can't resolve the issue. They don't feel afraid that they will be judged or hurt by others. In this stage, if a student meets someone from their country who has just arrived, they can be the expert on life in the new culture and help the new student to deal with their own culture shock.



● CONCLUSION PARAGRAPHS

A good conclusion paragraph does at least three things:

1. **restates the main idea** from the thesis statement
2. **summarizes the main points** from the body paragraphs
3. **offers a final thought**, which could:
 - a. give advice or a suggestion about the topic to the reader
 - b. make a prediction or offer hope for the future
 - c. give the writer's opinion about the topic

NOTE: Do not include any new information in the conclusion. That belongs in a body paragraph.

□ EXERCISE 23

INSTRUCTIONS: Read the conclusion paragraph from the essay about culture shock. Then answer the questions that follow.

¹ International students who stay in a new country for a while can expect to go through the whole process of culture shock from the “honeymoon” stage to the “at ease stage”. ² Though sometimes the process can repeat with each new experience. ³ Each stage has different effects that include a range of emotions, from excitement to frustration and even depression. ⁴ However, if a student takes the time to recognize the predictable pattern of behavior and emotions that people experiencing culture shock go through, they can easily find ways to overcome any negative emotions.

Write the number of the sentence that...

- ___ restates the main idea from the thesis statement
- ___ summarizes the main points from the body paragraphs
- ___ ends with a final thought

Choose the type of final thought you think this sentence uses:

- ☐ gives advice or a suggestion about the topic to the reader
- ☐ makes a prediction or offer hope for the future
- ☐ give the writer's feelings or opinion about the topic

EXERCISE 24

INSTRUCTIONS: Read this short essay called "Effects of Stress". Add a concluding paragraph that restates the thesis, summarizes the main points of each body paragraph, and leaves the reader with a final thought about the topic.

Effects of Stress

There is a famous expression in English: "Stop the world, I want to get off!" This expression refers to a feeling of panic, or stress, that makes a person want to stop whatever they are doing, try to relax, and become calm again. 'Stress' means pressure or tension. It is one of the most common causes of health problems in modern life. Too much stress results in physical, emotional, and mental health problems.

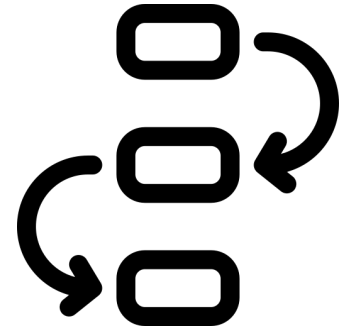
There are numerous physical effects of stress. Stress can affect the heart. It can increase the pulse rate, make the heart miss beats, and can cause high blood pressure. Stress can affect the respiratory system. It can lead to asthma. It can cause a person to breathe too fast, resulting in a loss of important carbon dioxide. Stress can affect the stomach. It can cause stomach aches and problems digesting food. These are only a few examples of the wide range of illnesses and symptoms resulting from stress.

Emotions are also easily affected by stress. People suffering from stress often feel anxious. They may have panic attacks. They may feel tired all the time. When people are under stress, they often overreact to little problems. For example, a normally gentle parent under a lot of stress at work may yell at a child for dropping a glass of juice. Stress can make people angry, moody, or nervous.

Long-term stress can lead to a variety of serious mental illnesses. Depression, an extreme feeling of sadness and hopelessness, can be the result of continued and increasing stress. Alcoholism and other addictions often develop as a result of the overuse of alcohol or drugs to try to relieve stress. Eating disorders, such as anorexia, are sometimes caused by stress and are often made worse by stress. If stress is allowed to continue, then one's mental health is put at risk.

● USING TRANSITION WORDS

Careful writers use transitions to show how ideas in their sentences and paragraphs are connected to each other. They show relationships of ideas and information. These words and phrases help the writing flow smoothly. Keep this list of transition words handy when you are writing paragraphs and essays in this course.



► Difference, contrast, concession

however, otherwise, nevertheless, nonetheless, conversely, instead, on the contrary, in contrast, on the other hand, still, yet, whereas, fortunately, unfortunately

► Reason or result

as a result, consequently, as a consequence, accordingly, hence, therefore, thus, for this (or that) reason

► Time or sequence

earlier, previously, later, meanwhile, concurrently, currently, presently, lastly, finally

► Example or illustration

as a matter of fact, in fact, for example, for instance, namely, that is, in particular

► Emphasis, clarification, or restatement of an idea

in fact, at any rate, in other words, of course, to be sure, surely, all in all, altogether, on the whole, in other words, to put it differently, to rephrase, to paraphrase, to clarify, once again, in short, in brief, simply stated, in retrospect

► Additional information

in addition, additionally, also, furthermore, likewise, moreover, besides

► Conclusion

in conclusion, to conclude, in summary, to summarize, in sum, to sum up, finally, therefore, thus, hence, in closing, to recap, to recapitulate, in short, lastly

EXERCISE 24

INSTRUCTIONS: Read the paragraphs below and choose the best transition word from each pair of suggestions.

1. A dog is completely dependent on its owner for all its needs, including the need for good health and a safe environment. *[Therefore, / As a result,]* being responsible for a dog also means taking care of the dog so that it stays healthy. *[Furthermore, / However,]* the owner must take responsibility for the safety of the dog and the safety of the people it comes into contact with.
2. Most people go through a lot of planning when they buy a house. *[Therefore, / Besides]* finding financial support, they also need to spend time searching for the right house.
3. The "rejection stage" can be quite dangerous because the visitor may develop unhealthy habits (smoking and drinking too much, being too concerned over food or contact with people from the new culture). This stage is *[finally / also]* considered a crisis in the process of cultural adjustment. *[As a result / Besides]*, many people choose to go back to their homeland or spend all their time with people from their own culture, speaking their native language.

WRITING ASSIGNMENT: ESSAY 1

It's time to start putting things together and try our first essay. You may still have questions or doubts, but one good way to learn is by doing. Try different things, and your teacher will give you feedback to improve.



ASSIGNMENT - Warm-up essay

INSTRUCTIONS: Start with the paragraph that you wrote from the three topics on page 14. Expand this paragraph into a full essay of at least three paragraphs: introduction, body, conclusion.

- *In your introduction paragraph, include an interesting hook, background information, and a clear thesis statement with both a topic and claim.*
- *Start the body paragraph with a clear topic sentence. Add supporting sentences to explain the topic sentence.*
- *In the conclusion paragraph, remind your readers of your thesis and purpose. Summarize your main points. Give your readers a sense that the story is done.*

Format

- Type your essay using Google Docs.
- Use Times New Roman 12 point font or something similar.
- Use a margin of one inch on all sides.
- Double-space the lines.
- Use page numbers in the upper right-hand corner.
- Add a header in the upper left-hand corner with your full name, class, assignment, and date.
- Add a title, centered at the top of the page.
- Indent each paragraph by using the TAB button on your keyboard (not the spacebar).
- Use your own words. Do not copy from another source. That is plagiarism and results in 0 points for this assignment. If you use information from an outside source, paraphrase (use your own words) or quote (use exact words inside "quotation marks"). Either way, you must say where you found the information.
- Proofread carefully for grammar, capitalization, punctuation, and spelling.

Schedule

Listen carefully to your teacher's instructions. Write the deadline dates here.

- Prepare a draft; print a copy; bring the printed copy to class on

- Use feedback from your teacher to revise your draft; share the final version with your teacher by

Evaluation

This is how your teacher will evaluate your work (1 point each; total 10 points):

- ☐ The content (ideas) of the essay are substantial and specific; the information is not too general or obvious.
- ☐ The introduction has a hook, background information, and thesis statement.
- ☐ The thesis statement has both a topic and a claim.
- ☐ Each body paragraph has a clear topic sentence.
- ☐ Each body paragraph has sufficient supporting details.
- ☐ The conclusion paragraph restates the thesis, summarizes the main points, and wraps up the essay with a final thought.
- ☐ The sentences and paragraphs are in a logical order, and the information flows well.
- ☐ Grammar errors are not distracting or confusing.
- ☐ Mechanical errors (spelling, punctuation, capitalization) are not distracting or confusing.
- ☐ The essay has appropriate formatting and is an appropriate length.

Extra Credit

You can receive 1 point extra credit by visiting a PCC tutor, either in person at the campus library or remotely on Zoom. When you visit the tutor, bring:

- your essay
- these instructions
- your specific questions (What do you want help with? Grammar? Vocabulary? Essay organization? etc.)

Important: Ask your tutor to send your teacher an email about your visit.

Example

An example essay is on the following pages.

EXAMPLE

Halsey 1

Ordelia Halsey

Level 6 Writing

Essay 1

January 15, 2023

My Collection of Memories

Many possessions are special to me, but one of the most special is my family photo album. This photo album is filled with pictures of my family and friends, and it helps me to remember all of the special moments and events that we have shared together. However, my family photo album is more than a collection of pictures. It is really a collection of memories and a way for me to hold onto the past. That's why I could never give it away.

My family photo album helps me to remember the good times and the people who are important to me. For example, there is a picture of my entire family around the dinner table. The day is a special holiday in my culture. Everyone is laughing and chatting as we enjoy a delicious meal together. This picture brings me memories of the happiness that my family and I shared on that special day. The photo album captures all of these special moments and memories that we have shared together. There are photos from vacations, holiday celebrations, and other special occasions. Since I now live in a different country, this album is a way to feel close to the people who are far away.

Another reason that my family photo album is so special to me is because it is a source of inspiration and motivation. When I look at the pictures, I am reminded of all of the amazing things that I have experienced. It motivates me to create new

memories and experiences in the future. For example, there is a picture of my friends and me at a music festival. The photo shows us dancing and having a great time. I look at the photo, and I immediately smile. This picture reminds me of the fun and freedom that I felt at that moment. I don't want to forget that. It inspires me to seek out new adventures and experiences in the future. The photo album inspires me to appreciate the present. I always remember to make the most of every opportunity that comes my way.

In conclusion, my family photo album is a possession that is very special to me. I could never give it away. The photo album is a collection of memories and a source of inspiration and motivation. Every time I look at the pictures, I am reminded of the love and joy that surrounds me. My family photo album is something that I will always treasure and keep close to my heart.

Analyze the sample essay

First, read the sample essay. Then follow the instructions below to analyze (study) its structure.

1. Label each paragraph:

- introduction paragraph
- body paragraph
- conclusion paragraph

2. Circle the hook in the introduction.

3. Underline the thesis statement in the introduction. The thesis statement is the main idea of the whole essay.

What is the topic? -----

What is the claim? -----

4. Underline the topic sentence of each body paragraph. Give each body paragraph a short label of 1-3 words that describe its topic.

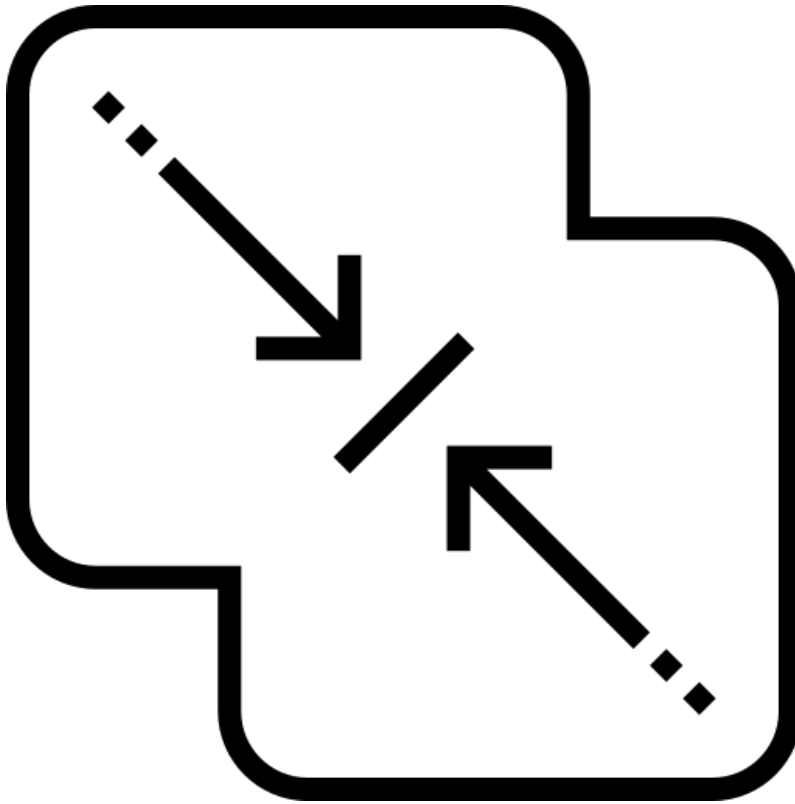
5. What transition words do you see in the essay?

6. Look at the conclusion paragraph. Underline the sentence that restates the main idea of the essay.

7. Look at the conclusion paragraph. Circle the final thought that wraps up the essay.

8. What is something that works well about this essay? What do you like?

9. What is something that doesn't work well in this essay? What is confusing or a problem?



Amalgamation: Unit 2

Telling a Compelling Story

Assembling the skills of academic writing for students of
English for Speakers of Other Languages (ESOL)

amalgamation

/əˌmælgəˈmeɪʃ(ə)n/ - noun

a process in which two or more things are combined
(*Macmillan Dictionary*)

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Acknowledgements

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- University of Victoria English Language Centre, Published 1998, Revised 2011. CC BY-NC-SA
- *Writing for Success: 1st Canadian Edition* by Tara Horkoff and Scott McLean, Revised 2015. CC BY-NC-SA
- *The Advanced Writing Handbook*, by John Sparks (Fourth Ed. 2007). Used with author's permission.

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Contact

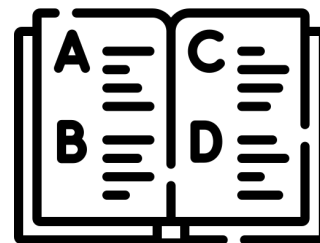
Timothy Krause, timothy.krause@pcc.edu

<https://sites.google.com/pcc.edu/oer-for-esol/home>



PRE-WRITING

● VOCABULARY OF NARRATIVE ESSAYS



□ EXERCISE 1

INSTRUCTIONS: The words below are important when talking about the structure of a narrative, which is another word for story. Match each word with its definition.

- | | |
|-----------------------|--|
| 1. ____ Setting | A. the people in a story |
| 2. ____ Point of view | B. the ideas or beliefs that the author tries to show through the story |
| 3. ____ Plot | C. the problem or challenge in a story |
| 4. ____ Characters | D. the eyes through which the story is being told |
| 5. ____ Conflict | E. the part that tells the reader how the story ends |
| 6. ____ Imagery | F. the point in the story where the emotion is the strongest |
| 7. ____ Theme | G. words to describe the setting, characters, and events in a story |
| 8. ____ Flashback | H. the main events in a story |
| 9. ____ Climax | I. the time when and the place where the story happens |
| 10. ____ Resolution | J. part of a story that goes back in time to show something that happened before |

● CHOOSING A TOPIC

Narrative paragraphs and essays tell stories. Before you start, you need to choose a topic. What will your story be about? Exercise 2 gives you four different topics (we call them “writing prompts”). You’ll choose one. First you’ll write a paragraph, and then later you’ll use that paragraph to write an essay.

□ EXERCISE 2

INSTRUCTIONS: Rank the writing prompts below. 1 = most interesting; 4 = least interesting.

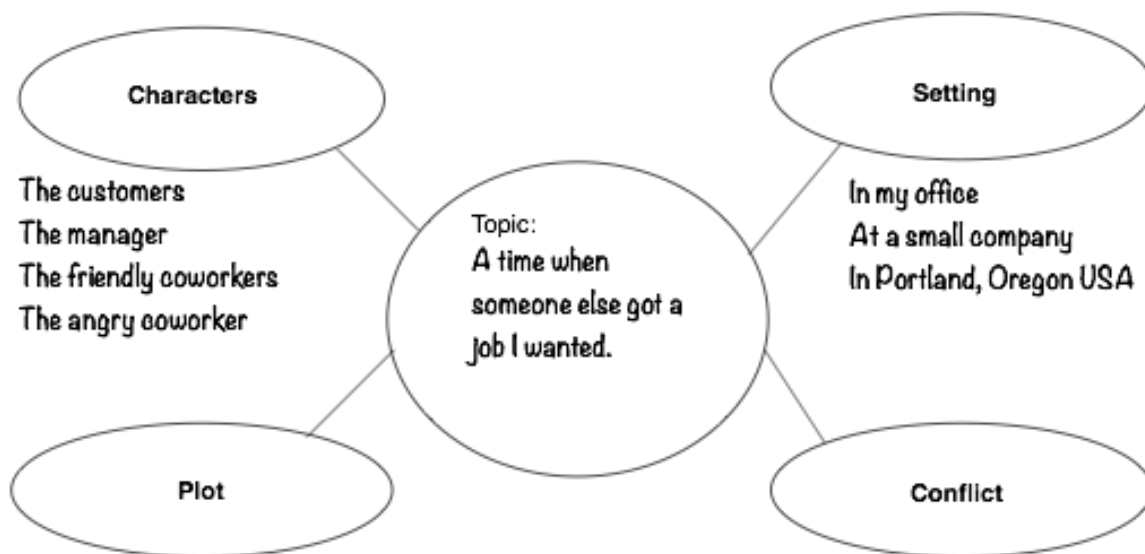
- ____ A. Write about a time in your life when you solved a problem or overcame a major challenge at work, at school, in a specific place (like a hospital, a grocery store, a hotel, a city) or in a personal relationship.
- ____ B. Write about a person outside of your family who has made a meaningful difference in your life in some way.
- ____ C. Write about an experience you had while traveling and how you feel it changed you. You can write about any kind of trip away from home, near or far.
- ____ D. Write about a time that you failed to do something that was important to you, whether in school, at home, at work or with your friends. How did you react to that failure? Did anything positive come out of it? What?

● BRAINSTORMING WITH A MIND MAP

A mind map is a visual way to brainstorm a topic. It is different from just making a list of ideas because it helps you to break a topic into parts. You can see relationships between the different pieces of the whole topic.

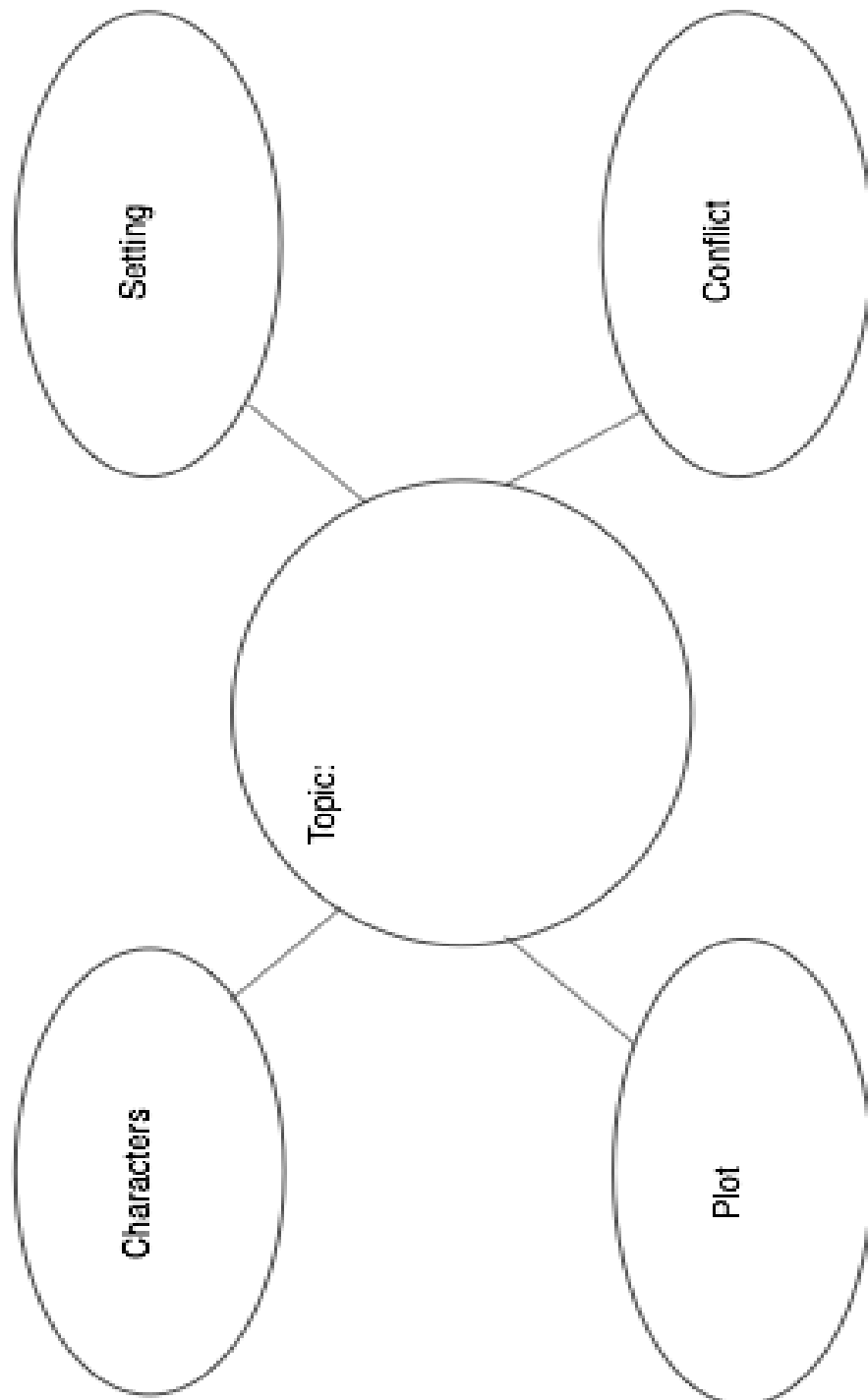
□ EXERCISE 3

INSTRUCTIONS: Look at the mind map below. Which topic do you think this student has chosen to write about?



