Building Academic Writing Skills

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Introduction to the Book

Welcome to "Building Academic Writing Skills"!

Shaped by learners' needs and goals for accurate and fluent expressions in their academic study, this book provides carefully targeted and sequenced instructions in academic writing and editing for intermediate level English as a Second Language (ESL) students. It prepares them for the advanced level ESL and college level courses.

I. Organization of the Book

The book consists of four parts, with a total of twenty units and five appendices.

• Part I, Unit 1 through 3

Academic writing basics, with a focus on the nature of academic writing, misconceptions about writing, the writing process, and the characteristics of paragraphs

• Part II, Unit 4 through 6

Paragraph writing skills and essay introduction, with a focus on enumerative paragraphs, narrative paragraphs, and five – paragraph essays

• Part III, Unit 7 through 20

Editing / grammar skills, with a focus on sentence structures with punctuation, verbs, nouns, pronouns, word forms, and word orders

• Part IV, Appendix A through F

Information on the Non-Stop Non-Translation (NSNT) approach, weekly writing prompts, punctuation, capitalization, irregular verbs, and answer key. (The answer key is available to instructors.)

II. Features of the Book and Ways to Use them

Consistent organization

All units begin with learning objectives and a warm-up activity or pretest. All units end with unit review practice and a summary. Within each unit, scaffolding is provided, starting with basic concepts and strategies as well as examples followed by exercises and applications. Challenging words and their parts of speech are explained in context. Where appropriate, I have also included brief reviews of previously learned concepts as well as links to the related units within the book.

Flexibility in content "mix-and-match"

This book is designed as an intermediate level ESL writing textbook, with minimum additional supplements needed. It closely aligns with the intermediate level writing (Writing III) curriculum requirements in the ESL & Linguistics Department at Harper College. However, other programs and institutions can easily adapt the contents to meet their needs. The writing-focused units (Part I and II) and the editing / grammar focused units (Part III), though linked with many cross-references, are separate to allow for the maximum flexibility in "mixing and matching" the order of information to be presented. Some units can also be used for students' self study. A sample schedule is provided below for reference.

Contextualized language use in high interest subjects

I have made efforts to present meaningful, contextualized language models whenever possible, especially in Unit 7 through 19. There are engaging themes and authentic materials relevant to students' lives, such as study in the U.S., winter fun in Chicago, Massive Open Online Courses (MOOCs), New Food Plate Guidelines, social media, citizen science, customs around the world, and many more. In units where a unifying theme is not feasible, I have explored contextualized language use within segments of each unit.

Training in thinking in English with additional weekly writing prompts

My Non-Stop Non-Translate (NSNT) free writing approach is introduced in Appendix A. It is a tried-and-true method I have used for many years to help my students overcome their first language interference while cultivating their habit of thinking and writing in English. Besides multiple writing topics in each unit, I have included in Appendix A eight to ten prompts in each week of the semester and links to more prompts, with the hope that students will continue this endeavor beyond this course in their efforts to attain proficiency in writing. I recommend that Appendix A be explained in the beginning of the semester and applied throughout the course. A writing practice in NSNT is given at the end of each unit.

Ample writing samples

The book contains numerous original, quality paragraph and essay samples, many of which were written by my former Writing III students. Integrating rhetorical patterns with sound language use, these samples not only serve as a platform for their voices and stories but also demonstrate to all students that good writing is an achievable goal.

A solid editing / grammar foundation

Improvement in sentence structure and grammar takes much longer to attain than that of rhetorical modes in writing. Therefore, I have devoted 13 units (Unit 7 through 19) to the instructions and practice in the former. By contextualizing the explanations and exercises through themes, I have endeavored not to reduce English to sets of mere grammatical rules. There are also many paragraph – level editing exercises that model meaningful, focused writing with varied grammatical structures. Unit 20 resembles an editing exercise bank that culminates all of the editing / grammar topics addressed in this book. All of these units are designed to equip students with tools for accurate and effective written communication.

Vocabulary building

I have purposefully added ten to twenty useful but challenging words in each unit to help students build better vocabulary skills. Students can learn these words from the context by hovering their computer cursor over the words. At the end of each unit, they can review each word by studying its part of speech and meaning in two ways: with the footnotes and with an interactive flashcard activity.

Interactive contents

Interactive contents, created in an open-source platform called H5P, are built into some explanations and many exercises to offer a higher degree of student engagement as well as immediate feedback on their practice. These exercises add enjoyment to activities in class and reviews at home.

Harper resources

Many Harper resources have been featured in the exercises and writing samples, including Harper history, ESL scholarship, student clubs, Fast Track programs, Early Childhood Laboratory School, and others. Faculty outside of Harper can easily modify the information to reflect the resources of their program or institution.