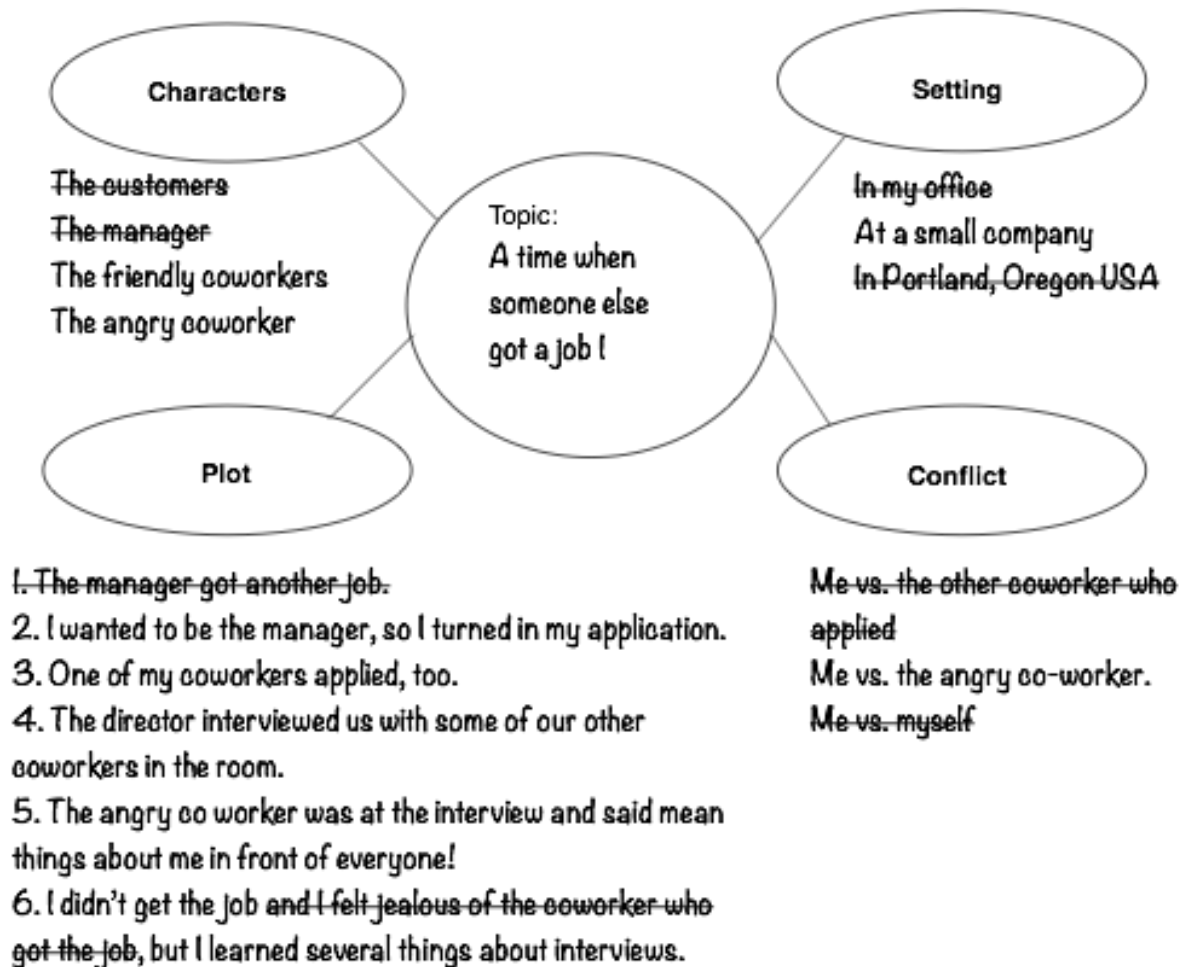
EXERCISE 4

INSTRUCTIONS: Use the mind map outline below to brainstorm ideas for the prompt you chose to write about. For the section on plot, just focus on the main events and don't worry about the details.



● NARROWING A TOPIC

Your first goal is to only write one paragraph about this event. This means you need to focus on the most important parts. Look at the brainstorm again and notice what parts of the story this writer decided to omit (leave out).



□ EXERCISE 5

INSTRUCTIONS: Go back to your brainstorm on the previous page and narrow your topic. Find elements of the story that make it difficult to explain in only one paragraph. Draw a single line through them. Don't erase or black out any of your ideas—you might use them later!

PARAGRAPH PREPARATION

This is a good time to practice writing a paragraph using the ideas that we have discussed.



ASSIGNMENT – Paragraph preparation

INSTRUCTIONS: You chose a topic. You brainstormed with a mind map. Now write a rough draft of a paragraph. Remember to start with a clear topic sentence with a specific controlling idea. Then add meaningful supporting sentences that explain the topic sentence. Finish your paragraph with a concluding sentence that wraps it up. This is a first draft – a place to start. You will be able to rewrite this paragraph in the next assignment before your teacher evaluates it.

WHAT IS NARRATIVE WRITING?

A narrative is simply a story, and the purpose of narrative writing is to tell stories. Any time you tell a story to a friend or family member about an event or incident in your day, you are doing a form of narration. In addition, a narrative can be factual or fictional. A factual story is one that is based on actual events from real life. A fictional story is a story that is made up from your imagination; in this kind of narrative, the writer of a fictional story can create characters and events..

The main difference between factual and fictional narratives is based on the writer's purpose. The writers of factual stories try to retell the events as they actually happened. Writers of fictional stories create the characters, setting, and plot in order to tell the story. Biographies are examples of factual stories, whereas novels are examples of fictional stories.

Why is this an important skill to learn? Sometime in your life, perhaps at work, at school, or even in a court of law, you may be required to write this way. For example:

- a first-person essay about your achievements for a scholarship application
- a second-person letter of complaint to a company about a time when you were treated unfairly
- a third-person narrative report for your boss about a problem on the job

● POINT OF VIEW

Every story has a point of view. In your first paragraph, the story is probably told from your point of view because you are the narrator. This narrative point of view is called "first person." There are several other points of view that writers can use in narrative writing. When a writer chooses a point of view, there are many things to consider:

- Who is your audience? In other words, who will read your writing?
- What is the purpose of your writing? Is it to inform, persuade, or entertain?

□ EXERCISE 6

INSTRUCTIONS: Use the picture to answer the questions below.

- What's the setting?
- Who are the characters?
- Through whose eyes are you looking at the events in the room?
- How do you think this person feels about what's happening?
- What do you think the story will be?



► Pronouns to show point of view

Narrative stories can be told from many points of view. To write in a way that is clear and easily understood by the writer, it is important not to change the point of view without a good reason. It is important to keep using the same pronouns to match the point of view.

■ EXERCISE 7

INSTRUCTIONS: Complete the chart below with the correct form of the pronouns.

	SINGULAR PRONOUNS				
	Subject	Object	Possessive adjective	Possessive pronoun	Reflexive pronoun
First person	I		my	mine	
Second person		you			yourself
Third person	he she it	it	his		
	PLURAL PRONOUNS				
	Subject	Object	Possessive adjective	Possessive pronoun	Reflexive pronoun
First person	we		our	ours	ourselves
Second person	you (a group)				
Third person	*they	*	*	*	*

* "they" can also be used for third person singular. We'll talk more about this later in this unit.

EXERCISE 8

INSTRUCTIONS: Use the correct form of the pronoun for each point of view.

1. First person

__I_ am so tired. ____ stayed up late trying to do ____ homework, and then ____ parents started fighting, so it was difficult to go to sleep because they were yelling so loudly. ____ really hate it when ____ parents fight. ____ sometimes wonder if they even care about ____ or ____ feelings. Other times, ____ blame ____ for their fights because they sometimes fight over questions I ask. Still this family is ____ -- it's the only family ____ have and ____ love them.

2. Second person

You look out into the classroom and see some of ____ students doing disrespectful things. One student that ____ see is sleeping. At first, ____ get angry. Then, ____ suddenly realize that she might be sick or have problems at home. As soon as ____ think of this, ____ feel bad for getting angry. ____ remind ____ that ____ always need to consider that something else may be causing the problem with ____ students' behavior. ____ promise to always ask: is the problem theirs or ____?

3. Third person + verbs

Now, change the 2nd person text (2. above) to third person. Also, add the verbs back into the story. Use singular pronouns and keep the story in the present (don't change to the past).

_____ out into the classroom and _____ some of _____ students doing disrespectful things. One student that _____ is sleeping. At first, _____ angry. Then, _____ suddenly _____ that the student might be sick or have problems at home. As soon as _____ of this, _____ bad for getting angry. _____ that _____ always _____ to consider that something else may be causing the problem with _____ students' behavior. _____ to always ask: is the problem theirs or _____?

A special note about academic writing (writing in college)

In academic writing, writers usually use third person to write about a topic in a way that is not personal. However, a college or university may ask for a personal essay written in first person as part of the application process. Also, your instructors may ask you to write personal essays in order to reflect on or explain your reaction to some class activities or your learning process during a course. Second-person point of view are usually used in fictional, instructional, and less formal writing. Third-person point of view is used in both fictional writing and formal, academic writing. Remember: The choice depends on your audience, your purpose, and your style!

► Pronoun agreement

Pronouns must agree with the words that they replace. They must agree in gender, number, and point of view. Remember that you must use “third person -s” with present tense verbs of third person pronouns. For example: *She looks / He sees / It helps*. This is called subject-verb agreement.

A special note about “they”

One pronoun that has flexible grammar is the pronoun “they”. In the tables on page 9, you might have noticed that *they, their, them, themselves* are generally used as third person plural. However, these forms are not only for plural pronouns. They can also be third person singular! This may be new to you because older textbooks did not show the way we really use these words. However, nowadays it is normal and accepted to do this.

Three different situations where we use ‘they’ for one person:

- You don’t know the person’s gender.
- The person’s gender doesn’t matter or you don’t want to reveal it.
- The person’s gender is nonbinary¹.

Example: Someone tells you they have a child. You could ask, ‘How old are they?’ without needing to first ask about the child’s gender. The grammar for “they” is the same (use ‘are’), but the meaning is not plural. You are only talking about one child.

Problems with pronoun agreement

A common grammatical error that writers make is called a point of view shift. A point of view shift occurs when a story begins in one point of view, such as first person (*I, my, me*), and then later the writer accidentally shifts to second- or third-person point of view.

□ EXERCISE 9

INSTRUCTIONS: Read the following paragraph carefully. Look for shifts in point of view. Can you find seven mistakes? (Remember to correct the pronoun and, when necessary, its verb.)

Over spring break, I visited my older cousin, Diana, and she took me to a butterfly exhibit at a museum. Diana and I have been close ever since she was young. Our mothers are twin sisters, and she is inseparable! Diana knows how much I love butterflies, so it was their special present to me. I have a soft spot for caterpillars, too. I love them because something about the way it transforms is so interesting to me. One summer, my grandmother gave me a butterfly growing kit, and you got to see the entire life cycle of five painted lady butterflies. I even got to set it free. So when my cousin said they wanted to take me to the butterfly exhibit, I was really excited!

¹ Nonbinary gender means not one gender or the other -- not only a woman, not only a man. Maybe neither, maybe both, maybe in between, maybe third gender, maybe ‘neutral’ gender, or maybe something else.

PARAGRAPH PRACTICE

Let's continue working on our narrative paragraph with special attention to audience, purpose, and point of view.



ASSIGNMENT - Paragraph practice

INSTRUCTIONS: Start with the paragraph that you wrote in class at the beginning of this unit. Rewrite the same paragraph in three ways:

- *first person (I, me, my, we, us, ours)*
- *second person (you)*
- *third person (he, she, they, it)*

Use Google Docs to write three versions of the same paragraph. Each paragraph should have at least 8 sentences. Each paragraph will have a different point of view (perspective). That means that each paragraph will use different pronouns. Pay attention to subject-verb agreement, too

Start each paragraph with a clear topic sentence with a specific controlling idea. Then add meaningful supporting sentences that explain the topic sentence. Finish your paragraph with a concluding sentence that wraps it up. Use the same formatting as Unit 1. When you are finished, share your Google Doc with your teacher.

This is how your teacher will evaluate your work (1 point each; total 8 points):

- ☐ The topic sentence has a clear topic and controlling idea.
- ☐ The supporting sentences add specific supporting details.
- ☐ The final sentence makes the paragraph feel complete and finished.
- ☐ The sentences are in a logical order, and the information flows well.
- ☐ Grammar errors are not distracting or confusing.
- ☐ Mechanical errors (spelling, punctuation, capitalization) are not distracting or confusing.
- ☐ Each paragraph follows the formatting from Unit 1 and has at least 8 sentences.
- ☐ The content of the paragraph tells a complete story using elements of characters, setting, plot, and conflict.

This assignment is due _____

An example is on the next page.

Ordelia Halsey

Level 6 Writing

Paragraph Practice

January 20, 2023

First Person

I had a really great experience when I traveled to a small village in Africa. The people there were very nice and I felt like I was part of their community. I was able to help teach English to the kids at a local school. These kids taught me a lot about being grateful and helping others. I also learned about the culture and way of life in the village. I felt like I belonged and had a purpose. This experience changed me a lot. It showed me how important it is to help others and be thankful. It also showed me the strength and beauty of people. I will always remember this experience and the lessons I learned from it. It will always be a special part of me.

Second Person

You had a really great experience when you traveled to a small village in Africa. The people there were very nice and you felt like you were part of their community. You were able to help teach English to the kids at a local school. These kids taught you a lot about being grateful and helping others. You also learned about the culture and way of life in the village. You felt like you belonged and had a purpose. This experience changed you a lot. It showed you how important it is to help others and be thankful. It also showed you the strength and beauty of people. You will always remember this experience and the lessons you learned from it. It will always be a special part of you.

Third Person

They had a really great experience when they traveled to a small village in Africa. The people there were very nice and they felt like they were part of their community. They were able to help teach English to the kids at a local school. These kids taught them a lot about being grateful and helping others. They also learned about the culture and way of life in the village. They felt like they belonged and had a purpose. This experience changed them a lot. It showed them how important it is to help others and be thankful. It also showed them the strength and beauty of people. They will always remember this experience and the lessons they learned from it. It will always be a special part of them.

GRAMMAR: SEQUENCE OF EVENTS

● SEQUENCE OF EVENTS

Narrative writing is usually written in chronological order. In other words, stories typically have a beginning, a middle, and an end. The events in the story are typically organized by time. One thing happens. Then another thing happens. Certain transitional words and phrases help to keep both the reader and writer clear about when things happen in the story.

□ EXERCISE 10

A. General setting

INSTRUCTIONS: Combine words on the left with words on the right to make common time phrases.

- | | |
|-------------|-----------------------------|
| 1. back | a. days |
| 2. during | b. in the 1980s |
| 3. on | c. the day of my graduation |
| 4. fifteen | d. that time |
| 5. in those | e. the '90s |
| 6. at | f. years ago |

B. Specific time

INSTRUCTIONS Add a preposition (at, on, in) to each phrase.

- | | |
|---------------------|--------------------|
| _____ January | _____ 6:15 |
| _____ summer | _____ night |
| _____ the morning | _____ Monday |
| _____ the afternoon | _____ the weekends |

C. Transition phrases and conjunction that show a sequence of events

INSTRUCTIONS: Write the following phrases in the correct place on the chart below.

in the beginning	after a while	at last	after that	meanwhile
several hours before	one day	finally	in the end	before
the following day	the previous day	later	while	after
when	eventually			

Useful at the beginning of a story	Useful in the middle of a story	Words that show two events/actions happening at the same time	Useful at the end of a story

EXERCISE 11

INSTRUCTIONS: Complete the text below using some of the time phrases and transitions from Exercise 10.

I have been to China two times, but the first time was special because I met Jie in Guilin. It was about three years _____. _____ time, I was a high school student, and I was traveling on a school trip to visit Guilin. Guilin is the Chinese sister city of my home city in Japan, Kumamoto. I had never visited a foreign country _____, so I was very excited and a little nervous about going to Guilin. At _____, I didn't know much about China, but I had studied a little about Guilin _____ we departed. In the _____, I grew to like China the more I learned, but more importantly, I met Jie who would _____ become my wife. _____ we arrived at Guilin airport, the Chinese student representatives of Guilin were waiting for us there. I was excited but a little nervous because one of them was going to be my partner for the whole trip and I didn't know who he or she was. _____ we were walking out of the airport to find a taxi, a girl _____ came up and spoke to me. She told me she was my partner, Jie. I immediately knew that I was lucky because she was very cute, but I didn't know that I would fall in love and marry her only six months _____ I returned home.

● PAST TENSE FORMS FOR NARRATIVES

Narrative tenses are verb tenses used for telling stories. If a story is in the past, then the writer uses a range of past tense verb forms to tell the story. There are four past narrative tenses:

Verb tense	How it's used	How it's formed
Past simple	I had an accident on Tuesday. I slipped and fell in the mud. Did you have an accident? It didn't rain all night.	Affirmative: -ed or irregular Question: auxiliary verb + base form Negative: auxiliary verb + no + base form
Past continuous (Progressive)	I was walking home late at night. Was he walking home? You weren't walking home.	was / were + (not) + present participle (Ving)
Past perfect	I had chosen the wrong shoes that morning. Had she worn the right shoes? He hadn't considered the weather.	had + (not) + past participle (V3)
Past perfect continuous (Progressive)	It had been raining for eight hours earlier that day. Had it been raining all day? It hadn't been raining for too long when I left.	had + (not) + been + present participle (Ving)

EXERCISE 12

INSTRUCTIONS: Look at the following sentences from the student's first person narrative story about traveling to China and meeting his wife. Choose the best verb form.

1. At that time, I (*was / had been*) a high school student, and I (*traveled / was traveling*) on a school trip to visit Guilin.
2. I (*never visited / had never visited*) a foreign country before, so I (*had been / was*) very excited and a little nervous about going to Guilin.
3. When we (*were arriving / arrived*) at Guilin airport, the Chinese student representatives of Guilin (*were waiting / waited*) for us there.
4. While we (*walked / were walking*) out of the airport to find a taxi, a girl eventually (*came / was coming*) up and (*had spoken / spoke*) to me.
5. At first, I (*hadn't known / didn't know*) much about China, but I (*had studied / studied*) a little about Guilin before we departed.
6. In the end, I (*grew / was growing*) to like China the more I learned, but more importantly I met Jie who (*will / would*) later become my wife.
7. I (*was / had been*) excited but a little nervous because one of them (*was going to be / is going to be*) my partner for the whole trip and I didn't know who he or she was.
8. I immediately (*knew / was knowing*) that I was lucky because she was very cute, but I (*didn't know / hadn't known*) that I (*will / would*) fall in love and marry her only six months after I (*returned / was returning*) home.

EXERCISE 13

Focus on form

INSTRUCTIONS: Find two examples of each of these verb forms for each of the tenses in the sentences above.

Past Simple	
A future form used in the past	
Past continuous	
Past perfect	

Focus on use and meaning

INSTRUCTIONS: Remember, all stories have a beginning, middle, and end (a general time frame). Which past tense verb forms can be used to ...

- | | |
|-------|---|
| _____ | describe the main events of the story |
| _____ | describe the background events during the time of the story |
| _____ | describe events that happened before the time of the story or before other main events in the story |
| _____ | describe events that happened after the time of the story but still in the past from now |

● PAST TENSE TIME ADVERB CLAUSES WITH SUBORDINATING CONJUNCTIONS

Another way that you can make the sequence of events clearer and more interesting for the reader is to use subordinating conjunctions to make adverb clauses of time. An adverb clause of time shows when something happens. Adverb clauses of time usually start with subordinating conjunctions like *since, when, as soon as, until, unless, before, after, while, and as*.

□ EXERCISE 14

INSTRUCTIONS: Use one of the subordinating conjunctions (since, when, as soon as, until, unless, before, after, while, as) to connect the example sentences in the chart below.

Main clause	Subordinating conjunction	Dependent adverb clause
She learned to speak French	_____	she was young.
We can't speak loudly	_____	the baby has gone to bed.
Finish your homework	_____	you go to bed.
You can't go inside the museum	_____	you buy a ticket.
I have so much work to do	_____	I started going to school again.
You can't go to the next class	_____	you pass this class.
No one said a word	_____	the professor was speaking.
You should call the police	_____	you can in an emergency.
Can she proofread our essays	_____	we go through each step?

EXERCISE 15

A. *INSTRUCTIONS: While there are many possible ways to complete the sentences below, change one of the verbs to past simple or to past continuous tense to show which events are background or main events. Then join the two sentences with because, when or while.*

1. My classmate _____ (give) me a ride _____ it
_____ (rain) very heavily.
2. My brother _____ (arrive) _____ my parents and I
_____ (still have) dinner last night.
3. I _____ (work) a summer job in a restaurant _____ I
_____ (meet) my future husband.
4. The police _____ (stop) him _____ he _____
(drive) too fast on a neighborhood street.
5. It _____ (snow) _____ I _____ (look) out of the
window last night.

B. *INSTRUCTIONS: First, match the two sentence halves. Then, decide which verb is best as past simple and which verb should be past perfect. Use any conjunction you'd like to connect the two sentences and write them in the spaces below.*

1. She (speak) Spanish really well	A. she (live) in the same house all her life.
2. I (leave) my umbrella at home	B. they (be) nervous when they got on the plane.
3. My aunt (not want) to move	C. I (get) really wet.
4. There (be) no food in the house	D. I (forget) to go to the supermarket.
5. My grandparents (never fly) before	E. she (live) in Mexico as a child.

1. _____
2. _____
3. _____
4. _____
5. _____

GRAMMAR: ADJECTIVES AND ADVERBS

● ADDING DESCRIPTION TO A NARRATIVE

So far, you have chosen a topic, brainstormed it, and reviewed past tense forms, and practiced using some of the time phrases and adverb clauses that will help to sequence your narrative. Now, it is time to add descriptions to your narrative! Two key parts of speech that help add interesting description are adjectives and adverbs.

□ EXERCISE 16

INSTRUCTIONS: Circle the adjectives and underline all the adverbs in the sentences below.

1. As he walked, he looked carefully at the thin ice in front of him.
2. While waiting to pick up a close friend recently at Union Station, I was reminded of an unforgettable train trip.
3. The days were warm, but the nights were rather cold.
4. Unfortunately, illness has always been a problem for traveling people.
5. The Student Leader Club is a great way to meet friendly and motivated students; I go there quite frequently.

● Adverbs

Adverbs can play many different roles in describing a verb. They can describe the frequency, manner, degree, place, and time, as well as express our attitude or opinions about those actions. Here is a list of adverbs that are especially helpful for writing narratives.

Frequency (How often?)	Manner (In what way?)	Degree (How much?)	Place (Where?)	Time (When?)	Attitude (opinion)
sometimes seldom	accidentally suddenly	much very	everywhere here	just previously yesterday	fortunately hopefully obviously

□ EXERCISE 17

INSTRUCTIONS: Look back at sentences in Exercise 16. Classify each of the adverbs and add them to the chart above. Can you add any other examples?

►Forming Adverbs

Adverbs are usually made from adjectives by adding the suffix *-ly*.

Adjective	Adverb	Examples
beautiful	beautifully	The garden is beautiful. Ann sings beautifully.
warm	warmly	The room is warm. Joe smiles warmly.
happy	happily	I am happy. I will happily help you today.

Here are the spelling rules for forming adverbs:

Adjective ending in ...	How to make the adverb	Examples
-y	Change the <i>y</i> to <i>i</i> and add <i>-ly</i>	heavy → heavily lazy → lazily
anything else	Just add <i>-ly</i>	nice → nicely loud → loudly

However, there are some important exceptions:

Adjective	Adverb
good	well
late	late (“lately” means recently; it is not the adverb form of late)
early	early
fast	fast
hard	hard (“hardly” means not much; it is not the adverb form of hard)

Also: Some words look like adverbs, but they are not! Some examples are *lovely*, *deadly*, *lonely*, and *friendly*.

EXERCISE 18

INSTRUCTIONS: Circle the correct form of the word, adjective or adverb, that best completes the text.

One day, when I was washing the (*dirty / dirtily*) dishes, I noticed that the water was draining out of the sink much more (*slower / slowly*) than usual. It drained so (*slow / slowly*) that I went to the store and bought a bottle of (*specially / special*) drain cleaner. I used the drain cleaner and the water seemed to drain a little (*fastly / faster*). However, the following day the drain worked even more (*slow / slowly*). I spent \$100 on (*different / differently*) kinds of drain cleaner, but none of them worked (*good / well*). At this point, I realized I couldn't (*possible / possibly*) fix it myself. I called a plumber to come and fix my drain. While he was cutting a small hole, he (*accidental / accidentally*) cut the hot-water pipe. Hot water sprayed over the plumber, onto the floor, behind the counters, under the refrigerator! It was a (*surprising / surprisingly*) disaster.

EXERCISE 19

INSTRUCTIONS: Practice using adverbs that show attitude to add description to these mini-stories. Use the first sentence to start, then add two more sentences that are connected to the story using the adverbs.

1. I had been having so many strange dreams every night.

Obviously, _____

Unfortunately, _____

2. I was having trouble making friends at my new school.

Gradually, _____

Eventually, _____

3. Silence fell across the classroom.

Suddenly, _____

Fortunately, _____

4. I thought I saw my best friend walking down the street.

Immediately, _____

Surprisingly, _____

● ADJECTIVES

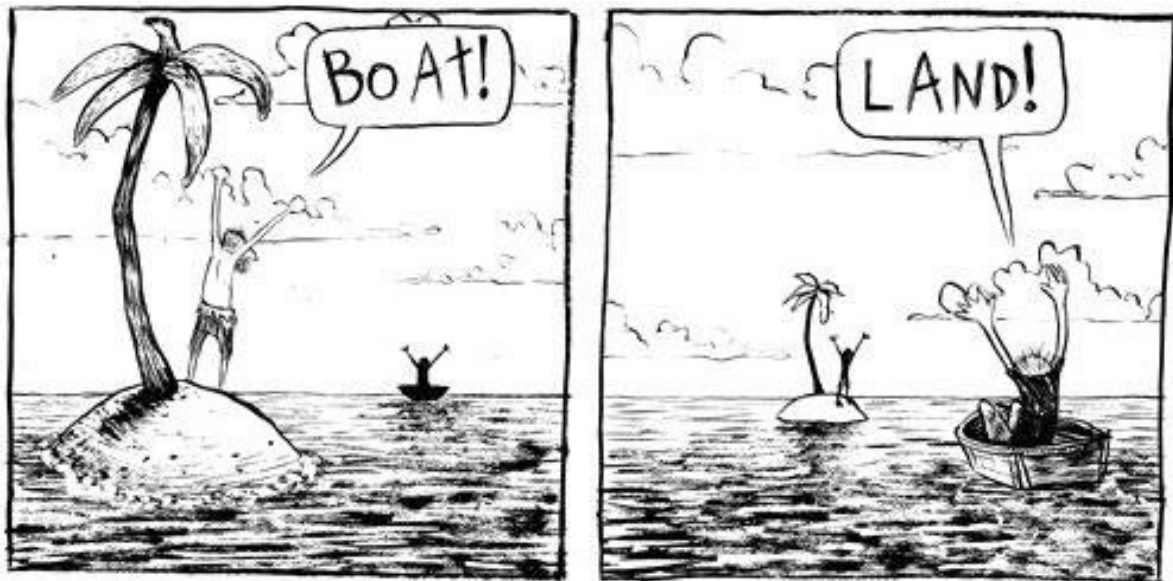
There are a number of simple and common adjectives: *small*, *yellow*, and *round*. However, most adjectives are made by adding suffixes to nouns and verbs. A suffix is a group of letters that have meaning and are added to the end of a word.

► Forming adjectives using *-ed* and *-ing*

Many adjectives are formed from verbs. For example, the verb *to frighten* can be used as an adjective by adding *-ing* to make a present participle or *-ed* to make a past participle.

- The present participle (*-ing* form of the verb) refers to something or somebody that causes the feeling. Example: *The frightening dog was barking at my cat.*
- The past participle (*-ed* form of the verb) is used to express how a person is affected by something. Example: *My frightened cat ran quickly away from the dog.*

□ EXERCISE 20



A. INSTRUCTIONS: Look at the pictures above. Then use the verb to excite in different adjective forms (*-ing* or *-ed*) to complete each sentence below.

From this point of view:

1. The man on the island is _____.
2. The boat in the ocean is _____.

From this point of view:

3. The island is _____.
4. The man on the boat is _____.

B. INSTRUCTIONS: Change the verb into the correct form by adding -ing or -ed.

1. Students sometimes are nervous and _____ when the teacher calls on them. They don't want to make an _____ mistake. (*embarrass*)
2. The _____ video didn't help me. By the time I left the lesson, I was totally _____. (*confuse*)
3. The results of my effort were really terrible and _____. My _____ boss helped me fix the problem. (*disappoint*)
4. Grammar and math are often seen as _____ topics, but I was never a _____ student at PCC. (*bore*)
5. The results of the election were _____ to many Americans. Even the media were _____ (*surprise*)
6. I am completely _____ because of the rainy weather. I always find cloudy skies _____. (*depress*)

►Forming adjectives using other suffixes

There are many types of suffixes for forming adjectives. In the following chart, there are some very commonly used ones along with their meanings.

EXERCISE 21

INSTRUCTIONS: Add the suffix to the root to form adjectives. Then add one more adjective that uses the same suffix.

-able / -ible	able to	flex_____ enjoy_____ _____
-al	having the quality of	crimin_____ music_____ _____
-ate	characterized by	consider_____ passion_____ _____
-ative / -itive	having the quality of	talk_____ prim_____ _____
-ent / -ant	having the quality of	consist_____ depend_____ _____
-ful	full of	color_____ stress_____ _____
-ish	having the quality of	child_____ fool_____ _____
-ive	having the quality of	expens_____ protect_____ _____
-less	without	wing_____ harm_____ _____
-ous	full of	advantage_____ spaci_____ _____
-y	tending to	mess_____ cloud_____ _____

● ENHANCING A DESCRIPTION

When you add description to your essay, you want to use adjectives that make the reader hear, see, smell, taste, and feel the things that you are describing. You want to activate the reader's senses. Adjectives and adverbs make your writing more interesting and more useful to your reader.

□ EXERCISE 22

INSTRUCTIONS: Think of three adjectives for each noun. Try to appeal to at least three different senses:

chocolate	_____	_____	_____
the ocean	_____	_____	_____
a little boy	_____	_____	_____
an accident	_____	_____	_____
the grocery store	_____	_____	_____

Finally, in order to make your writing more interesting, try to use specific words. In academic writing in general, it is important to avoid using empty words like *big/small, good/bad, a lot of, things, stuff, somebody, and anything*. These words are common in spoken English, but in academic writing you want to use the most specific word you can. Look at how this very simple, general sentence is much more interesting when specific and descriptive words are added.

- **General sentence:** We saw some nice things in the shop.
- **Specific and focused:** We noticed some large, colorful art books arranged neatly on a welcoming display table in Powell's Bookstore.

□ EXERCISE 23

INSTRUCTIONS: Rewrite the following sentences using adjectives and adverbs.

1. We ate some good food at a restaurant.
2. At sunrise, we heard the birds sing.
3. He was driving a nice-looking car.
4. The old person walked slowly down the road.
5. The moon appeared over the tops of the trees.

ORGANIZING A NARRATIVE ESSAY

Your teacher will give you feedback on your narrative paragraph. Then it's time to expand that paragraph into a full essay. Let's review the important parts of an essay and what they look like in a narrative essay.

- The **introduction paragraph** needs a hook to attract the attention of the reader. It also needs background information to tell the reader the time and setting of the story. Most importantly, the introduction paragraph needs a clear thesis statement to connect the reader to the main idea behind the story. The thesis statement should give the reader an idea of the purpose of the story: to teach a lesson, to explain a problem, or to give the reader enjoyment are just a few reasons why people enjoy narrative stories.
- **Body paragraphs** can be organized in many ways. For example, if your story lasts a few days, start a new paragraph for each day. If your story involves traveling from place to place, you can start a new paragraph when the characters arrive at a new location. It's a good idea to start a new paragraph when something in the story changes. Each body paragraph focuses on one idea that supports the thesis statement of the essay.
- The **conclusion paragraph** can bring the reader into the present (after the story), but must remind the reader of the main idea of the story again. What should they remember about the story? What is your message? The reader should feel they have reached the end of the story and that nothing is missing.

Look at how the student expanded their paragraph below into a full essay on the next page.

● MODEL STUDENT PARAGRAPH

I recently took a trip with my mother to visit my father at a re-education camp in northern Vietnam. We traveled by train from Binh Trieu to Hanoi. It was a difficult trip, and we had many problems finding the camp. At first, we were told we had to wait three days to see my father. I became sick during that time, so my mother asked for an earlier visit. When we finally saw my father, he was thin and had darkened skin. It was so emotional to see him. We didn't have much time to spend together before we had to go back home. After saying goodbye, my mother and I returned home. The trip was hard and we were under a lot of stress, but my mom's love for my dad was very strong.

Spelvin 1

George Spelvin

Level 6 Writing

Narrative Essay

February 14, 2023

An Unforgettable Trip

While waiting to pick up a close friend recently at Union Station, I was reminded of an unforgettable train trip that my mother and I took in 1981. We went to visit my father, who was living in a re-education camp in northern Vietnam. It was a difficult time for us all, and the political situation was terrible. Our trip from Binh Trieu Station to my father's camp taught me the strength of my mother's love for my father through hard, strange, and stressful times.

On December 20, my mother and I carefully packed rice, sugar, salt, milk, meat, and several kinds of dried fish to take to my father, who was being held in Hanoi. Early that morning, we rushed off to Binh Trieu, a small train station near my house in southern Vietnam. After buying two tickets, we got on the train, found two seats, and stored our luggage. It took us almost four days to get to Hanoi, arriving in the evening.

When we got to this city, which we had never visited before, we felt like fish out of water. After getting off the train, most of the other passengers quickly dispersed because they knew exactly where they wanted to go. We, on the other hand, felt lost because we didn't know how to get to my father's camp or what transportation we should take. Then a man standing beside a motorcycle with a small trailer attached came up and asked my mother, "Where are you going?" When my mother explained that we were going to visit my father at Hanoi's re-education camp, he smiled and said,

“Don’t worry.” He continued, “I’ll take both of you. It takes about two hours.” He helped us put our luggage into the trailer. Finally, we arrived at my father’s camp at midnight, and my mother paid the driver.

We were taken to a cottage that had no furniture or electricity. There were some candles burning on the walls. The air in this low-roofed cottage was very humid. Over thirty people were waiting there to visit husbands, sons, or other relatives. Because of the long trip, we were quite tired, so we fell asleep on the ground almost immediately. The next morning, the director of the camp came and told my mother that we had to wait at least three days to see my father, that we could see him for only one hour, and that it was an annoyance for him to have to arrange for visits on such short notice.

My mother and I were deeply disappointed, but we waited and slept in the cottage without blankets. The evenings were cool and the nights rather cold. As a result, I got sick, and my mother had to stay up at night to take care of me. My mother expected me to improve, but I only got worse, so she cried and requested that the director allow us to visit my father sooner than scheduled. Finally, he reluctantly agreed.

I had tried to imagine my father’s appearance and voice, but it was hard because I hadn’t seen him for eight years. Although I was sick, I sat up in a chair in a small room beside the cottage waiting with my mother to see my father. At the same time, seven other women and four other children were sitting around waiting for their relatives. Everyone was silent; we just looked at each other without talking. Suddenly, the door opened. Eight men stepped in and sat down face to face with their wives, children, and friends. At that important moment, my father, who was thin with darkened skin, sat opposite us. My parents looked at each other but didn’t talk for a while. When I looked around, I saw other people looking at each other without speaking. My parents had tears

in their eyes. My father held and kissed my mother's hand. A little later, my father held me tightly, kissed me on the forehead, and asked me many everyday questions such as, "How are you? Have you been good? How is school? What are you doing in your free time? Did you go somewhere last summer?" He listened to every single answer, touched my face, and reminded me of something he always included in his letters: "You must obey your mother and help her in any way you can and not forget to write to me whenever you have time."

I was deeply moved by my father's appearance, voice, and words back then. The visiting hour had gone by so fast that I couldn't believe it. However, I felt very satisfied and happy to have seen my father. After that, my mother kept visiting my father twice a year until he was released on June 8, 1987. My family came to the United States in 1993. Since then, my father has been working for an electric company, and my mother has been staying home taking care of my father, brother, older sister, and me. I'm often reminded of our amazing trip and the strength of my parents' love when I look up and see him eating my mother's cooking with us at the dinner table.

EXERCISE 24

INSTRUCTIONS: *Read the essay above carefully. Then answer the questions below.*

1. How does the writer hook you into reading the story?
2. What is the thesis statement? What is the main idea of this story?
3. What is the setting (time and place) of the story? Who are the characters (people) in the story?
4. What point of view did the author choose? First person, second person, third person? In your opinion, was this the best choice? Why or why not?
5. When does the writer decide to start new body paragraphs?
6. Which paragraph has the climax (high point) of the story? Which event do you think is the climax?
7. What are some examples of time words and phrases, or adverb clauses of time?
8. Why does the writer end the essay by saying: "I'm often reminded of our amazing trip and the strength of my parents' love when I look up and see him eating my mother's cooking with us at the dinner table."?
9. Who might be the audience (readers) of this story?
10. What was the writer's purpose in sharing this story?

WRITING ASSIGNMENT: ESSAY 2

You studied many things about grammar and essay structure. Now it's time to put them to work in another essay that builds on the paragraph you wrote earlier in this unit.



ASSIGNMENT – Narrative essay

INSTRUCTIONS Start with the narrative paragraph that you already wrote. Choose the version that you like best (first person, second person, or third person). Then expand this paragraph into a full narrative essay. Follow these guidelines:

- *Organize your story with an introduction paragraph, at least one body paragraph for each major idea or part of the story, and a conclusion paragraph. You should have between 4 and 6 paragraphs.*
 - *In your introduction, include an interesting hook, background information, and a clear thesis statement that previews your story and gives the reader a sense of purpose. Think about the lesson of the story.*
 - *Start each body paragraph with a clear topic sentence. Add supporting sentences to explain the topic sentence.*
 - *In the conclusion paragraph, remind your readers of your thesis and purpose. Give your readers a sense that the story is done.*
- *Use time words, phrases, and adverb clauses of time to explain when things happen.*
- *Use appropriate forms of past tense verbs when telling the story. Try to use different past forms to make the story come alive or add surprise twists (for example, using past perfect to tell about something that happened before).*
- *Use a variety of sentence types and vocabulary.*
- *Add description with adverbs and adjectives. Be specific! Don't be vague or superficial.*

Format

- Type your essay using Google Docs.
- Use Times New Roman 12 point font or something similar.
- Use a margin of one inch on all sides.
- Double-space the lines.
- Use page numbers in the upper right-hand corner.
- Add a header in the upper left-hand corner with your full name, class, assignment, and date.
- Add a title, centered at the top of the page.
- Indent each paragraph by using the TAB button on your keyboard (not the spacebar).
- Use your own words. Do not copy from another source. That is plagiarism and results in 0 points for this assignment. If you use information from an outside source, paraphrase (use your own words) or quote (use exact words inside “quotation marks”). Either way, you must say where you found the information.
- Proofread carefully for grammar, capitalization, punctuation, and spelling.

Schedule

Listen carefully to your teacher's instructions. Write the deadline dates here.

- Prepare a draft; print a copy; bring the printed copy to class on

- Use feedback from your teacher to revise your draft; share the final version with your teacher by

Evaluation

This is how your teacher will evaluate your work (1 point each; total 10 points):

- ☐ The content (ideas) of the essay are substantial and specific; the information is not too general or obvious.
- ☐ The introduction has a hook, background information, and thesis statement.
- ☐ Each body paragraph has a clear topic sentence and sufficient supporting details.
- ☐ The conclusion paragraph restates the thesis, summarizes the main points, and wraps up the essay with a final thought.
- ☐ The point of view is appropriate and used accurately and consistently.
- ☐ The writer uses a variety of adjectives and adverbs effectively.
- ☐ The writer uses a variety of time words, phrases, and adverb clauses to describe the sequence of events effectively.
- ☐ The sentences and paragraphs are in a logical order, and the information flows well.
- ☐ Grammar errors are not distracting or confusing, especially past tense verbs.
- ☐ Formatting and mechanical errors (spelling, punctuation, capitalization) are not distracting or confusing. The length of the essay is 4-6 paragraphs.

Extra Credit

You can receive 1 point extra credit by visiting a PCC tutor, either in person at the campus library or remotely on Zoom. When you visit the tutor, bring:

- your essay
- these instructions
- your specific questions (What do you want help with? Grammar? Vocabulary? Essay organization? etc.)

Important: Ask your tutor to send your teacher an email about your visit.

Example

An example essay is on the following pages.

Ordelia Halsey

Level 6 Writing

Essay 2

January 27, 2023

Seeing a New World

As I stepped off the bus and walked through the busy streets of the small African village, I knew that my life was about to change in ways that I could never have imagined. The people there were kind and welcoming, and I felt a deep sense of community and connection. My experience in Ethiopia changed my life. It taught me about the importance of giving back and being grateful for what I have. It opened my eyes to the world and showed me the beauty and resilience of the human spirit. The experience gave me a new life.

One of the ways that my experience in Ethiopia changed me was by helping me to appreciate the people in my life. The village leaders invited me into their homes even though we came from different cultures and spoke different languages. One day, they shared a traditional meal with me. It included a big piece of injera bread. There were many kinds of sauces and stews on top of the bread. We ate it together. This kindness and generosity reminded me of the importance of relationships. We are all different, but we can still find ways to connect with each other and do good things.

Another way that my experience in Africa changed me was by inspiring me to make a difference in the world. I had the opportunity to volunteer at a local school. I helped teach English to the children. It was interesting to learn how the local language is different from English, but we often still talk about the same things. However, these

children taught me more than the local language. They taught me about being grateful for what I have and the importance of helping each other. Some didn't have good living conditions, but they still came to school and wanted to learn. This experience showed me the power of education. It showed me that I can help others. More importantly, it showed me that it is my responsibility, too.

In addition to helping me appreciate people and giving back, my experience in Ethiopia also changed me by helping me to connect with my own sense of purpose. I had the chance to learn about the traditions and customs of a different culture. It was very different from my culture, but I still felt a part of the community. I felt like I wanted to do good things for this community. We all had different skills and ideas. Now I think that I appreciate cultural diversity more.

Overall, my experience in Ethiopia changed my life. It introduced me to new things and showed me a new part of the world. It also taught me the importance of giving back and being grateful for what we have. It has changed me in many ways. It has helped me to appreciate the people in my life, to do things for other people, and to connect with my own sense of purpose. This experience has been an important and unforgettable part of my life.

Analyze the sample essay

First, read the sample essay. Then follow the instructions below to analyze (study) its structure.

1. Label each paragraph:

- introduction paragraph
- body paragraph
- conclusion paragraph

2. Circle the hook in the introduction.

3. Underline the thesis statement in the introduction. The thesis statement is the main idea of the whole essay.

What is the topic? -----

What is the claim? -----

4. Underline the topic sentence of each body paragraph. Give each body paragraph a short label of 1-3 words that describe its topic.

5. What transition words do you see in the essay?

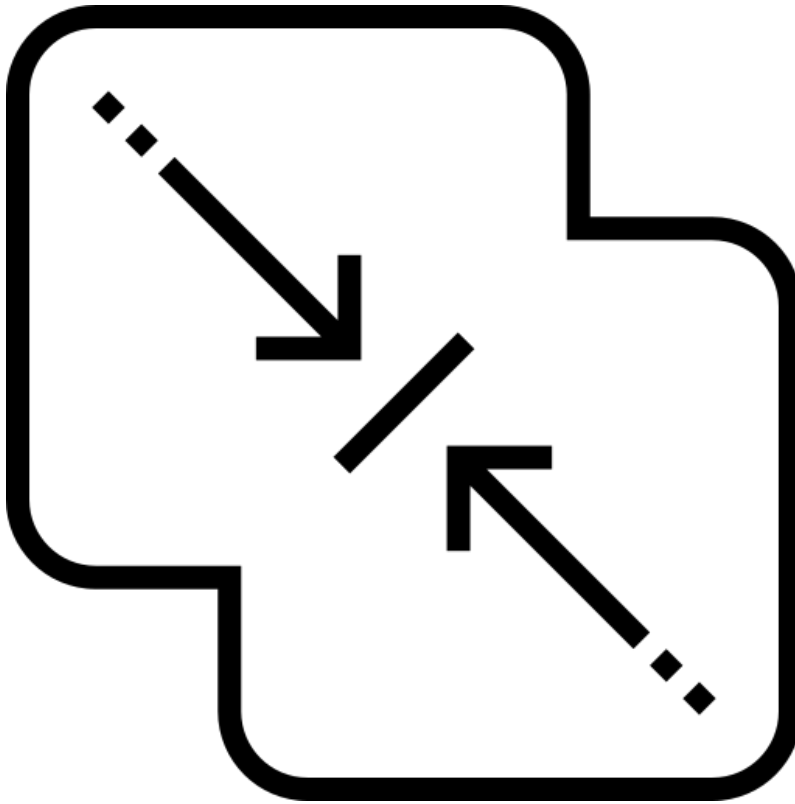
6. Look at the conclusion paragraph. Underline the sentence that restates the main idea of the essay.

7. Look at the conclusion paragraph. Circle the final thought that wraps up the essay.

8. What point of view does the essay use? __First person __Second person __Third person

9. What is something that works well about this essay? What do you like?

10. What is something that doesn't work well in this essay? What is confusing or a problem?



Amalgamation: Unit 3

It's a Process

Assembling the skills of academic writing for students of
English for Speakers of Other Languages (ESOL)

amalgamation

/əˌmælgəˈmeɪʃ(ə)n/ - noun

a process in which two or more things are combined
(*Macmillan Dictionary*)

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Acknowledgements

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- *The Advanced Writing Handbook*, by John Sparks (Fourth Ed. 2007). Used with author's permission.

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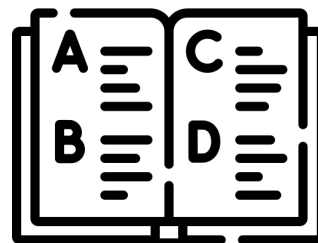
<https://sites.google.com/pcc.edu/oer-for-esol/home>



PRE-WRITING

● VOCABULARY OF PROCESS ESSAYS

Our daily lives involve all kinds of step-by-step processes like cooking, opening a bank account, or applying for a job. These types of processes are often explained through written instructions or “how-to” guides. Likewise, we can use writing to explain more technical or complex processes like how glass gets recycled, or how plants transform sunlight into energy to grow. This type of writing is usually called process analysis writing.



□ EXERCISE 1

INSTRUCTIONS: The words below are useful words when explaining a process. Use a dictionary to look up any words that you don't already know. Then use your critical thinking skills to organize them into four groups of three words each. Explain your reasons for these groups.

method
instructions
stage
system
guidelines
approach

directions
cycle
step
strategy
process
procedure

Groups				Reason for grouping
1.				
2.				
3.				
4.				

CHOOSING A TOPIC

Read the following process analysis writing prompts below. Look up any words that will help you understand the topic better. Choose carefully because you will develop this idea into a longer piece of writing later.

EXERCISE 2

INSTRUCTIONS: Rank the prompts (a, b, and c) with 1 being the one you most want to write about and 3 being the one you don't think is very interesting.

► Navigating higher education Institutions in the U.S.

____ a) Think about all the things you need to learn how to do just to be a student at school! Many of these things don't even involve studying or learning about your major, but how you must do them well in order to succeed in college.



registering, dropping and paying for classes; parking in the school's parking lot; finding and buying textbooks for your classes; using services like tutoring, counseling, the library or other types of support; communicating with your instructors when you are struggling to understand; using Zoom for remote classes; studying independently in D2L for online courses

Choose one or two related topics from the box and write a paragraph explaining how to do it for a new student at your school.

► The art of being an adult

____ b) Think about all of the skills that a young person needs to learn when they become an adult. Typically, these types of skills are not taught in school, nor do parents regularly take the time to explain them. Instead, you must learn them through trial and error.

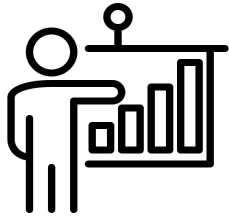


saving money for the future; making a budget; banking; paying bills and other debts; doing taxes; setting life goals; following laws; understanding politics and voting; parenting; maintaining health; buying and maintaining a car or home; managing personal relationships in a positive way

Choose one important skill for growing up and write a paragraph to a younger person explaining how to do it.

► Developing a career

____ c) Think about all the work it takes to start a new career. For many people, a job is a major part of their identity; for others, it's just something they do to make money. Either way, starting or changing a career requires many different skills.

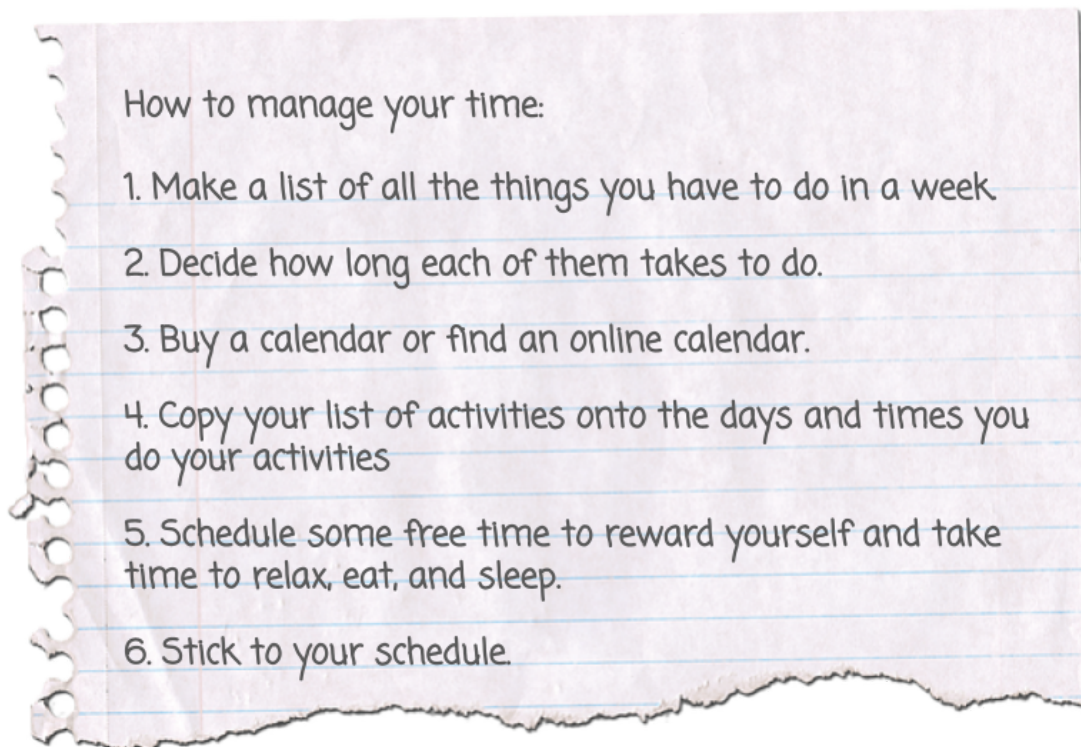


writing a resume and formal letters; writing reports; participating in an interview; giving a presentation; working on a team; using special kinds of technologies; managing your time; making decisions; negotiating a good deal; buying and selling products; marketing your business or services; continuing to learn more about your career ("professional development")

Choose one of these job-related skills and write a paragraph explaining to a new colleague how to do it.

● BRAINSTORMING WITH A LIST

In the last unit, you used a mind map to make notes about our ideas. Now try something different. Try to use a simple list to collect your ideas. Follow the example below to make a list about the topic that you chose.



PARAGRAPH PREPARATION

Let's start putting our ideas into a paragraph form.



ASSIGNMENT – Paragraph preparation

INSTRUCTIONS: You chose a topic. You brainstormed with a list. Now write a rough draft of a paragraph. Remember to start with a clear topic sentence with a specific controlling idea. Then add meaningful supporting sentences that explain the topic sentence. Finish your paragraph with a concluding sentence that wraps it up. This is a first draft – a place to start. You will be able to rewrite this paragraph in the next assignment before your teacher evaluates it.

WHAT IS PROCESS WRITING?

First, don't confuse "process writing" with the "writing process".

- **Writing process** is the set of steps a writer uses to write something
- **Process writing** is a kind of writing where the authors describes how to do something

Almost everything you do involves following a step-by-step process. From riding a bike as children to learning various jobs as adults, you first needed instructions to learn how to do the action. Similarly, you have probably had to teach things to others, too. So you know how important good directions are—and how confusing they can be if they are not clearly written.

A process analysis essay explains:

- how to do something, or ...
- how something is made, or ...
- how something works.

The organization of a process essay usually follows chronological order. That means it follows the sequence of steps as they happen. If a series of steps is simple and easy to understand, then they can be grouped into a single paragraph. More complex processes are better explained in an essay with several body paragraphs. The steps are grouped into stages, and each stage is its own body paragraph.

Why is process analysis writing important for you to learn? Sometime in your daily life, perhaps at work, at school, you may be required to write or read and understand:

- a set of instructions for a coworker to follow in order to do a task at work
- a contract with a company that shows what steps will be taken to complete a job or service like painting a house, repairing a car, or fixing the plumbing
- a description of a complex medical procedure or instructions for healing after a surgery
- a summary or description of a scientific or technical diagram that shows your understanding of a complex process for a college class

● AUDIENCE AND PURPOSE

There are generally two types of process analysis texts. The first one is called an instructional process, and this type is commonly found in do-it-yourself books, "how-to" magazines, and internet websites. It is used to explain how to do something. The other type of process analysis text is a complex process analysis. It is used to explain how something works. These types of texts are written for technical processes like making products in a factory, or for scientific processes like describing how plants make energy. Think about who is going to read your process analysis writing — and your purpose of writing — before you choose which style to write.

EXERCISE 3

INSTRUCTIONS: Read these process paragraphs and answer the questions below.

Example 1: To make a good cup of coffee, you need some coffee beans, water, and a way to brew the coffee. First, you grind the coffee beans. Next, you heat some water until it is just below boiling. You pour the water over the coffee in a filter and let it drip into your cup or pot. You can adjust the strength of the coffee by using more or less coffee or water. Finally, if you want, you add cream or sugar and enjoy your cup of coffee.

Example 2: The American people elect the President of the U.S. every four years. On Election Day, they vote for the President and Vice President. The candidate who gets the most votes in each state wins that state's "points," which are based on the number of representatives and senators the state has in Congress. A candidate needs at least 270 points to win.

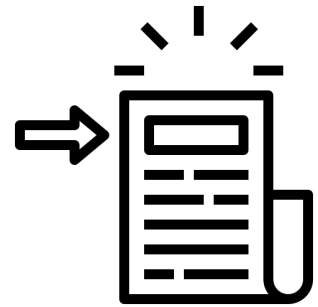
Example 3: Paper is made from fibers, which are tiny strings of material. The most common fibers for paper are made from wood, but fibers from other plants and recycled paper can also be used. To make paper, the fibers are mixed with water to create a mixture called pulp. The pulp is then poured onto a screen, which is a flat frame with a fine mesh. The water drains out of the pulp. It leaves a thin layer of fibers on the screen. The screen is pressed and dried to create a sheet of paper. The paper is then cut into the desired size and shape.

	Example 1	Example 2	Example 3
What is the purpose of the paragraph? What does the paragraph explain?	☐ how to do something ☐ how something is made ☐ how something works	☐ how to do something ☐ how something is made ☐ how something works	☐ how to do something ☐ how something is made ☐ how something works
What point of view does the paragraph have?	☐ first person ☐ second person ☐ third person	☐ first person ☐ second person ☐ third person	☐ first person ☐ second person ☐ third person
What kinds of verbs does each paragraph use?			
Who is the audience? In other words, who are the readers?			

Do you notice any other similarities or differences between the two styles of writing?

● WRITING TOPIC SENTENCES FOR PROCESS PARAGRAPHS

Writing clear topic sentences is a very important skill in academic writing. It helps you to write paragraphs, but writing strong topic sentences for paragraphs can also help you write thesis statements for essays. A topic sentence tells the reader about the paragraph, while a thesis statement tells the reader about the essay.



□ EXERCISE 4

INSTRUCTIONS: Read the following paragraphs and add a topic sentence that best explains the topic and main idea of each one.

1. _____.
You begin by making a list of what you want to say and getting any slides or other things you will use. Practice your presentation to feel more confident. On the day of the presentation, arrive early to set up your equipment. Wear the right clothes and start by saying hello and giving a short overview of your talk. Use slides or other materials to help explain your points. Speak clearly and confidently, making eye contact and using hand gestures. At the end, summarize your main points and allow time for questions. After the presentation, send a thank-you note or email, and be open to feedback.

2. _____.
First, they need to decide how much money they can afford and save up for a down payment and closing costs. Then, they should get approved for a mortgage loan so they know how much they can borrow and what their monthly payments will be. After that, they can look for houses online or with the help of a real estate agent. When they find a house they like, they can make an offer through their agent. The seller may accept their offer or make a counteroffer. The person and their agent can then talk about the final details of the sale, including the price and any conditions. It's also a good idea to have a professional check the house for any problems. Once everything is settled and the inspection is done, the person will sign the papers and pay the closing costs. Finally, they should get insurance to protect their new home.

PARAGRAPH PRACTICE

Look back at your brainstorm and paragraph you wrote for the topic you chose from Exercise 2. Compare what you wrote to the example paragraph in Exercise 5 and your corrections to that paragraph. Then, ask yourself these questions:



- Who is your audience?
- What point-of-view did you choose to write from (first, second, or third)?
- Does this point-of-view speak well to the audience? Why or why not?

ASSIGNMENT – Paragraph practice

INSTRUCTIONS: Rewrite the paragraph that you wrote in class at the beginning of this unit. Write at least 8 sentences. Use the same formatting as before. Start each paragraph with a clear topic sentence with a specific controlling idea. Then add meaningful supporting sentences that explain the topic sentence. Finish your paragraph with a concluding sentence that wraps it up. Use the same formatting as Unit 1. When you are finished, share your Google Doc with your teacher.

This is how your teacher will evaluate your work (1 point each; total 8 points):

- ☐ The topic sentence has a clear topic and controlling idea.
- ☐ The supporting sentences add specific supporting details.
- ☐ The final sentence makes the paragraph feel complete and finished.
- ☐ The sentences are in a logical order, and the information flows well.
- ☐ Grammar errors are not distracting or confusing.
- ☐ Mechanical errors (spelling, punctuation, capitalization) are not distracting or confusing.
- ☐ Each paragraph follows the formatting from Unit 1 and has at least 8 sentences.
- ☐ The writer has a specific audience in mind and uses an appropriate point of view (first person, second person, or third person) accurately and consistently.

This assignment is due _____

An example is on the next page.

Ordelia Halsey

Level 6 Writing

Paragraph Practice

February 1, 2023

How to Get a Driver's License

If you are an immigrant to the United States and you want to get a driver's license, you will need to follow certain steps. First, you need to make sure that you are old enough to drive. The minimum age to get a driver's license in the U.S. is usually around 16 years old. You also need to meet certain other requirements. For example, you need to pass a vision test and you need to have a valid Social Security number or other identification. If you have a driver's license from your home country, you may be able to use it to get a learner's permit in the U.S. However, you probably still need to pass a written test that covers the rules of the road and traffic signs. Once you have a learner's permit, you can start practicing driving with a licensed driver. You need to practice for a certain amount of time before you can get a full driver's license. The rules depend on your state. When you are ready to get a full driver's license, you need to take a driving test to demonstrate your skills. If you pass the test, you will be issued a driver's license. It is important to remember to renew your driver's license before it expires, usually every few years. By following these steps, you can get a driver's license in the U.S. and start driving on your own.

VOCABULARY, GRAMMAR, AND MECHANICS

● SEQUENCE OF STEPS

Like writing a narrative, process analysis writing usually involves sequences. Instead of sequencing events, however, you use this vocabulary to sequence the steps in a process.

► Transition words and phrases for expressing time

after/afterward	as soon as	at last	before
currently	during	eventually	meanwhile
next	now	since	soon
finally	later	still	then
until	when/whenever	while	first, second, third

► Useful phrases and adverb clauses to add sentence variety

Your writing can be repetitive if you only use sequence words like *first*, *second*, *third*, *next*, and *after that* at the beginning of your sentence. Look at some additional examples below. Notice how this writer uses adverb phrases and clauses. Sometimes they show how the previous step connects to the next step.

- **The first step in** buying a house is to decide how much money they can afford.
 - Use the gerund (*-ing* form) after a preposition.
- **The first step of** a good presentation is to make a list of what you want to say.
 - Name the process.
- **The next step is** to heat some water until it is just below boiling
 - Use the infinitive form (to + base form of verb) after the *be* verb.
- **Once** the fibers are mixed with water, **then** the pulp is ready to pour onto a screen.
 - *Use the infinitive form after adjectives like *ready* and *prepared*



☐ EXERCISE 5

INSTRUCTIONS: Make three changes to the following paragraph so that there is more variety of connections between the steps.

Time management is about finding a way to organize my time that works for me. First, I need to figure out what's most important to me. This will help me decide how to use my time. Next, I should make goals for myself that focus on taking care of my body and mind, and also on the things I need to do. These goals might include getting enough sleep, taking breaks during work, eating healthy food, exercising, drinking lots of water, and being positive. I also need to know how I like to work and schedule my tasks in a way that works for me. Finally, I should make a schedule and try to stick to it, unless something really important comes up. By doing these things, I can make a plan for managing my time that works for me and helps me to reach my goals.

● PASSIVE VOICE

Look at the following sentences:

- **Sentence A:** People eat sushi in many parts of the world.
- **Sentence B:** Sushi is eaten by people in many parts of the world.

Sentence A is active. The subject (*people*) is doing the action (*eat*)

Sentence B is passive. The subject (*sushi*) is receiving the action (*eat*) by an agent (*people*).

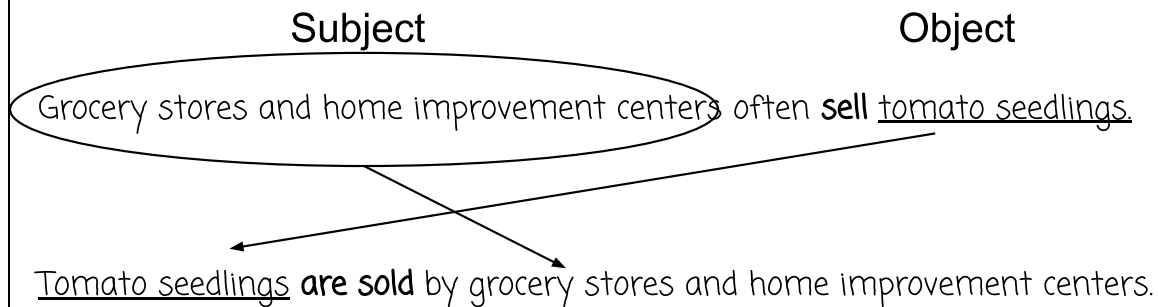
Notice how the object of the active verb (*eat*) in the first sentence has been moved to become the subject of the passive verb (*is eaten*) in the second sentence. This means that only verbs which have objects (*transitive verbs*) can be made passive.

► How is the passive formed?

Passive verbs have two parts: a *be* verb and a past participle. Don't be confused by the term past participle! A past participle isn't past — that's just the name of a verb form. You can use a past participle in a past situation, a present situation, or even a future situation.

Step 1: Identify the subject and the object of the sentence and switch them.

Step 2: Check the tense of the verb in the active form. Make sure to use the same tense for the 'be' verb and that the subject and 'be' verb agree and change active verb to the past participle.



Note: It is not always necessary to use "by + subject". If the subject (or agent) is obvious or not significant, you can leave it out.
Ex. The man was arrested. (It is obvious that police arrest people).

Passive voice is not a verb tense, but it can be used in all verb tenses. In the example above, the verb is in the present tense. We form the passive by using the correct form of the verbs "be" (*is, am, are, be, been, was, or were*).

Look at the examples of past and present passive voice sentences.

- Tomato seedlings are sold. (the passive voice in the present tense)
- Tomato seedlings were sold. (the passive voice in the past tense)

EXERCISE 6

INSTRUCTIONS: Read this process paragraph. Underline all of the examples of passive voice.

Jigsaw puzzles are made by cutting a large picture into small pieces that fit together. Most puzzles are designed to have 500 and 1,000 pieces. First, the picture is printed on cardboard or thin wood. Then it is cut into pieces by a special machine. The pieces are carefully separated and put in a box or bag. Some puzzles also come with the picture to help players put the puzzle together. Jigsaw puzzles are fun to put together and can help develop problem-solving skills. They are popular with people of all ages.

NOTE: The “agent” is the doer of the action in a passive sentence. It always follows the word “by” and almost always comes after the verb. There is one example of an agent in the paragraph above. What is it?

EXERCISE 7

INSTRUCTIONS: Change these active sentences to passive and decide whether or not to include the “by” phrase to show an agent. Be careful of the verb tense.

1. The bank approved the loan for your new home.
2. The college’s Transportation Office sells parking permits online.
3. Nemo should paint the whole house.
4. Did the storm damage the car?
5. The other students will finish the group project tomorrow.

Now, look at the chart on the next page. Were you right?

► Forming the passive in different tenses

Look at the example sentences that use the passive in other tenses.

Tense	Passive verb	Example sentence
present simple	is driven	The car is driven by its owner every day.
past simple	was painted	The picture was painted by the artist.
future simple	will be mowed	The lawn will be mowed by the landscaper.
present continuous	is being cooked	The meal is being cooked by the new chef.
present perfect	has been completed	The project has been completed by the team.
modal	may be given	The presentation may be given by the boss.

NOTE: If you need to form a negative passive, add “not” after the *to be* verb. Example: *The car is not driven by its owner every day.* or *The picture was not painted by the artist.*

EXERCISE 8

INSTRUCTIONS: Rewrite these active sentences as passive sentences.

1. The teacher has graded the exams.
2. The pastry chef is baking a wedding cake.
3. The cat chases the mouse around the house.
4. The architect can make changes to the building until August.
5. The athlete from Kenya will win the gold medal.
6. Julie sang a beautiful song at the concert last night.

► Why use passive sentences?

Many people believe that active sentences are better than passive ones for clear writing. However, passive sentences are very useful and quite common in many styles of writing, including more formal and academic styles. Sometimes the writer does not know who did the action (the agent), and sometimes it just isn't important. Other times, the writer wants to focus the reader's attention on the recipient of the action, not the cause. Using passive voice can also sound more distant. That means it can seem more objective or neutral. Another reason to use the passive voice is simply to give variety to your writing.

Here are some examples:

- My keys were stolen! (I don't know who stole them.)
- My newspaper was delivered late. (It's not important to name the delivery person.)
- The error was made by the programmer. (The focus is on the error, not the person who made the error.)
- The experiment was conducted in the science lab. (The tone is very neutral and objective.)

■ EXERCISE 9

INSTRUCTIONS: Choose the best form of the verb: active or passive.

Most companies (*require / are required*) an interview to get a job. If you (*ask / are asked*) to come in for an interview, it's a good idea to prepare for all the stages of the interview process. First, it (*recommends / is recommended*) that you arrive on time. A company might not even (*consider / be considered*) you for the job if you arrive late for the interview. Second, remember that sometimes interviews (*conduct / are conducted*) by several people, not just the boss. Be prepared to speak in front of more than one person. Finally, for some jobs, employers sometimes (*require / are required*) more than one interview. It can be very exhausting! But if it is the job you (*want / be wanted*), then it is worth the effort.

● USING COMMAS

The comma is a very common punctuation mark. It indicates a pause in a sentence or a separation of things, such as in a list. Commas can be used in a variety of ways. Here are some basic rules for using commas when writing a sentence:

- After introductory words, phrases, or clauses that come before the main subject
 - Example: *Personally, I think the practice is helpful.*
 - Example: *In the summer, students usually find temporary jobs.*
- In between all items in a list, including before a conjunction and in a list of three or more things
 - Example: *The barn, the tool shed, and the back porch were destroyed by the wind.*
- Before conjunctions in compound sentences:
 - Example: *The bedroom door was closed, so the children knew their mother was asleep.*
- Interrupting words, phrases, or clauses
 - Example: *I knew where it was hidden, of course, but I wanted them to find it themselves.*
 - Example: *The puzzle, which was very difficult, was not cheap.*
- Dates, addresses, greetings, and letters
 - Example: *The letter was postmarked on December 8, 1945.*
 - Example: *Dear Delpha Thomas,*

□ EXERCISE 10

INSTRUCTIONS: Add commas where they are needed. Some sentences may require more than one comma.

1. Monday Tuesday and Wednesday are all booked with meetings.
2. I want to get a better job so I am taking courses at night.
3. We were twenty minutes late. We came just in time however to catch the bus out of the city.
4. The incident happened on June 5 2022.
5. When I was a young boy I had a dog named Leroy.
6. Every essay needs an introduction body and conclusion.
7. On July 4 1776 the United States declared independence from Great Britain.
8. Without any warning our computer network crashed.
9. I traveled to Central Oregon but I didn't see you there.
10. Knowing how to speak English which is a language people use around the world can help you get a job.

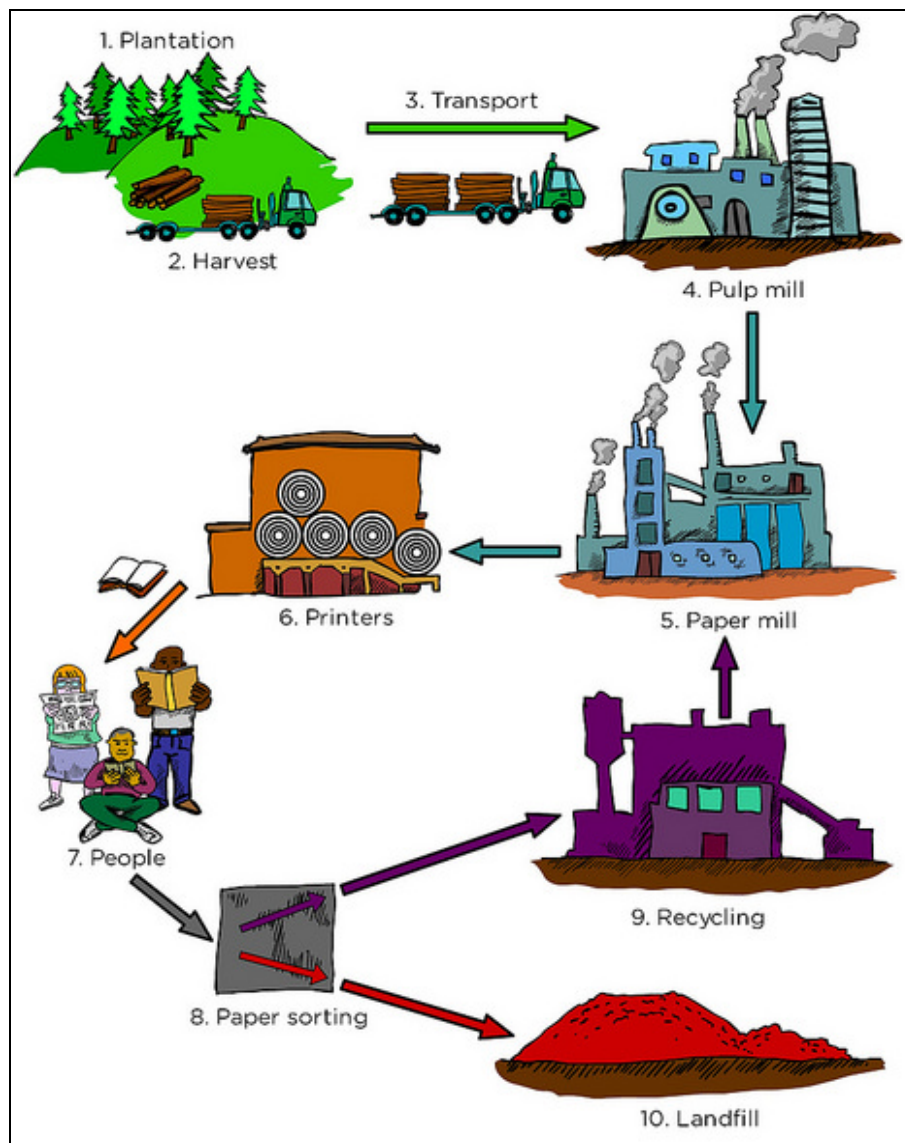
ORGANIZING A PROCESS ESSAY

● DESCRIBING THE ACTION

□ EXERCISE 11

INSTRUCTIONS: Study the diagram below and then check any unknown words in the diagram.

1. What does the diagram show?
2. How many steps and stages are there in the process?
3. What verbs and verb forms (active or passive) will you use to describe this process?



EXERCISE 12

INSTRUCTIONS: Use the verbs below to complete an essay about the information in the diagram on the previous page.

show

organize

involve

take

recycle

The diagram _____ the papermaking process, including what happens after it is used. The process _____ nine to ten steps depending on whether the paper is _____ or is _____ to a landfill. These individual steps can be _____ into three main stages: manufacture, consumption, and disposal.

grow

harvest

transport

send

In the first main stage, there are three steps. First, trees are _____ in plantations on large pieces of land. When the trees are tall enough, they are _____ with large machines and _____ by truck to a pulp mill, where the wood is prepared for paper making. In the final step of the manufacturing stage, the wood from the pulp mill is _____ to a paper mill.

go

throw

make

use

In the next main stage, paper _____ from the paper mill to printers who turn the paper into all kinds of products that people use. For example, printers _____ books, magazines, and newspapers, which are sold all over the world. People _____ these products for different amounts of time, but eventually they will _____ these printed materials away.

sort

throw

go

sell

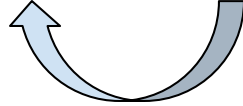
use

After the paper is _____ away, it _____ through a sorting process. In this stage, paper is _____ and either goes to a landfill where it will never be _____ again, or it goes to a recycling center. Paper that comes from recycling is sold back to the paper mill, where it is made into paper again and can be _____ back to printers.

● DESCRIBING THE THINGS

An adjective clause (sometimes called a relative clause) is a clause that describes a noun.

Example: Paper that comes from recycling is sold back to the paper mill.



Adjective clauses are actually formed by joining together two complete sentences. One sentence remains an independent clause (a complete sentence), and the other becomes a relative clause (not a complete sentence). In other words, two sentences become one sentence.

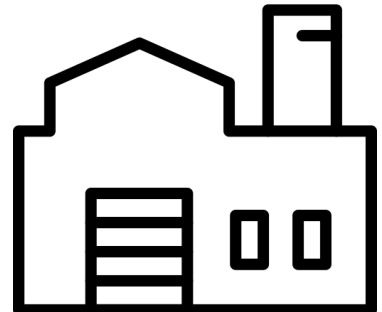
Words like who, that, which, whose, and where are called relative pronouns. They are used to introduce an adjective clause, and they often replace pronouns, adverbs, and prepositions connected to the noun.

Noun type	Relative pronoun	Examples
A person	who/that (delete he, she, they)	- She was talking to a lady. I think the lady was her mother. - She was talking to a lady who I think <u>was her mother</u>.
A thing	that/which (delete it, they, this, etc.)	- My son is looking for his backpack. He lost the backpack yesterday. - My son is looking for his backpack that <u>he lost yesterday</u>.
A place	where (delete in, at, on + place)	- Redwood Falls is the city. I was born in the city. - Redwood Falls is the city where I <u>was born</u>.
A possessive	whose (delete -'s, his, our, etc.)	- I went for a walk with my friend. His mother is a doctor. - I went for a walk with my friend whose <u>mother is a doctor</u>.

EXERCISE 13

INSTRUCTIONS: Join the two sentences together to make a complex sentence with an adjective clause.

1. Trucks transport the paper to a paper mill. The paper is prepared there.
2. Paper goes from the paper mill to printers. They turn the paper into all kinds of products.
3. Mills turn the paper into products. People use them.
4. Look at the man. His newspaper is made out of recycled paper.
5. Some paper comes from recycling. It is sold back to the paper mill.



► Types of adjective clauses

In the last exercise, you practiced making one kind of adjective clause. This is called a defining adjective clause. Sometimes this is called a restrictive clause. This type of adjective clause gives information that is necessary to understand the noun being described. Another type of adjective clause is called non-defining, or non-restrictive. A non-defining clause is like an interruption in a sentence. It gives extra information about the noun, but the noun and the sentence would still be clear without this type of adjective clause.

Example	Comments
Non-defining: My friend, <u>who works as a doctor</u> , told me about the latest medical advancements.	The adjective clause “who works as a doctor” describes the noun “friend”. It gives extra information about the friend, but it is not necessary to understand the message about what the friend did.
Defining: My friend is the only doctor at the hospital <u>that I trust</u> .	The adjective clause “that I trust” describes the noun “doctor”. It makes it clear how the writer’s friend is different from other doctors at the hospital. Without this clause, the sentence would be incomplete and not make sense.

EXERCISE 14

INSTRUCTIONS: Underline the adjective clauses in the sentences below. Label it as defining or non-defining.

1. A scientist who won the Nobel Prize developed a new theory about light.
2. The research paper, which was published in a special magazine, received a great deal of attention from other scientists.
3. A computer program that helps us analyze lots of data was a big tech improvement.
4. The company, which has been around for a long time, makes really environmentally-friendly products.
5. The chef who won a cooking competition made a really good dish.
6. A recipe, which has been passed down for a long time, has become a special family tradition.
7. Portland, where I live, actually gets more rain than Seattle.

► Two special rules for non-defining adjective clauses

Do this ...	Don't do this ...	Because ...
The teacher, who was always well-prepared for class, was highly respected by her students.	The teacher who was always well-prepared for class was highly respected by her students.	Use commas to separate non-defining adjective clauses from the rest of the sentence. (Think of it as a little box around the extra information.)
The teacher, who was always well-prepared for class, was highly respected by her students.	The teacher, that was always well-prepared for class, was highly respected by her students.	Never use "that" as a relative pronoun in a non-defining adjective clause. (In other words, don't use "that" inside a comma that also uses commas.)

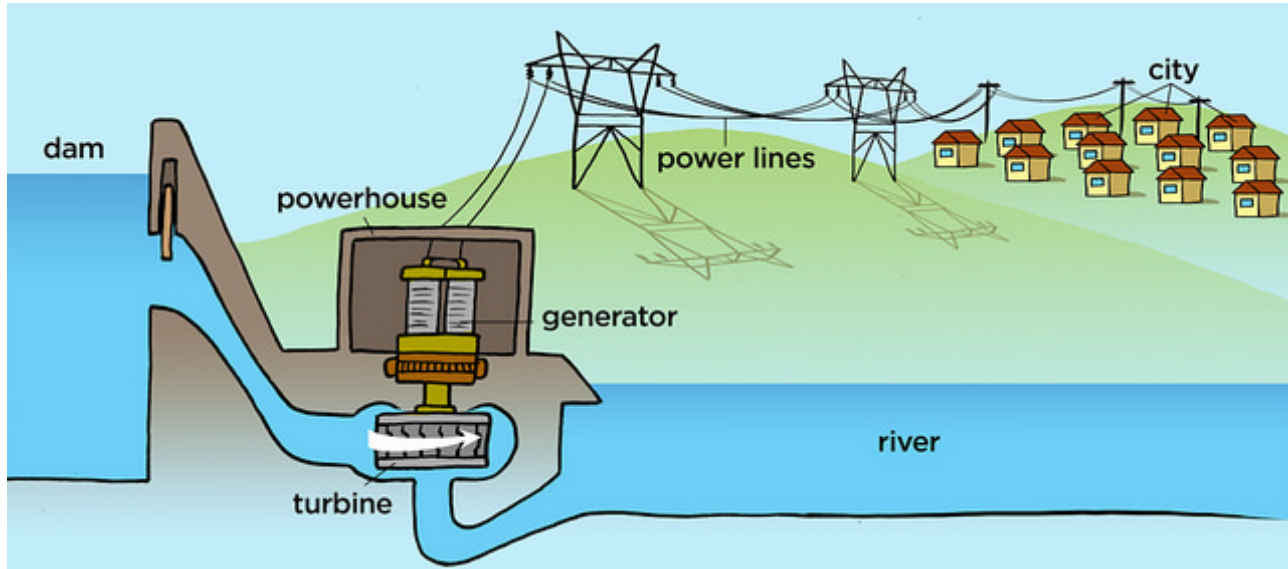
EXERCISE 15

INSTRUCTIONS: Correct any errors with commas or relative pronouns in the sentences below.

1. The artist who is also my neighbor was chosen for the solo exhibit at the museum.
2. The novel, that was a best-seller, was adapted into a successful film.
3. The athlete, who won the gold medal at the Olympics, set a new world record in his event, not the athlete who won the silver medal.
4. The concert, where was held at the outdoor venue, was attended by thousands of fans.
5. The musician who composed the award-winning score was older than all the other artists.
6. The play, who received rave reviews, was extended due to popular demand.
7. The movie which was released last month has already gained a loyal fan base.

EXERCISE 16

INSTRUCTIONS: Study the diagram below. Then answer the questions that follow.



1. What does the diagram show?
2. How many steps and stages are there in the process?
3. What verbs and verb forms (active or passive) will you use to describe this process?

For example:

the dam _____

the water _____

the turbine _____

the generate _____

the powerhouse _____

the power lines _____

the city _____

4. Brainstorm as many words as you can about this diagram. Make sure you can use nouns and verb forms correctly.

5. Draft a brief essay to describe this process. Use the following outline as your guide.

Remember to use the passive voice and adjective clauses in your descriptions.

Title

- Give your essay an interesting title
- Capitalize all words of your title except conjunctions, articles, and prepositions (unless they are the first word; we always capitalize the first word of a title).

Introduction paragraph

- Start with a hook to get your reader's attention. Why should they keep reading?
- Write a sentence or two that describes the process in the diagram. What does it show?
- In your thesis statement, explain how the paragraphs are divided by explaining which steps have been grouped. What will the reader see in the essay?

Body paragraph 1

- Explain the first stage and the steps that are involved.
- Be specific. Give examples.

Body paragraphs 2, 3, ... Use a body paragraph for each stage.

- Explain each first stage and the steps that are involved.
- Be specific. Give examples.

Conclusion paragraph

- Restate your thesis in a new way. Repeat your main idea in new words.
- Summarize the major stages of the process. Connect the main points.
- Wrap up your writing with a final comment. Explain to the reader why they should care.

WRITING ASSIGNMENT: ESSAY 3

You studied many things about grammar and essay structure. Now it's time to put them to work in another essay that builds on the paragraph you wrote earlier in this unit.



ASSIGNMENT – Process essay

INSTRUCTIONS Start with the process paragraph that you already wrote. Expand this paragraph into a full process essay. Follow these guidelines:

- *Organize your story with an introduction paragraph, at least one body paragraph for each major stage or phase of the process, and a conclusion paragraph. You should have between 4 and 6 paragraphs.*
 - *In your introduction, include an interesting hook, background information, and a clear thesis statement that previews the process and gives the reader a sense of purpose. Think about the purpose of the process.*
 - *Group steps together into appropriate stages. Each stage should be its own paragraph. Start each body paragraph with a clear topic sentence. Add supporting sentences to explain the topic sentence.*
 - *In the conclusion paragraph, remind your readers of your thesis and purpose. Give your readers a sense that the essay is complete.*
- *Use a variety of words, phrases, and clauses to connect the steps and stages.*
- *Use appropriate verb tenses (past, present, future) and voice (active, passive).*
- *Choose a point of view appropriate for your essay (first person, second person, third person).*
- *Add description with adverbs, adjectives, and adjective clauses. Be specific. Don't be vague or superficial.*
- *Use a variety of sentence types and vocabulary.*

Format

- Type your essay using Google Docs.
- Use Times New Roman 12 point font or something similar.
- Use a margin of one inch on all sides.
- Double-space the lines.
- Use page numbers in the upper right-hand corner.
- Add a header in the upper left-hand corner with your full name, class, assignment, and date.
- Add a title, centered at the top of the page.
- Indent each paragraph by using the TAB button on your keyboard (not the spacebar).
- Use your own words. Do not copy from another source. That is plagiarism and results in 0 points for this assignment. If you use information from an outside source, paraphrase (use your own words) or quote (use exact words inside “quotation marks”). Either way, you must say where you found the information.
- Proofread carefully for grammar, capitalization, punctuation, and spelling.

Schedule

Listen carefully to your teacher's instructions. Write the deadline dates here.

- Prepare a draft; print a copy; bring the printed copy to class on

- Use feedback from your teacher to revise your draft; share the final version with your teacher by

Evaluation

This is how your teacher will evaluate your work (1 point each; total 10 points):

- ☐ The content (ideas) of the essay are substantial and specific; the information is not too general or obvious.
- ☐ The introduction has a hook, background information, and thesis statement.
- ☐ Each body paragraph has a clear topic sentence and sufficient supporting details.
- ☐ The conclusion paragraph restates the thesis, summarizes the main points, and wraps up the essay with a final thought.
- ☐ The point of view is appropriate and used accurately and consistently.
- ☐ The writer uses passive voice accurately and effectively.
- ☐ The writer uses a variety of adjective clauses accurately and effectively.
- ☐ The sentences and paragraphs are in a logical order, and the information flows well. The writer uses appropriate words and phrases to connect the steps in the process.
- ☐ Grammar errors are not distracting or confusing.
- ☐ Formatting and mechanical errors (spelling, punctuation, capitalization) are not distracting or confusing. The length of the essay is 4-6 paragraphs.

Extra Credit

You can receive 1 point extra credit by visiting a PCC tutor, either in person at the campus library or remotely on Zoom. When you visit the tutor, bring:

- your essay
- these instructions
- your specific questions (What do you want help with? Grammar? Vocabulary? Essay organization? etc.)

Important: Ask your tutor to send your teacher an email about your visit.

Example

An example essay is on the following pages.

Ordelia Halsey

Level 6 Writing

Essay 3

February 14, 2023

Getting on the Road

Have you recently immigrated to the United States and are looking to get a driver's license? Obtaining a driver's license in the U.S. can be a confusing process, especially if you are new to the country. However, with the right information and guidance, you can successfully navigate the process and get your driver's license.

The first step in getting a driver's license in the U.S. is making sure that you are old enough to drive. The minimum age to get a driver's license in the U.S. is usually around 16 years old. In addition to being of the right age, you will also need to meet certain other requirements. For example, you need to pass a vision test and have a valid Social Security number or other identification. If you do not meet these requirements, you will not be able to get a driver's license in the U.S.

If you already have a driver's license from your home country, you may be able to use it to get a learner's permit in the U.S. A learner's permit is a special type of license that allows you to practice driving under the supervision of a licensed driver. To get a learner's permit, you will need to pass a written test that covers the rules of the road and traffic signs. This test is typically administered at your local Department of Motor Vehicles (DMV). You may be able to take the test in your native language, depending on the state you are in.

Once you have a learner's permit, you can start practicing driving with a licensed driver. You will need to practice for a certain amount of time before you can get a full driver's license. The amount of time is different in each state. During this time, you should focus on developing your driving skills and becoming comfortable behind the wheel. You should also make sure to follow all traffic laws and regulations while you are driving.

When you are ready to get a full driver's license, you will need to take a driving test to demonstrate your skills. The driving test typically consists of two parts: a written test and a practical test. The written test will cover the rules of the road and traffic signs. It will be similar to the test you took to get your learner's permit. The practical test will involve you driving a car under the supervision of a DMV employee. That person will evaluate your driving skills. If you pass both parts of the test, then you will be given a driver's license.

It is important to remember to renew your driver's license before it expires. This usually happens every few years. To renew your driver's license, you will need to visit your local DMV and provide certain documents, such as proof of identity and proof of residence. You may also need to pass a vision test and pay a renewal fee. You don't usually need to take another practical test.

To change your driver's license from your home country to the U.S., you may need to provide certain documents, such as your passport or other identification. You may also need to pass a driving test to demonstrate your skills. The process for changing your driver's license from your home country to the U.S. may vary

depending on the state you are in and the country your driver's license is from. You will need to contact your local DMV to find out what specific steps you need to take.

Obtaining a driver's license in the U.S. as an immigrant can be a process, but it is worth it in the end to be able to drive on your own. By following the steps outlined in this essay, you can successfully get a driver's license in the U.S. and start driving legally on U.S. roads. It is important to remember to follow all traffic laws and regulations, and to renew your driver's license before it expires. With a valid driver's license, you will have the freedom and independence to drive yourself wherever you need to go.

Analyze the sample essay

First, read the sample essay. Then follow the instructions below to analyze (study) its structure.

1. Label each paragraph:

- introduction paragraph
- body paragraph
- conclusion paragraph

2. Circle the hook in the introduction.

3. Underline the thesis statement in the introduction. The thesis statement is the main idea of the whole essay.

What is the topic? -----

What is the claim? -----

4. Underline the topic sentence of each body paragraph. Give each body paragraph a short label of 1-3 words that describe its topic.

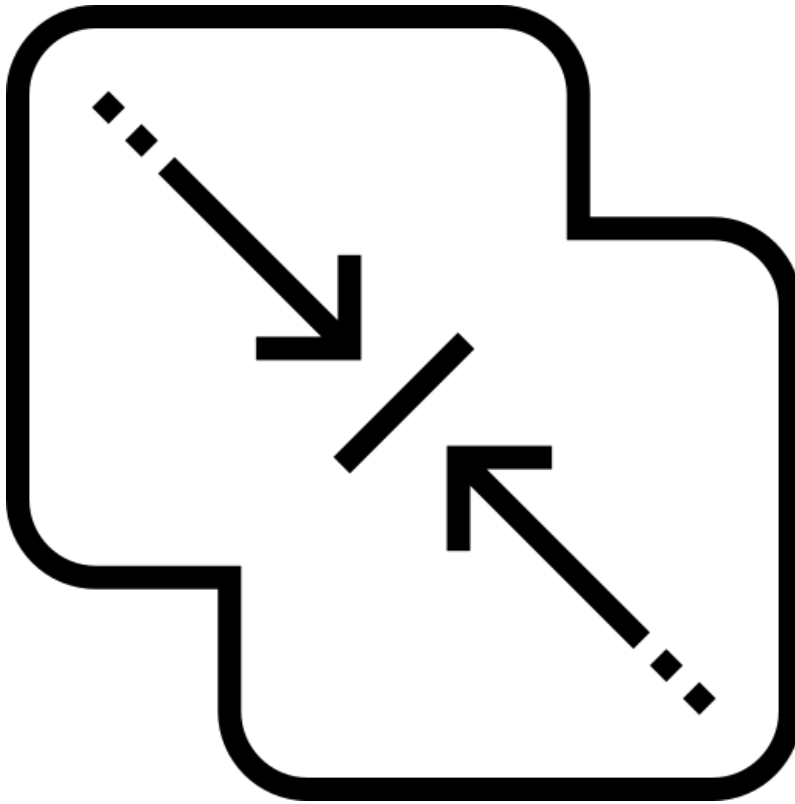
5. What transition words do you see in the essay?

6. Look at the conclusion paragraph. Underline the sentence that restates the main idea of the essay.

7. Look at the conclusion paragraph. Circle the final thought that wraps up the essay.

8. What is something that works well about this essay? What do you like?

9. What is something that doesn't work well in this essay? What is confusing or a problem?



Amalgamation: Unit 4

Exactly the Same or Totally Different?

Assembling the skills of academic writing for students of
English for Speakers of Other Languages (ESOL)

amalgamation

/əˌmælgəˈmeɪʃ(ə)n/ - noun

a process in which two or more things are combined
(*Macmillan Dictionary*)

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Vocabulary, Grammar, and Mechanics	16
Writing Assignment: Essay 4	24

Acknowledgements

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- University of Victoria English Language Centre, Published 1998, Revised 2011. CC BY-NC-SA
- *Writing for Success: 1st Canadian Edition* by Tara Horkoff and Scott McLean, Revised 2015. CC BY-NC-SA
- *The Advanced Writing Handbook*, by John Sparks (Fourth Ed. 2007). Used with author's permission.

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<https://sites.google.com/pcc.edu/oer-for-esol/home>



PRE-WRITING

In comparison paragraphs and essays, the similarities between two subjects are discussed, while contrast writing discusses differences. A compare-and-contrast essay evaluates two subjects by comparing them, contrasting them, or both. Here are some of the most basic vocabulary words for this task.

● VOCABULARY OF COMPARE/CONTRAST ESSAYS

□ EXERCISE 1

INSTRUCTIONS: Some adjectives always use a specific preposition. Match the adjective with its dependent preposition.

- | | |
|-------------------------|---------|
| 1. _____ similar | A. to |
| 2. _____ different | B. as |
| 3. _____ the same | C. than |
| 4. _____ the opposite | D. from |
| 5. _____ darker/lighter | E. in |
| 6. _____ alike/unlike | F. of |

□ EXERCISE 2

INSTRUCTIONS: Use a dictionary to find the noun and adverb forms of these adjectives.

Adjective	Noun	Adverb
similar		
different		

□ EXERCISE 3

INSTRUCTIONS: Look at these images. Then answer the questions that follow.

- How are these images similar?
- How are these images different?
- How does seeing these images together affect how you see each of them individually?
- Write a short paragraph that explains how they are similar and how they are different. (Save this paragraph! We will use it again later in this unit.)

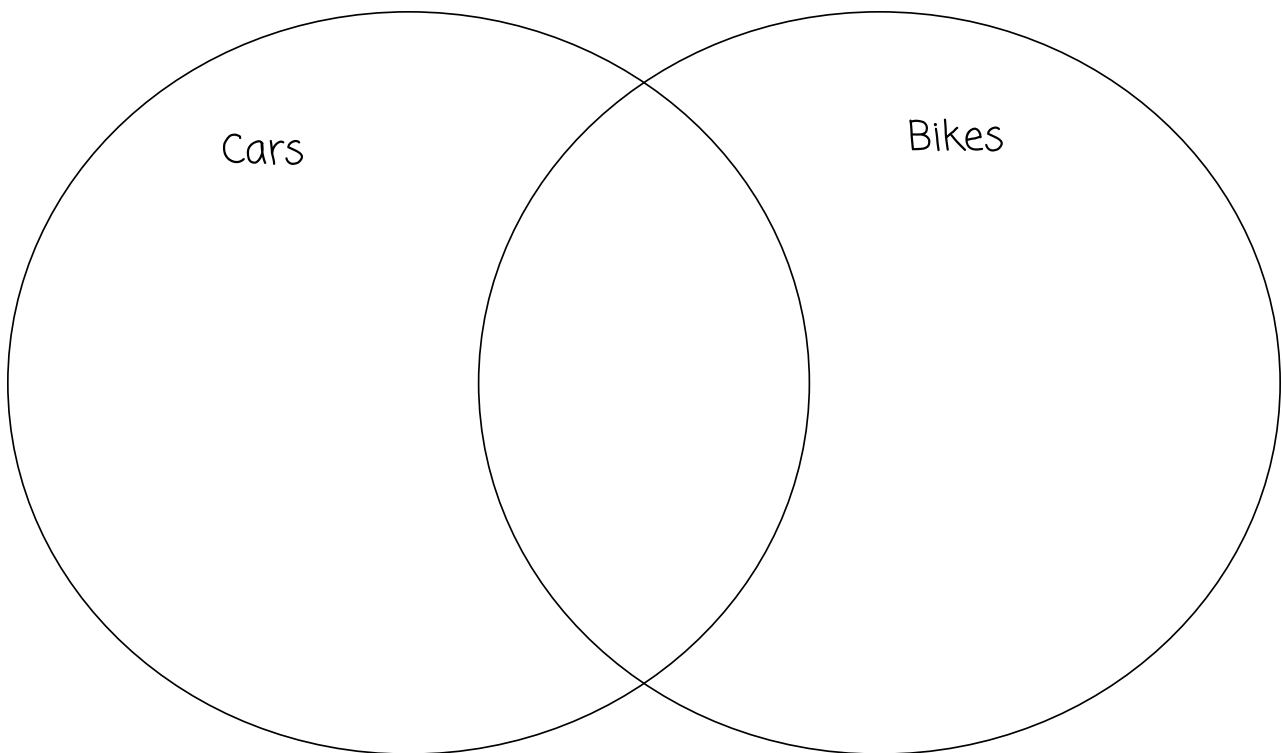


● BRAINSTORMING WITH A VENN DIAGRAM

One way that you can brainstorm a topic for comparison and contrast writing is to use a Venn diagram (see circles below). In the place where the circles overlap, you list the similarities. In the separate spaces, you write only things that are specific or unique to each topic.

□ EXERCISE 4

INSTRUCTIONS: Imagine that you are going to write a compare-and-contrast essay about two types of transportation: a bike and a car. Use the Venn diagram below to list the similarities and differences between them.



After you finish, study your completed diagram. How does this picture help you see the structure of an essay about these two types of transportation? What might be the structure of that essay?

● PREPARING A FORMAL OUTLINE

For essays and research papers, some college instructors require students to prepare a formal outline before writing the first draft. An outline is basically a clear list. This helps your instructor know that you are organized and on the right path. Let's start by outlining a paragraph. Here's the basic structure of an outline for a paragraph:

Topic sentence (write a full sentence here)

- I. Major point
 - A. Minor detail
 - 1. specific information
 - 2. specific information
 - B. Minor detail
 - 1. specific information
 - 2. specific information
- II. Major point
 - A. Minor detail
 - 1. specific information
 - 2. specific information
 - B. Minor detail
 - 1. specific information
 - 2. specific information

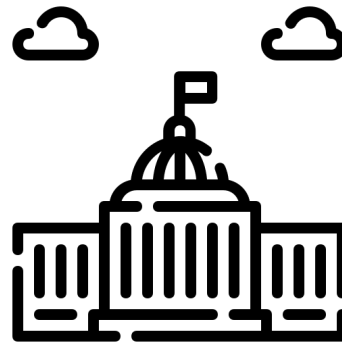
Concluding sentence (write a full sentence here)

REMEMBER: You may have any number of major points, minor details, or specific information. The important idea here is that each level explains the level above. So specific information explains minor details. Minor details explain a major point. And the major points explain the topic sentence.

EXERCISE 5

INSTRUCTIONS: Read the paragraph below. Then use the list of phrases at the bottom of the page to complete the outline that follows.

London and Washington D.C. have similarities and differences in living standards and cultural diversity. Both cities share a very expensive cost of living in terms of housing. A downtown one-bedroom apartment in DC can easily cost \$1,800 per month, and a similar “flat” in London may be double that amount. These high costs create socioeconomic differences among the residents. Although both cities’ residents are predominantly wealthy, both cities have a significantly large population of poor and homeless. Perhaps the most significant difference is the racial diversity. Washington, DC, is a “minority-majority” city, which means the majority of its citizens are races other than white. In 2009, according to the US Census, 55 percent of DC residents were classified as “Black or African American” and 35 percent of its residents were classified as “white.” London, by contrast, has very few minorities. In 2006, 70 percent of its population was “white,” while only 10 percent was “Black.” Though the cost of these cities is high, the racial differences between the cities are what make them feel different.



- London has few minorities
- Washington, DC has more minorities
- 55% Black and 35% white
- Most residents are wealthy, but there are many poor and homeless
- Differences in racial diversity
- High costs lead to socio-economic differences
- High cost of housing
- DC apartments cost \$1,800 a month; a “flat” in London is twice.
- 70% white and 10% Black
- Similarities in living standards

Topic sentence: London and Washington, D.C. have similarities and differences in the cost of living and cultural diversity.

1. _____

a. _____

i. _____

b. _____

i. _____

2. _____

a. _____

i. _____

b. _____

i. _____

Concluding sentence: Though the cost of these cities is high, the racial differences between the cities is what makes them feel different.

Now imagine that you started with the outline. Would it make it easier to write the paragraph?

sentence and concluding sentence if necessary.

[illegible]

WHAT IS COMPARISON AND CONTRAST WRITING?

Comparing and contrasting is a way to think about two things and figure out how they are the same or different. It can help you make good choices, like deciding which thing to buy. In the workplace, people use comparing and contrasting to decide who gets a job, who gets a raise, and who gets fired. It can also help you understand companies, departments, or people better. It is a useful tool in many situations.

● TOPIC SENTENCES FOR COMPARISON AND CONTRAST PARAGRAPHS

A good topic sentence for a compare-and-contrast paragraph should clearly state the two things being analyzed, the specific point by which they are being compared, and the main idea. Fortunately, in compare-and-contrast style writing, the main idea is simple: In what ways are the two items similar or different in regards to a particular point of comparison?

□ EXERCISE 7

INSTRUCTIONS: Read the paragraph below and then answer the questions that follow.

One way to measure the strength of a country's economy is to look at its gross domestic product (GDP), which is the value of finished goods and services produced within the nation. According to *The World Factbook*, which is a website published by the CIA, the US has a GDP of \$54,800 per person annually, while Vietnam has a GDP of \$6,000 per person annually. This means that the US makes much more money per person than Vietnam. The US also has the second-largest industrial output in the world, while Vietnam is in thirteenth place. This means that the US makes more things in factories than Vietnam. However, Vietnam still relies on agriculture for a significant portion of its GDP, at 17.4%. These differences in economic conditions explain why Vietnam is considered a developing country, while the US is considered a developed country.

1. What are the two topics being compared?
2. What is the point of comparison?
3. Are they the same or different?
4. Write a topic sentence for this paragraph.

● CONCLUDING SENTENCES FOR COMPARISON AND CONTRAST PARAGRAPHS

Remember, the last sentence in a paragraph is the concluding sentence. Its job is to help the reader feel that the writer has expressed a complete and finished idea. In a single paragraph, the concluding sentence wraps everything up. In an essay with several paragraphs, a concluding sentence can be a transition between two paragraphs.

► Use a concluding sentence to end a single paragraph

Here are some examples:

- give advice or make a suggestion about the topic to the reader
- make a prediction or offer hope for the future
- give the writer's feelings or opinion about the topic
- restate the main idea from the topic sentence

□ EXERCISE 8

INSTRUCTIONS: Look at the concluding sentence from the paragraph we read about London and Washington, D.C. What technique does this sentence use? (choose from the list above)

Though the cost of these cities is high, the racial differences between the cities is what makes them feel different.

► Using a concluding sentence to transition between paragraphs

As you learn more about essay writing and move beyond simply writing paragraphs and move into writing essays, the concluding sentence of a paragraph can also create a transition between two paragraphs.

EXERCISE 9

INSTRUCTIONS: Read the two paragraphs. The concluding sentence at the end of the first paragraph is missing. Which sentence makes the best transition between the two paragraphs?

There are some differences and similarities between the US and Bosnia in how their governments work. Bosnia is a younger country than the US. Bosnia became independent in 1992 and the US became independent in 1776. Both countries are independent and democratic. They both have elections to choose their president. In the US, there are two main political parties, the Democrats and the Republicans. In Bosnia, there are three main parties: the SDA, SDP, and HDZ. Both countries have a lot of parties, but only a few are popular enough to be chosen in the elections. Both countries have elections where the people vote to choose their new president.

1. *The new president runs the nation's government until the next election when the people vote again.*
2. *The new president runs the nation's government, with or without the support of all of the country's parties.*
3. *The new president runs the nation's government, which tends to impact the economy positively or negatively.*

Bosnia and the US have different economies. Bosnia is a developing country and the US is a developed country. Bosnia's economy is smaller than the US's economy. Bosnia mostly grows food while the US grows food and makes many other things. Both countries sell wheat, corn, vegetables, and animals. According to the CIA World Factbook, Bosnia's GDP is about \$39 billion and the US's GDP is about \$17 trillion. This affects the kinds of businesses people start and the job opportunities in each country.

EXERCISE 10

INSTRUCTIONS: Read the short essay below. The concluding sentences at the end of the first and second paragraphs are missing. What is the best transition between paragraphs? Write the missing sentences in a way that leads the reader from one paragraph to the next.

Older people prefer Facebook; younger people use TikTok. Regardless of the platform, social media is a part of everyday life around the globe. However, not every country is the same. Social media in China and the U.S., for example, differ in terms of government control, freedom of expression, and features.

First, social media platforms in China are heavily censored and monitored by the government, while those in the U.S. are generally not subject to the same level of censorship and control. According to the Citizen Lab, which is a research group at the University of Toronto, over 50,000 Weibo posts were censored in just one week in 2013. In contrast, the First Amendment of the U.S. Constitution protects the freedom of expression of users on social media platforms in the U.S. _____

Second, both Chinese and American social media users have access to a wide range of features, such as the ability to connect with friends and family, share photos and videos, and participate in online communities. However, the specific functions of social media platforms vary depending on the country. For example, social media platforms in China have more features related to e-commerce, while those in the U.S. focus on social networking and communication. _____

Finally, social media in both China and the U.S. play important roles in the lives of millions of people around the world. According to DataPortal.com,, around 80% of adults in the U.S. use social media, making it a crucial part of modern communication and connection. Despite the differences between social media in China and the U.S., both offer a range of features and services that allow users to connect with others and share information.

● ORGANIZING THE INFORMATION: BLOCK OR POINT-BY-POINT

When organizing the supporting sentences of a compare-and-contrast paragraph, or organizing the body paragraphs of a compare-and-contrast essay, it is important to consider whether to use a block or point-by-point organization structure. You can group information by similarities and differences (each has its own paragraph); by topic (each topic has its own paragraph), or by the features (points) you are using to compare/contrast (each point has its own paragraph). The choice depends on the type of data you have and where you want your reader to focus their attention.

Block Organization

Topic Sentence	Topic Sentence: Seeing these two similar looking images together makes the differences between them stand out.
Point 1: Topic 2	A. The woman
Point 2: Topic 2	1. Socioeconomic status: perhaps wealthy 2. Age: youthful
Point 1: Topic 1	B. Man
Point 2: Topic 1	1. Socioeconomic status: perhaps poor 2. Age: old
Concluding Sentence	Concluding sentence: Though these images focus on faces and have a similar shape, the differences between them are powerful.

Point-by-point Organization

Topic Sentence	Topic Sentence: Seeing these two similar looking images together makes the differences between them stand out.
Point 1: Topic 1	A. Socioeconomic status
Point 1: Topic 2	1. Woman: perhaps wealthy 2. Man: perhaps poor
Point 2: Topic 1	B. Age
Point 2: Topic 2	1. Woman: youthful 2. Man: old
Concluding Sentence	Concluding sentence: Though these images focus on faces and have a similar shape, the differences between them are powerful.

□ EXERCISE 11

INSTRUCTIONS: Look at the texts in Exercise 9 and Exercise 10. Do they use block or point-by-point organization?

- Exercise 9:** ☐ Block ☐ Point-by-point
Exercise 10: ☐ Block ☐ Point-by-point

PARAGRAPH PRACTICE

As you know, a good way to get ready to write an essay is to write a paragraph first. You can both learn to write and write to learn!



ASSIGNMENT - Paragraph practice

INSTRUCTIONS: Choose an infographic provided by your teacher. Use the information from the infographic to write a compare-and-contrast paragraph. Begin with a clear topic sentence. Organize your supporting details in either block or point-by-point method. End with a concluding sentence. Your paragraph should have 8-10 sentences. Use the same formatting as Unit 1. When you are finished, share your Google Doc with your teacher.

REMEMBER: You can use facts and figures from the infographic, but you cannot copy whole phrases or sentences from the infographic. That's plagiarism. Instead, you must describe the information in the infographic using your own words.

This is how your teacher will evaluate your work (1 point each; total 8 points):

- ☐ The topic sentence has a clear topic and controlling idea.
- ☐ The supporting sentences add specific supporting details.
- ☐ The final sentence makes the paragraph feel complete and finished.
- ☐ The sentences are in a logical order, and the information flows well.
- ☐ Grammar errors are not distracting or confusing.
- ☐ Mechanical errors (spelling, punctuation, capitalization) are not distracting or confusing.
- ☐ Each paragraph follows the formatting from Unit 1 and has at least 8 sentences.
- ☐ The writer uses either block organization or point-by-point organization to compare and/or contrast two topics.

This assignment is due _____

An example is on the next page.

See the infographic at:
<https://www.stupidblogger.com/wp-content/uploads/2020/03/Youtube-vs-tik-tok-819x2048.jpg>

Halsey 1

Ordelia Halsey

Level 6 Writing

Paragraph Practice

March 1, 2023

The Battle of the Video

Nowadays, video content has become the most important part of social media. Users around the world want to share more than text and pictures. Both YouTube and TikTok focus on video content, but according to StupidBlogger.com, there are important differences. YouTube is a U.S. company that started in 2005, while TikTok is a Chinese company that began in 2017. YouTube is the second largest social media platform in the world with 2.3 billion users. TikTok, on the other hand, has only 6.89 million users. In terms of hours, however, TikTok users spend about 50% more time on its platform. The average age of a user is also much younger on TikTok.

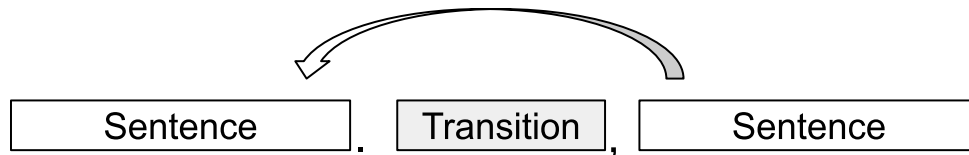


VOCABULARY, GRAMMAR, AND MECHANICS

● TRANSITION WORDS FOR COMPARISON AND CONTRAST

Whichever way you decide to organize your sentences or paragraphs, you need to use many transitions to help readers move between topics and points smoothly.

► Conjunctive adverbs



This kind of sentence connector is most often used to show how ideas between two separate sentences or separate paragraphs are related to each other. They usually begin the sentence, and they are usually followed by a comma, so it's a good idea to practice using them this way first. However, as you advance in your writing skills, you might notice that like all adverbs, these words can sometimes move into different places in a sentence or be used with more complex punctuation, such as semicolons.

Showing difference

However,
In contrast,
On the other hand,

Showing similarity

Likewise,
Similarly,

□ EXERCISE 12

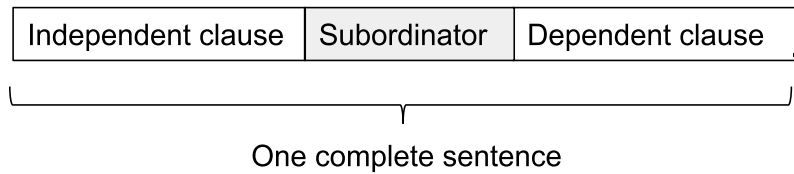
INSTRUCTIONS: Read each pair of sentences. Decide whether the two sentences show similarities or differences. Which transition words could you use in these examples?

1. Teachers in China do not expect students to ask questions or to make comments in class. American teachers think that asking questions and making comments shows good participation.

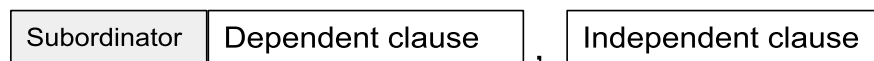
2. Some people find it helpful to listen to music when they study. Others prefer silence.

3. English is spoken in America. It is spoken in Canada, Australia, and New Zealand.

► Subordinating conjunctions



Subordinating conjunctions make complex sentences. They show how ideas in the two clauses are related to each other. A subordinating conjunction cannot be used with a coordinating conjunction (FANBOYS) in the same sentence. Another interesting thing about these sentence connectors is that they allow you to change the order of the clauses.. When the dependent clause comes first, you use a comma between them.



Showing difference

Although	While
Even though	Whereas
Though	

Showing similarity

As
Just as

■ EXERCISE 13

INSTRUCTIONS: Read each pair of sentences. Decide whether the two sentences show similarity or difference. Join the two sentences into one complex sentence using an appropriate subordinating conjunction.

1. Some people find it helpful to listen to music when they study. Others prefer silence.

2. College students have to complete an average of three to five assignments per week. High school students tend to have one to three assignments per week.

3. English is spoken in America. It is spoken in Canada, Australia, and New Zealand.

4. Japan's government is more socialist. China's government is more communist.

► Correlative conjunctions

Compare-and-contrast writing also frequently uses a special kind of sentence connector called correlative conjunctions. These are conjunctions that show how your two topics are similar.

Both...and

Both X and Y are/have (plural form)

Neither...nor

Neither X nor Y is/has (singular form in the negative if X and Y are singular nouns, but use a plural form of the verb (have) if Y is plural).

Not only...but (also)

Not only does X + verb, but it (also) verb
Not only is X + noun or adjective, but it (X) is also + noun or adjective.
X verb not only, but X (also) verb

□ EXERCISE 14

INSTRUCTIONS: Read each pair of sentences. Combine the two sentences into one using a correlative conjunction.

1. The United States doesn't have universal health care. Mexico doesn't have universal health care.

2. Japan is a socialist country. Canada is a socialist country.

3. Robert went to the party. Anne also went to the party.

● FORMING COMPARATIVE AND SUPERLATIVE ADJECTIVES

Comparatives and superlatives are special forms of adjectives. They are used to compare two or more things. Generally, comparatives are formed using the adjective with the suffix *-er* or the word *more*, and superlatives are formed using the adjective with the suffix *-est* or the word *most*.

The forms depend on the number of syllables in the adjective. Each vowel sound in a word equals one syllable. For instance, *sing* contains one syllable, but *singing* contains two – *sing* and *-ing*. Notice how each part of the word has a vowel sound.

Adjective form	Comparative form	Superlative form
Only one syllable, ending in -e. Examples: wide, fine	Add -r Examples: wider, finer	Add -st Examples: widest, finest
Only one syllable, with one vowel and one consonant at the end. Examples: hot, big, fat	Double the consonant and add -er. Examples: hotter, bigger, fatter	Double the consonant and add -est. Examples: hottest, biggest, fattest
Only one syllable, with more than one vowel or more than one consonant at the end. Examples: light, neat, fast	Add -er Examples: lighter, neater, faster	Add -est Examples: lightest, neatest, fastest
Two syllables, ending in -y. Examples: happy, silly	Change y to i, then add -er. Examples: happier, sillier	Change y to i, then add -est. Examples: happiest, silliest
Two syllables or more, not ending in y. Examples: modern, interesting, beautiful	Use <i>more</i> before the adjective. Examples: more modern, more interesting, more beautiful	Use <i>most</i> before the adjective. Examples: most modern, most interesting, most beautiful

EXERCISE 15

INSTRUCTIONS: First, write the adjective forms of these nouns. Then write the comparative and superlative forms.

Noun	Adjective	Comparative form	Superlative form
success			
health			
wealth			
poverty			
importance			
fame			
youth			

EXERCISE 16

INSTRUCTIONS: Correct the mistakes with comparative and superlative forms in these sentences.

1. Sometimes flying to a city is more cheaper than driving there.
2. The easiest way to buy cheap airlines tickets is on the Internet.
3. Renting a car is more expensive to taking the bus.
4. If you travel in winter, you can get best price on airplane tickets.
5. This year I am planning to go somewhere more far away than last year.
6. I went to same city as you last year.
7. The speed of taking an Amtrak train to Canada is similar with driving there.
8. Spanish that is spoken in Mexico is much different than the Spanish spoken in Spain.
9. The amount of rain in Portland is as much as Seattle.
10. One way to travel more cheaplier is to take the Bolt Bus.

Finally, as you saw in Exercise 1, a few important adjectives have their own unique collocations, or word combinations, for comparison. They do not follow the regular comparative or superlative structures. Here are some examples:

different from ... Example: Canada is very different from other parts of Great Britain.

similar to ... Example: Chile is similar to other countries in South America.

the same as ... Example: Life in Oregon is not the same as life in Florida.

the opposite of ... Example: The weather in California is the opposite of New York.

alike/unlike in ... Example: Not all countries in Africa are alike in culture or language.

EXERCISE 17

INSTRUCTIONS: Work with a partner. Think about your similarities and your differences. Use that information to write example sentences for each of these forms.

1. (slightly different from)

2. (very different from)

3. (completely different from)

4. (similar to)

5. (very similar to)

6. (the same as)

7. (exactly the same as)

8. (almost the opposite of)

● FORMING COMPARATIVE AND SUPERLATIVE ADJECTIVES

A noun clause is a group of words (with a subject and verb, but no complete idea) that acts like a noun in a sentence. That means it can function as the subject of the sentence, object of the verb, object of a preposition, or a complement. You can use noun clauses to provide more details, express an attitude or degree of certainty, or report someone else's words or opinions.

A noun clause begins with a relative pronoun or adverb, much like adjective clauses. Here are some of the most common ones: *who, whom, which, how, what, when, whether, where, why, if, that* and *whoever, whomever, whichever, however, whatever, whenever*.

Subject of the sentence:	<u>Where I am going</u> is none of your business.
Object of the verb:	I don't know <u>what I am going to do</u> .
Object of a preposition:	The textbook showed a model of <u>how computers work</u> .
Complement:	The true test of courage is <u>how we act under pressure</u> .

The relative pronoun or adjective is usually followed by the subject and verb of the clause. It uses statement word order. Sometimes the words *who, what*, and *which* are both the relative pronoun and the subject of the clause. For example: She asked me who would be at the party.

When a *that* clause is the subject of the sentence, the word *that* is necessary. In all other cases, the word *that* is optional when it begins a noun clause. Formal academic writing usually uses *that* whereas informal speaking often omits it. Here are some examples:

Formal:	We know <u>that sleep is important to success in school</u> .
Informal:	We know <u>sleep is important to success in school</u> .

□ EXERCISE 18

INSTRUCTIONS: Look at the sentences below and underline the noun clauses.

1. Though the cost of these cities is high, the racial differences between the cities is what makes them feel different.
2. Write a short paragraph that explains how they are similar and how they are different.
3. This helps your instructor to be sure that you are on the right path and are working in an organized way.
4. Imagine that you are an expert in geography and you work for a non-governmental organization that studies how countries compare.
5. It is important to consider whether to use a block or point-by-point organization structure.

EXERCISE 19

INSTRUCTIONS: One way to practice making noun clauses is to think about putting a question inside of a sentence. Practice combining these sentences by changing the question to a clause and putting it into the sentence. Be careful of word order and auxiliary verbs!

1. Scientists all over the world wonder _____.
(Question) *How fast will the Earth's temperature rise if carbon emissions continue at their current rate?*
2. Many immigrants want to know _____.
(Question) *What are the differences between the US and my home country?*
3. _____ is one of the most important skills a person can learn in their lives.
(Question) *How can a person be promoted in their career?*
4. Experts in social sciences who study the effect of culture on daily decisions still don't understand _____.
(Question) *Why do people have difficulty adapting to new cultures?*
5. Many people dream about _____.
(Question) *How can people retire early?*
6. The last question I have about her birthday party is _____.
(Question: *Who is going to bring the cake?*)

WRITING ASSIGNMENT: ESSAY 4

In this assignment, you will not start with the paragraph you wrote earlier. Instead, you have a new topic that requires some research. Follow the instructions carefully step by step.



ASSIGNMENT – Compare/contrast essay

INSTRUCTIONS: Imagine that you are an expert in geography and you work for a non-governmental organization that studies how countries compare. The organization asks you to write a report for international students and recent immigrants. The report should explain how your country is different from or similar to the U.S. Follow the steps below.

FINDING INFORMATION

Use the *CIA World Factbook* (<https://www.cia.gov/the-world-factbook/>) to find data about how the U.S. and your country compare in the areas of the economy, people and society, geography, politics, energy, transportation, and other important issues. Then choose one option for your essay:

- *Option 1:* Focus on just one area (for example, people and society) and write about three important differences or similarities in that area (one body paragraph for each).
- *Option 2:* Focus on three major areas of difference and write about the major data points that make the countries different or similar (again, one body paragraph each).

GETTING STARTED

1. As you read about the two countries, collect information in a Venn diagram (two overlapping circles). Save this to give it to your teacher with the first draft of your essay.
2. When you think you have enough data, organize the relevant information in an outline. Use the method of organization (block or point-by-point) that fits your data best. Use the outline as a map for writing your full essay. Save this to give to your teacher with the first draft of your essay.

AS YOU WRITE YOUR DRAFT

- ☐ Organize your essay with an introduction paragraph, block or point-by-point body paragraphs, and a conclusion paragraph.
- ☐ In your introduction paragraph, include an interesting hook, background information, and a clear thesis statement in your introduction that tells your readers exactly which topics and points you will be comparing or contrasting.
- ☐ Make sure each body paragraph has a clear topic sentence that states the point(s) of comparison and whether the paragraph focuses on similarities or differences. Use concluding sentences that lead the reader to the next topic.



- ☐ IMPORTANT: Be sure to tell your readers where you got your information. Include something like this: *According to the CIA World Factbook, ...*
- ☐ Use comparative adjectives and transition words to show comparison and contrast throughout your essay.
- ☐ In your conclusion paragraph, remind your readers of your thesis by summarizing the topics and points of comparison. Remind the reader why this information is important to them.
- ☐ Use at least one noun clause in your writing.
- ☐ Use appropriate verb tenses (past, present, future) and voice (active, passive).
- ☐ Choose a point of view appropriate for your story (first person, second person, third person).
- ☐ Use a variety of sentence types and vocabulary.
- ☐ Add a description with adverbs, adjectives, and adjective clauses. Be specific. Give details. Don't be vague or superficial.

Format

- Type your essay using Google Docs.
- Use Times New Roman 12 point font or something similar.
- Use a margin of one inch on all sides.
- Double-space the lines.
- Use page numbers in the upper right-hand corner.
- Add a header in the upper left-hand corner with your full name, class, assignment, and date.
- Add a title, centered at the top of the page.
- Indent each paragraph by using the TAB button on your keyboard (not the spacebar).
- Use your own words. Do not copy from another source. That is plagiarism and results in 0 points for this assignment. If you use information from an outside source, paraphrase (use your own words) or quote (use exact words inside "quotation marks"). Either way, you must say where you found the information.
- Proofread carefully for grammar, capitalization, punctuation, and spelling.

Schedule

Listen carefully to your teacher's instructions. Write the deadline dates here.

- Prepare a draft; print a copy; bring the printed copy to class on

- Use feedback from your teacher to revise your draft; share the final version with your teacher by



Evaluation

This is how your teacher will evaluate your work (1 point each; total 10 points):

1. The content (ideas) of the essay are substantial and specific; the information is not too general or obvious.
2. The introduction has a hook, background information, and thesis statement.
3. Each body paragraph has a clear topic sentence and sufficient supporting details.
4. The conclusion paragraph restates the thesis, summarizes the main points, and wraps up the essay with a final thought.
5. The writer uses either block organization or point-by-point organization to compare and/or contrast two topics.
6. The writer uses comparative adjectives, transition words, and other language to show comparison and contrast throughout the essay.
7. The writer uses at least one noun clause accurately.
8. The writer cites the source of information (*CIA World Factbook*).
9. Grammar errors are not distracting or confusing.
10. Formatting and mechanical errors (spelling, punctuation, capitalization) are not distracting or confusing. The length of the essay is 4-6 paragraphs.

Extra Credit

You can receive 1 point extra credit by visiting a PCC tutor, either in person at the campus library or remotely on Zoom. When you visit the tutor, bring:

- your essay
- these instructions
- your specific questions (What do you want help with? Grammar? Vocabulary? Essay organization? etc.)

Important: Ask your tutor to send your teacher an email about your visit.

Example

You can read two different examples of this essay on the following pages.



EXAMPLE ONE

Halsey 1

Ordelia Halsey

Level 6 Writing

Essay 4

March 15, 2023

The Big and the Small:

Comparing the United States and Spain

How alike – or different – are the countries of the United States and Spain?

One might think that they share many characteristics since Spain was once a colonizer of many parts of North America that the United States now controls. While their histories were once closely connected, the two countries have taken different paths over time. By looking at key factors such as geography, population, and economy, one can get a better understanding of similarities and differences between these two countries today.

One major difference between the United States and Spain is sizes. The United States is the third-largest country in the world. This North American nation has a total area of 9.147 million square kilometers (according to the *CIA World Factbook*). In contrast, the older, European country of Spain is much smaller. It has a total area of 505,990 square kilometers. This means that the United States is over 18 times larger than Spain. The geographic size of the country means there are likely many differences in geography, such as climate and types of land.

Another significant difference between the countries of the United States and Spain is population. As of 2021, the United States has a population of 331 million



people (according to the *CIA World Factbook*), while Spain has a population of only 47 million people. That means there are about 36 people per square kilometer in the United States, and about 93 people per square kilometer in Spain. The density of the population might seem quite different, but it is important to note that in both countries about 81% of the population live in urban areas.

The economy is another way to compare the two countries. The United States and Spain have both experienced significant economic growth in recent years. While they both have grown, there is a noteworthy contrast in the sizes of the economies. According to the *CIA World Factbook*, for example, the United States has the world's largest economy. The country has a gross domestic product (GDP, which *Cambridge Learner's Dictionary* says is the total value of goods and services that a country produces in a year) of over \$22 trillion. Spain's economy is also strong, with a GDP of over \$1.4 trillion. Both countries have quite diverse economies. That means they are driven by a variety of industries, including manufacturing, agriculture, and service sectors.

While the United States and Spain have many differences, including their size and population, they also have some similarities, such as their strong economies and the industries behind them. Understanding the differences and similarities between these two countries can give a greater appreciation of their unique cultures and histories. Overall, the United States and Spain are both interesting and diverse countries that have much to offer.

EXAMPLE TWO

Halsey 1

Ordelia Halsey

Level 6 Writing

Essay 4

March 15, 2023

Comparing Economies: The United States and Spain

Have you ever stopped to think about the economic differences and similarities between the United States and Spain? While these two countries may seem quite different on the surface, they actually have more in common than you might think when it comes to their economies. When you look at the key indicators such as their gross domestic product (GDP), their unemployment rate, and their major industries, you can get a better understanding of the economic landscape in both the United States and Spain. By exploring these factors, you can see how these countries compare and contrast when it comes to their individual economic strengths and challenges.

One key difference between the United States and Spain is their gross domestic product (GDP, which *Cambridge Learner's Dictionary* says is the total value of goods and services that a country produces in a year). According to the *CIA World Factbook*, the United States has the world's largest economy, with a GDP of about \$22 trillion. As you might imagine, Spain's GDP, in contrast, is much smaller, at about \$1.4 trillion. This means that the United States has a significantly larger economy than Spain. This may not be surprising since it has more people and more land.

Despite this difference in GDP, both the United States and Spain have experienced economic growth in recent years. In the United States, the GDP has grown by an average of 2.5% per year over the past decade (according to the *CIA World Factbook*). Similarly, Spain's GDP has grown by an almost identical average of 2.2% per year over the same time period. This demonstrates that both countries have robust and growing economies.

In terms of major industries, both the United States and Spain have diverse economies. That means that they have a significant mix of industries. In other words, they do not rely on just one product, such as sugar or oil. In the United States, the largest industries include manufacturing, services, and agriculture. Spain's economy is also diverse, with major industries including tourism, manufacturing, and agriculture. You might guess that this is probably one of the reasons why both countries have experienced economic growth.

When it comes to unemployment, both the United States and Spain have experienced fluctuations, or rapid ups and downs, in their unemployment rates over the past decade. As of 2021, the United States has an unemployment rate of 6.4% (according to the *CIA World Factbook*). Spain has an unemployment rate of 14.5%. While both countries have experienced periods of higher unemployment, they have also seen decreases in their unemployment rates over time. As you can imagine, this is probably another factor in both country's successful economies.

As you can see, the United States and Spain have both experienced economic growth and have diverse economies that are led by a mix of industries. While the United States has a significantly larger GDP than Spain, both countries have experienced fluctuations in their unemployment rates over time. Understanding the economic landscape in both the United States and Spain can help you to better understand the unique economic strengths and challenges faced by these countries.

Analyze the sample essay

First, read the sample essay. Then follow the instructions below to analyze (study) its structure.

1. Label each paragraph:

- introduction paragraph
- body paragraph
- conclusion paragraph

2. Circle the hook in the introduction.

3. Underline the thesis statement in the introduction. The thesis statement is the main idea of the whole essay.

What is the topic? -----

What is the claim? -----

4. Underline the topic sentence of each body paragraph. Give each body paragraph a short label of 1-3 words that describe its topic.

5. What transition words do you see in the essay?

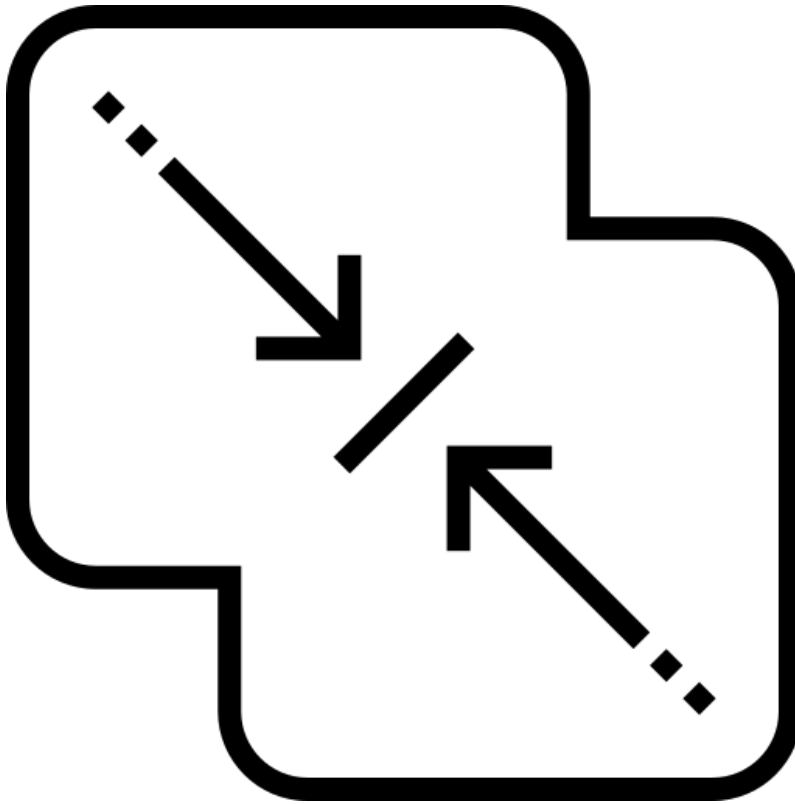
6. Look at the conclusion paragraph. Underline the sentence that restates the main idea of the essay.

7. Look at the conclusion paragraph. Circle the final thought that wraps up the essay.

8. What is something that works well about this essay? What do you like?

9. What is something that doesn't work well in this essay? What is confusing or a problem?





Amalgamation: Unit 5

“Good Writing Is Rewriting”

Assembling the skills of academic writing for students of
English for Speakers of Other Languages (ESOL)

amalgamation

/əˌmælgəˈmeɪʃ(ə)n/ - noun

a process in which two or more things are combined
(*Macmillan Dictionary*)

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Acknowledgements

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- University of Victoria English Language Centre, Published 1998, Revised 2011. CC BY-NC-SA
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- *The Advanced Writing Handbook*, by John Sparks (Fourth Ed. 2007). Used with author's permission.

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<https://sites.google.com/pcc.edu/oer-for-esol/home>

THE EDITING AND PROOFREADING PROCESS

Editing and proofreading are important steps in the writing process. They allow you to improve your essay and make it the best it can be. Many people think that once they've finished their first draft, there's not much more to do. However, even experienced writers know that they can always improve their work and benefit from the input of others. Just like athletes and dancers get better with practice, writers can also make their writing better by revising and editing. So don't be afraid to go back and make changes – it's all part of the journey to creating the best work possible.

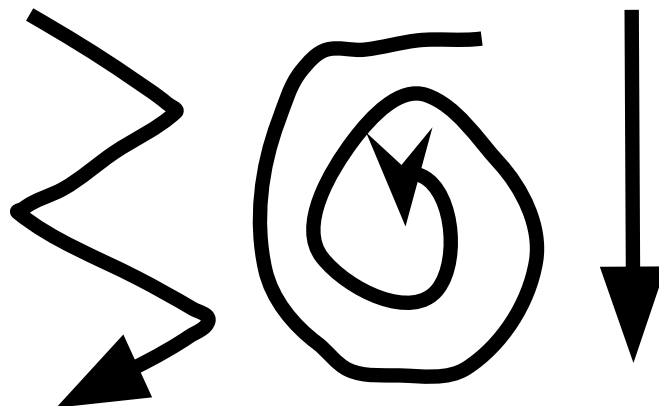
- When you **edit** your writing, you take a second look at your ideas. You might add, cut, move, or change information in order to make your ideas clearer, more accurate, more interesting, or more convincing. In this stage, you focus on the content.
- When you **proofread** your writing, you take a second look at how you expressed your ideas. You might use different vocabulary. You fix any problems in grammar and mechanics, such as spelling, capitalization, and punctuation. You also look carefully at the formatting. In this stage, you focus on the presentation.

FOCUS ON EDITING

● CREATING UNITY

Unity in an essay means that all the parts of the essay work together to support the main idea. An essay with unity is focused and consistent. All the supporting details and examples fit together nicely to make a complete whole. Everything is necessary; there are no extra pieces.

However, different cultures tell stories and share information in different ways. Each is appropriate to its own situation. In English – especially English in the U.S. – writers are often very direct and move from one point to the next without digression (“digression” is when you start writing about something that is not related to your topic). This can be distracting, and it can confuse your reader.



● EXERCISE 1

INSTRUCTIONS: Review this outline for an essay about the process of changing a flat tire. Draw a line through any information that is unnecessary.

- I. Introduction
 - A. Hook: "Nobody wants to be stuck on the side of the road with a flat tire and no way to fix it."
 - B. Background Information
 - 1. Why it's important to know how to change a flat tire
 - 2. What you need to do it
 - 3. What causes a flat tire
 - C. Thesis: "Changing a flat tire is an important skill that everyone should learn in case of an emergency on the road."
- II. Getting ready
 - A. The car
 - 1. Park the car in a safe place
 - 2. Turn off the engine
 - 3. Use the brake
 - 4. Turn on the radio
 - B. The equipment
 - 1. Spare tire
 - 2. Jack
 - 3. Lug wrench
 - 4. Favorite snack
- III. Changing the Tire
 - A. Taking the Flat Tire Off the Car
 - 1. Loosen the lug nuts with the lug wrench
 - 2. Lift the car off the ground using the jack
 - 3. Remove the flat tire
 - 4. Take a picture to post on Facebook
 - B. Putting the Spare Tire On the Car
 - 1. Put the spare tire on the car and tighten the lug nuts by hand
 - 2. Lower the car to the ground using the jack
 - 3. Tighten the lug nuts with the lug wrench
- IV. Finishing Up
 - A. Put the flat tire and all tools back in the trunk
 - B. Check the car's oil and gas levels
 - C. Drive to a tire repair shop or get a new tire as soon as you can
- V. Conclusion
 - A. Restate the Thesis
 - B. Summarize the Main Points
 - C. Wrap It Up

● EXERCISE 2

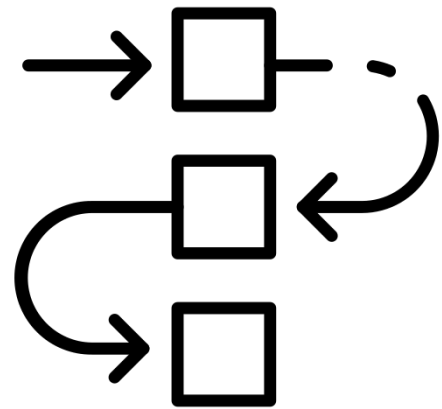
INSTRUCTIONS: Read the paragraph. Draw a line through sentences that are unnecessary.

Choosing a cell phone plan can be confusing. When you pick a phone plan, it's important to think about how much you use your phone. Too much time on a phone means you don't have enough time to do your homework. If you use a lot of data for things like music and videos, then you might need a plan with more data. It's also good to think about how many calls and texts you make. Text messages are usually quicker than phone calls. If you make a lot of international calls or texts, for example, then you might want a plan in which those things are free. There are also other things to think about, such as if the plan has any special deals or perks. For example, Samsung phones have good cameras. In the end, the best cell phone plan is the one that fits your needs and your budget.

● CREATING COHERENCE

Coherence in an essay is when all the parts of the essay fit together and make sense. It's like when you put together a puzzle: all the pieces need to fit together in the right way to create a complete picture. In an essay, coherence means that the ideas are connected and flow smoothly from one to the next. It also means that the essay has a clear structure, with an introduction, body, and conclusion that all work together to support the main idea or thesis of the essay. Coherence is important because it helps the reader understand the essay and follow the writer's train of thought.

You already studied many transitions that help to connect ideas. Look at the chart on the next two pages to see which ones you recognize and which ones are new to you.



Common Transitional Words and Phrases

Transitions That Show Sequence or Time

after	before	later
afterward	before long	meanwhile
as soon as	finally	next
at first	first, second, third	soon
at last	in the first place	then

Transitions That Show Position

above	across	at the bottom
at the top	behind	below
beside	beyond	inside
near	next to	opposite
to the left, to the right, to the side	under	where

Transitions That Show a Conclusion

indeed	hence	in conclusion
in the final analysis	therefore	overall

Transitions That Continue a Line of Thought

consequently	furthermore	additionally
because	besides the fact	following this idea further
in addition	in the same way	moreover
looking further	considering..., it is clear that	

Transitions That Change a Line of Thought

but	yet	however
nevertheless	on the contrary	on the other hand

Transitions That Show Importance

above all	best	especially
in fact	more important	most important
most	worst	

Transitions That Introduce the Final Thoughts in a Paragraph or Essay

finally	last	in conclusion
most of all	least of all	last of all

All-Purpose Transitions to Open Paragraphs or to Connect Ideas Inside Paragraphs

admittedly	at this point	certainly
granted	it is true	generally speaking
in general	in this situation	no doubt
no one denies	obviously	of course
to be sure	undoubtedly	unquestionably

Transitions that Introduce Examples

for instance	for example
--------------	-------------

Transitions That Clarify the Order of Events or Steps

first, second, third	generally, furthermore, finally	in the first place, also, last
in the first place, furthermore, finally	in the first place, likewise, lastly	

● EXERCISE 3

INSTRUCTIONS: Use the transition words and phrases below to complete the paragraph that follows. (NOTE: You will not use all of the words.)

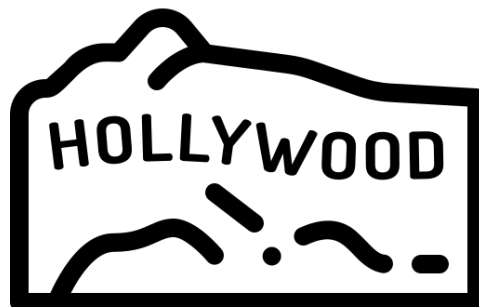
in the evening
however
no doubt
for example

overall
near
no one denies
most importantly

next
before
as
after

There are many interesting things to see in Los Angeles.

_____ I even arrived in Los Angeles on a sunny afternoon, I was ready to explore all that the city had to offer. _____ I made my way through the crowded streets, I felt a sense of excitement and energy in the air. _____ checking into my hotel, I decided to take a tour of Hollywood and Beverly Hills. _____, that's where I saw the famous Walk of Fame and drove past the mansions of the rich and famous. _____, I saw the estates of Ben Affleck and Oprah Winfrey. _____, I headed to Santa Monica to relax on the beach and watch the sunset over the Pacific Ocean. _____, I ventured to the Griffith Observatory where I looked at the stars and learned about astronomy. _____ that was a big park. It was a truly unforgettable experience. _____, my visit to Los Angeles was filled with a mix of sightseeing and relaxation, and I can't wait to go back and explore more of what the city has to offer.



Another part of coherence is making sure the order of information makes sense to your reader. We have studied three types of essays that depend on the order of information:

- **Narrative essays** tell a story. Usually this is from the beginning. The action is chronological. Sometimes the story might have a flashback or even a “flash forward”, but the pattern of organization is chronological. It’s all about how events connect over time.
- **Process essays** tell how to do something or how something is done or made. This is similar to chronological, but it’s more like instructions to the reader. We call this sequential. A person needs to do this before they do that. This must happen before that can happen.
- **Compare and contrast essays** have both block and point-by-point options. These patterns of organization help to show the relationship between things– same or different.

● EXERCISE 4

INSTRUCTIONS: Look at the outlines below. Number the ideas for each essay in a logical order.

Essay 1	Essay 2	Essay 3
<i>How to Write an Essay in a U.S. College</i>	<i>The “Twin Cities” Are Not Alike At All</i>	<i>Life as an Exchange Student in Ecuador</i>
_____ Collect information	_____ Minneapolis Size	_____ Planning the trip
_____ Write the first draft	_____ Minneapolis Demographics	_____ Opportunities for sight-seeing at the end
_____ Submit	_____ St. Paul Size	_____ Improving language skills after a few months
_____ Brainstorm topics	_____ Minneapolis Culture	_____ Culture shock on arrival
_____ Edit	_____ St. Paul Demographics	_____ Giving a report to the sponsor organization
_____ Make an outline	_____ St. Paul Culture	_____ Finding money for it
_____ Proofread		
_____ Get feedback		
_____ Write the second draft		

● EXERCISE 5

INSTRUCTIONS: Read the paragraph below. Identify the sentence(s) that is out of order.

¹To grow tomatoes, first find a sunny spot in your yard or on your balcony. ²Make sure the soil is good quality and mix in some compost or fertilizer, if needed. ³Plant your seeds according to the package instructions. ⁴With some care and patience, you should see your tomatoes growing in no time. ⁵You will need to buy some seeds from a store or online. ⁶Water your plants regularly and make sure they get enough sunlight.

● INFORMAL AND FORMAL WRITING

There are two different types of writing: informal and formal. Informal writing is often used in personal or casual situations, like writing an email to a friend, a post on social media, or a self-reflection in class. Informal writing is personal and relaxed. Formal writing, on the other hand, is often used in academic or professional settings. It is more serious and follows specific rules. It uses a more careful language in order to be clear, precise, and often objective or neutral. Formal writing also has a specific structure or format. It is important to use the right type of writing for the right situation.

● EXERCISE 6

INSTRUCTIONS: Read the two paragraphs below. Which is formal? Which is informal? How do you know?

When I'm trying to put together a cool new jigsaw puzzle, I find it helpful to first sort the pieces by color or pattern. This helps me find the edges and corners of the puzzle and gives me a solid foundation to build on. I also try to work from the center of the puzzle outwards. That's helpful to find more pieces and keep the puzzle in place. Sometimes it's helpful to take a step back and look at the puzzle from far away because it gives me a different perspective and helps me see pieces that maybe I didn't notice before. Fresh eyes, they say. And most importantly, I try to be patient and take breaks if I need 'em. Puzzles can be hard work, and it's important to keep a clear head and steady hands. And remember, as they say, "It's all about the pieces fitting together."

Assembling a jigsaw puzzle can be a challenging and rewarding task, but there are certain strategies that can help to make the process more efficient and enjoyable. One effective strategy is to first sort the puzzle pieces by color or pattern, as this can help to identify the edges and corners of the puzzle and create a solid foundation to build upon. Another strategy is to work from the center of the puzzle outwards, as this allows for the identification of more pieces and helps to anchor the puzzle in place. Additionally, it can be helpful to periodically step back and view the puzzle from a distance, as this can provide a different perspective and help to identify pieces that may not be immediately visible when working up close. Finally, it is important to be patient and take breaks as needed, as puzzles can be mentally and physically demanding and it is important to maintain a clear head and steady hands.

Here are some other methods you can use when you need to write in a more formal style:

- **Use standard grammar and mechanics.** This includes spelling, punctuation, capitalization.
- **Write in the third person.** This is not only *he/she/it/they* but also words like *students, workers, citizens*, etc.
- **Avoid slang.** Find alternatives to *bummer, cool, and awesome*.
- **Avoid language that is overly casual.** Write about *men and women* rather than *girls and guys* unless you are trying to create a specific effect.
- **Avoid contractions.** Use *do not* in place of *don't*, *I am* in place of *I'm*, *have not* in place of *haven't*, and so on.
- **Avoid clichés.** Overused expressions such as *think outside the box, face the music, better late than never*, and similar expressions are empty of meaning and may be confusing.
- **Be careful when you use words that sound alike but have different meanings.** Some common examples are: *affect/effect, accept/except, and principle/principal*.
- **Use specific words rather than overly general words.** Find synonyms for *things, humans, nice, good, bad, some, a lot, a little, big, small, interesting*, and other vague words. Or use specific details to make your exact meaning clear.

● EXERCISE 7

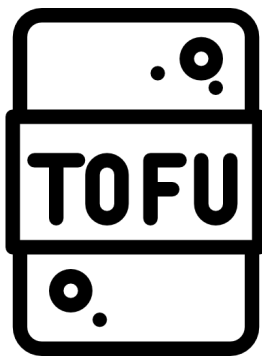
INSTRUCTIONS: Read the informal paragraph below. Rewrite it in a more formal style.

Learning to play the piano can be a cool thing to do! It's not always a piece of cake at first, but with some elbow grease and a chill attitude, you'll get better and better. One of the best ways to learn is to take lessons from a teacher who knows their stuff. They can show you how to sit at the piano and how to read music. It might seem kinda tough at first, but the more you practice, the easier it gets. And when you're able to play your favorite songs, it will be a lot of fun! Just remember to take it easy on yourself and have a good time! As the old cliché goes, "Practice makes perfect!"

● EXERCISE 8

INSTRUCTIONS: Edit this draft of a formal academic essay. What big changes would you recommend to the writer? Remember. This is not proofreading; don't worry about grammar or mechanics yet. Focus on content and structure/organization. Consider these questions:

- *What information is not necessary? What should the author omit (delete)?*
- *What information is missing? What would be useful to add?*
- *Are the paragraphs in the best order? If not, what order would be better?*
- *Are the sentences in each paragraph in the best order? If not, what order would be better?*
- *Does the information flow well? What transition words or phrases would help?*
- *How can the essay have a more formal tone?*



Are you curious about how tofu is made? Do you want to know how to make it at home? Tofu is a tasty and healthy protein source, and it's actually pretty easy to make. In this essay, we'll walk you through the steps of how to make tofu from scratch. By the end, you'll know all the steps to make your own tofu at home. So, let's get started!

Basically, you use a blender or food processor to grind the soaked soybeans into a smooth paste. You bring a pot of water to a boil and add the soybean paste. Cook it for a while, stirring constantly.

First, though, you need to start with some soybeans. You'll also need some water and a coagulant, like nigari or gypsum. To begin, soak the soybeans in water for a while; this helps to soften them up.

You have cooked it a little, it's time to add the coagulant. To separate the curds from the rest of the mixture, use a cheesecloth or fine mesh strainer. Press the curds into a block or mold to remove excess liquid. Let the block of tofu cool, then cut it into the shape and size you want. The coagulant helps the mixture start to curdle; just stir it in until you see the curds forming.

Making tofu at home is not difficult and it can be a fun and rewarding experience. By following these simple steps, you can make your own tofu and enjoy it in a variety of dishes. Whether you're a vegan looking for protein sources or just want to try something new, making tofu is a great way to add variety to your meals. So why not give it a try and see how easy it is to make your own tofu at home?

FOCUS ON PROOFREADING

● FOUR MOST COMMON GRAMMAR ERRORS

Although there are many rules for English grammar, there are four very common errors in ESOL writing. If you focus on learning to find and correct these four errors, your writing will improve significantly. Practice them here, and then look for them in your essays.

► Subject-verb agreement errors

When you write in the simple present tense, the subject and the verb must agree in number. In other words, a singular subject requires a singular verb form, and a plural subject requires a plural verb form. Here are some examples:

Singular:	The car <u>is</u> red.	Beth <u>likes</u> cake.	He <u>studies</u> English.
Plural:	The cars <u>are</u> red.	Beth and Sheila <u>like</u> cake.	They <u>study</u> English.

● EXERCISE 9

INSTRUCTIONS: Proofread each sentence carefully. Correct the subject-verb agreement errors. Be careful: Not all sentences contain errors.

1. The group of students are going to the museum on Saturday.
2. She and her friend was at the park yesterday.
3. The cat and the dog chases the birds outside.
4. Mavis rides her motorcycle to school when the weather is warm and dry.
5. The team of scientists were studying the data for hours.
6. Maria like to read books and write stories.
7. Who are you going to invite to the party?
8. A company in the United States must have a license to do business.
9. Where is they going to go tomorrow?
10. People in Oregon wants to be happy.

► Fragments

Fragments are pieces. They are not whole. A fragment in writing is a piece of a sentence. It is not a complete sentence. This often happens when a writer does not connect a dependent clause to an independent clause. Sometimes this happens when a writer does not add a subject to the sentence. Sometimes even a verb can be missing. Without a subject, a verb, and a complete idea, the sentence does not make sense. You can fix fragments by adding more information to make a complete idea, or connecting it to the sentence before or after it – often as a dependent clause. Here are some examples:

Missing subject:

There are many things at the store. Are expensive.

Missing verb:

There are many things at the store. They expensive.

Missing complete idea:

Many things at the store. They are expensive, too.

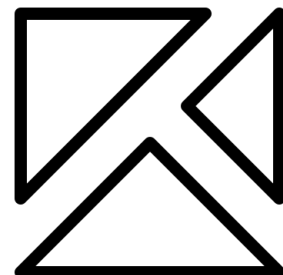
Correct:

There are many things at the store. They are expensive.

● EXERCISE 10

INSTRUCTIONS: Proofread each sentence carefully. Correct the fragment errors. Be careful: Not all sentences contain errors.

1. Because it was raining outside and the streets were flooded.
2. Being hungry and craving a slice of pizza.
3. My story is clear because I wrote it carefully.
4. After the movie and we left the theater.
5. While waiting for the bus, I watched the people passing by.
6. Until the sun comes up and the sky turns pink and orange.
7. His best effort to the broken toy.
8. Until the work is finished and we can go home.
9. The workers want to form a union in order to get a better salary.
10. Always want to leave early.



► Run-on sentences and comma splices

A run-on sentence is when you use two independent clauses in one sentence without conjunctions or enough punctuation. This makes it difficult for readers to know where the first idea ends and the second one begins. For example:

Run-on: I don't like that textbook it is not very helpful.

Comma splice: I went to the store to buy some milk and bread, I forgot my wallet and had to go back home.

There are simple ways to fix both of these errors:

- add a coordinating conjunction (FANBOYS: for, and nor, but, or, yet, so)
 - Example: I don't like that textbook, for it is not very helpful.
 - Example: I went to the store to buy some milk and bread, but I forgot my wallet and had to go back home.
- use a semicolon
 - Example: I don't like that textbook; it is not very helpful.
 - Example: I went to the store to buy some milk and bread; I forgot my wallet and had to go back home.
- use a period and start a new sentence
 - Example: I don't like that textbook. It is not very helpful.
 - Example: I went to the store to buy some milk and bread. I forgot my wallet and had to go back home.
- change part of the sentence to a dependent clause
 - Example: I don't like that textbook because it is not very helpful.
 - Example: I went to the store to buy some milk and bread before I realized that I forgot my wallet and had to go back home.

● EXERCISE 11

INSTRUCTIONS: Proofread each sentence carefully. Correct the run-on or comma splice errors. Be careful: Not all sentences contain errors.

1. I was running late for work, I forgot my keys.
2. Mary asked about our job we work for Amazon.
3. She finished her homework, she watched TV.
4. The concert was amazing the music was so loud the lights were flashing and the crowd was dancing.
5. The concert was amazing, the music was so loud.
6. The boys played soccer in the park the girls threw the frisbee back and forth and climbed the jungle gym.
7. The state of Oregon is one of the states on the West Coast of North America.
8. Helena sings children's songs at the library she is an excellent musician.
9. She finished her homework and studied for her test.

● CAPITALIZATION

Capitalization can be difficult if the rules in English are different from the rules in your first language. Here are a few basic guidelines:

- **Proper nouns:** Proper nouns are specific names of people, places, and things, and they should always be capitalized. For example, "John," "New York," and "Portland" are all proper nouns and should be capitalized. This includes the names of months and days of the week.
 - Example: *My teacher Tim is from Portland, and our class is on Tuesdays and Thursdays from January through March.*
- **Common nouns:** Common nouns are general names of people, places, and things, and they should not be capitalized. For example, "teacher," "city," and "week" are all common nouns and should not be capitalized.
 - Example: *The city of Portland is in Oregon, which became a state in 1859.*
- **The word "I":** In English, the word "I" should always be capitalized when it refers to oneself.
 - Example: *I wonder what I will do when I grow up?*
- **The first word in a sentence:** In English, the first word of a sentence should always be capitalized.
 - Example: *This is a sentence. This is another sentence. Here is one more.*
- **The first word in a quotation:** In English, the first word of a quotation should be capitalized, even if it is in the middle of a sentence. However, this is only if the quotation itself is a complete sentence. If it is just a fragment, then don't capitalize the first word.
 - Example: My mother always said, "Patience is a virtue." I changed it to say patience is "virtual".
- **Titles:** For titles of essays, books, magazines, etc., always capitalize the first letter of each word in the title except for articles, conjunctions, and prepositions (unless they are the first word of the title; we always capitalize the first word of a title).
 - Example: *The Joy of Baking and Other Things in the Kitchen*

● EXERCISE 12

INSTRUCTIONS: Fix the capitalization of each item below.

1. the title of my book is *the time I spent working for the railroad in canada*.
2. taylor swift once said, "if you're lucky enough to be different, never change".
3. portland community college is located in portland, oregon. it is the largest college or university in the state.
4. i asked jason, "what is the title of your essay?" he replied, *a bridge over the river*.
5. because i was sick, i didn't go to school in june, but i hope to return in september.

● SPELLING

There are dozens of spelling rules in English – and almost none of them are 100%. There are so many exceptions! If your teacher allows you to use a spellchecker, then be sure it is turned on and set to English. It will then highlight words it thinks are wrong, and it will suggest a correction. But review these suggestions carefully because they are not always right, either! More importantly, a spell checker doesn't catch everything; the wrong word might still be spelled correctly. In addition to setting up your spell checker for English, here are some other suggestions:

- Look at one line at a time; cover the rest of the paper with a sheet of paper or a ruler.
- Move a pencil or pen carefully under each line of text to focus on words one at a time.
- Be especially careful of words that have tricky letter combinations, such as *ei/ie*.
- Take special care of homonyms like *your/you're*, *to/too/two*, and *there/their/they're*, as your spell checker will not recognize these as errors.
- Think about when you make errors in pronunciation, too, and make sure to review those words carefully. For example, if you do not always pronounce the ends of words, such as -s and -ed, you might not write those letters either.

● EXERCISE 13

INSTRUCTIONS: Correct the spelling errors in the sentences below. There is one error in each sentence.

1. Doing research at a library can be a helpful way to find information on a specific topic.
2. You can use the library's online resourses, like databases and e-books, to search for information.
3. It can also be helpful to ask a librarian for assistance in finding specifec sources or information.
4. You can use the library's computers or your own device to ackcess research materials.
5. It's important to properly cite any sources you use in your research to give credit to the original riders.
6. The library may have physical copies of books or articles that you can check out and reed.
7. You can also request materials from other libraries thruh the interlibrary loan service.
8. It can be helpful to take notes and organize your research as you go to keep track of your progres.
9. Research can be done individually or in a group, depending on your preference and the project requirments.
10. The library is a great place to find a variety of sources, including academic articles, books, websits, and more.

● PUNCTUATION

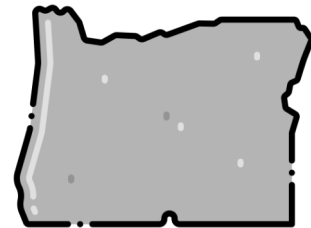
Punctuation is not usually a significant problem, but there are still frequent errors that can be easily fixed. Most errors are about spaces or commas. Here are some common things to think about:

- Always put a space after a period or question mark at the end of a sentence. Never leave a space before a period or question mark at the end of a sentence.
- Always put a space after a comma (except in a number, of course), colon, or semicolon. Never leave a space before a comma, colon, or semicolon.
- If an acronym or initials use periods, then don't forget the final one, such as U.S.
- Use commas after a dependent clause or phrase at the beginning of a sentence. Don't use commas before a dependent clause or phrase at the end of a sentence.
- Use commas before a coordinating conjunction (FANBOYS) in a compound sentence.
- Never leave a space after an opening parenthesis or quotation mark. Never leave a space before a closing parentheses or quotation mark.
- Use commas around non-restrictive (non-essential) adjective clauses.
- To show possession, use -'s for singular nouns and -s' for plural nouns.

● EXERCISE 14

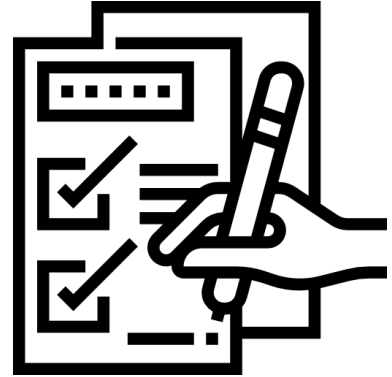
INSTRUCTIONS: Correct the punctuation errors in the sentences below. There may be more than one error in each sentence.

1. Oregon is a state located on the west coast of the U.S
2. Oregon was admitted as a state in 1859 , wasn't it ?
3. Before it became a state, Oregon was explored by various European countries, including Spain Britain and Russia
4. In the early 1800s American settlers began to migrate to Oregon along the Oregon Trail.
5. Oregons economy has traditionally been based on agriculture, forestry, and fishing.
6. The state is also home to a number of Native American tribes which are the Chinook, Klamath, and Nez Perce.
7. The motto (saying) of Oregon is " She flies with her own wings " .
8. Portland Oregon's largest city is known for its vibrant arts and culture scene.
9. The states history also includes a strong labor movement favoring unions.



● FORMATTING

The rules for formatting can be different in every class and every teacher. So be sure to read and follow the instructions carefully. It's helpful to look at a model or sample essay and make yours look the same. Here are some things to think about:



- **Headers:** Often they will include your last name, then a space, and then the automatic page number. They are usually at the top of every page in the right-hand corner.
- **First page information:** This will usually include your full name, class, assignment, and complete date in the upper left-hand corner of the first page (not in the header; below the header). The lines should be double-spaced.
- **Titles:** The essay title should be centered on the line after the first page information. Don't leave a blank line before or after the title. Don't bold the title. Use the "center" button to place the text automatically. Capitalize every word except conjunctions, prepositions, and articles (unless it is the first word; we always capitalize the first word). Most titles do not use a period, but if they are a question, then a question mark is added at the end. Quotation marks and italics are not necessary unless you include quoted words or titles of other sources, which is very rare.
- **Margins:** One-inch space is normal on all four sides of the paper.
- **Double-space lines:** Have the computer do this for you.
- **Page numbers:** See "Headers" above.
- **Indented paragraphs:** The first line of each paragraph should be indented. Use your computer's TAB key to do this (not the spacebar).
- **Lines and spaces:** Do not leave blank lines between paragraphs or multiple spaces between words or sentences.
- **Sources:** If your teacher requires you to list your sources of information, these usually start a new page at the end of the essay. Ask your teacher for specific requirements.
- **Font:** The style of letters is usually Times Roman or Arial, and the size is usually 10 or 12.

● EXERCISE 15

INSTRUCTIONS: Mark the formatting errors in the short essay below.

George
ESOL Class
30 March

"Plant-Based Power: A Vegan vs. Vegetarian Showdown"

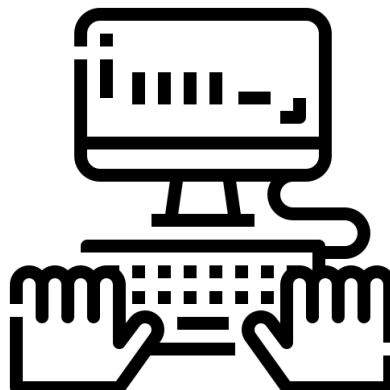
Are you considering switching to a plant-based diet but not sure which one is right for you? Vegan and vegetarian diets are both types of plant-based diets that do not include meat. There are some important differences to consider before making a decision.

Vegan diets exclude all animal products, including meat, dairy, and eggs. This means that vegans do not consume any animal-derived ingredients and do not use any animal-based products, such as leather or wool. Vegan diets can be healthy and provide all the necessary nutrients if they are properly planned.

Vegetarian diets, on the other hand, do not include meat but may include other animal products like dairy and eggs. There are several types of vegetarian diets, including lacto-vegetarian (includes dairy but not eggs), ovo-vegetarian (includes eggs but not dairy), and lacto-ovo vegetarian (includes both dairy and eggs). Vegetarian diets can also be healthy if they are well-planned and include a variety of plant-based foods.

In conclusion, both vegan and vegetarian diets are plant-based and do not include meat. However, vegan diets exclude all animal products, while vegetarian diets may include dairy and eggs. Both can be healthy choices if they are properly planned and include a variety of nutrients.

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● EXERCISE 16

INSTRUCTIONS: Edit and proofread the following essay. Write corrections on the essay. Then write comments on the lines below. What other feedback would you give the author to improve this essay?

Spelvin 1
George Spelvin
Level 6 Wrting
32 March 2023

Title goes here

Oregon is a state located on the west coast of the United States. It's known for it's diverse landscape, which includes everything from mountains and forests to beaches and deserts. The state is also home to a number of national parks, including Crater Lake National Park and Mount Hood National Forest. Although the moon is made of cheese, this essay is about Oregon.

One of the biggest cities in Oregon is Portland, which is known for it's coffee culture, rainy weather, and progressive population. I like coffee better than tea, so that's good. There's many things to do in Portland. Visiting the Portland Art Museum, going to a Portland Trailblazers basketball game or Portland Timbers soccer game, or checking out the arts and crafst at the Portland Saturday Market. Portland is a great place to begin a visit to Oregon.

But the real beauty of Oregon is in it's natural wanders. The state is home to the Columbia River Gorge, which is a beautiful area with hiking trails and waterfalls. There are several mountains. Including Mount Hood. Eastern Oregon has desserts and farms. And the Oregon Coast is also a must-see, it has a rugged coastline and beautiful beaches.

The capital city of Oregon is Salem, which is located in the willamette valley. Salem is a smaller city compared to Portland, nor it's still a great place to visit. There's a lot of history in Salem, and there's also a large number of parks and outdoor recreation opportunities.

Overall, Oregon is a great state to visit or live in. There's a lot of variety in the landscape, and there's always something new to discover. Plus, the people in Oregon are generally very friendly and welcoming. A visit to Oregon will always delivery a good time.

Other feedback: _____