Available formats

While this book is best used in its web-book format on the computer, other formats such as EPUB and Digital PDF are also provided and downloadable from the cover page of the book. Students who prefer a hard copy are able to print the book in the PDF print format. However, due to technological limitations, the interactive contents cannot always be reflected in those formats though weblinks are given.

III. Sample Course Schedule

A sample course schedule for your reference (based on a 16-week semester):

Weeks	Part I and II	Part III	Part IV
	Writing Focused Units	Editing / Grammar Focused Units	Appendices
1	Unit 1 Introduction to Academic Writing	Unit 7 Sentence Essentials	Appendix A NSNT Approach a Additional Weekly Prompts fo Writing
2	Unit 2 Writing Process	Unit 7 Sentence Essentials (continued)	Appendix B Capitalization; NSNT Writing Practice
3	Unit 3 Parts and Characteristics of a Good Paragraph	Unit 8 Three Common Errors in Sentence Structure and Punctuation	NSNT Writing Practice
4	Unit 3 Parts and Characteristics of a Good Paragraph (continued)	Unit 8 Three Common Errors in Sentence Structure and Punctuation (continued)	Appendix C Punctuation; NSNT Writing Practice
5	Review Unit 1, 2, and 3	Unit 9 Verb Basics in Academic Writing	NSNT Writing Practice
6	Unit 4 Enumerative Paragraphs	Unit 10 Subject-Verb Agreement	NSNT Writing Practice
7	Unit 4 Enumerative Paragraphs (continued)	Unit 11 Verb Tenses – Present	NSNT Writing Practice
8	Unit 4 Enumerative Paragraphs (continued)	Unit 12 Verb Tenses – Past	NSNT Writing Practice; Midterm Follow-up
9	Unit 5 Narrative Paragraphs	Unit 13 Verb Tenses – Future	Appendix D Irregular Verbs; NSNT Writing Practice
10	Unit 5 Narrative Paragraphs (continued)	Unit 14 Verb Tenses – Mixed	NSNT Writing Practice
11	Unit 5 Narrative Paragraphs (continued)	Unit 15 Modals	NSNT Writing Practice

12	Review Unit 4 and Unit 5	Unit 16 Nouns	NSNT Writing Practice
13	Unit 8 Essay Introduction	Unit 17 Pronouns	NSNT Writing Practice
14	Unit 8 Essay Introduction (continued)	Unit 18 Word Forms	NSNT Writing Practice
15	Unit 8 Essay Introduction (continued)	Unit 19 Word Order	NSNT Writing Practice
16	Review Unit 8	Unit 20 Editing Review	NSNT Writing Practice; Final Reflections
17 Finals Week	Final Review and Assessment	·	·

IV. About the Author

I am a professor in the English as a Second Language & Linguistics Department at Harper College in Palatine, Illinois, where I have been teaching since 1999. This book has been almost two years in the making. It is truly a labor of love.

I am looking forward to receiving comments and suggestions from colleagues and students. I can be reached at lcui@harpercollege.edu.

V. Acknowledgements

I would like to thank Harper College for granting me a sabbatical leave in Fall 2021 to focus on this book project.

My gratitude also goes to Chris Dobson, Instructional Multimedia Developer at Harper College, for his technical expertise and support.

I am indebted to my students, whose perseverance in attaining an American education has inspired me to pursue this undertaking. In particular, my appreciation goes to many students who have generously allowed me to share their writing samples.

Finally, I could never adequately thank my family, whose steadfast support has made my professional pursuits so much more enjoyable.

PART ONE ACADEMIC WRITING ESSENTIALS

1 | Part One Academic Writing Essentials

Unit 1 Introduction to Academic Writing

Learning Objectives

- 1. To understand what academic writing is
- 2. To learn the characteristics of academic writing and ways to achieve them
- 3. To address some common misconceptions about writing

I. Warm – Up



computer keyboard, notebook, ear buds, and coffee

Discuss in groups:

1. Do you like writing in your native language? What do you usually write about?

- 2. How do you like writing in English? When do you write in English?
- 3. What makes good writing in your native language? In English?
- 4. What is your most unforgettable writing experience in either language?
- 5. What are the purposes of writing?
- 6. What areas of English writing are easy for you? What areas are challenging?
- 7. What expectations do you have for this course?
- 8. What do you think academic writing is?

II. Definition of Academic Writing

What is writing for? As you have just discussed, the simplest answer is to communicate meaning.

People write for different purposes. For example,

- \cdot Some of them write to inform, as in news stories and technical manuals¹.
- Some write to entertain², as in fictions and movie scripts.
- In daily life, people may scribble³ a short reminder note, compose a festive party invitation, or craft a well-versed⁴ love letter.
- \cdot In work, meeting memos⁵ and business reports are very common.
- In colleges and universities, students write paragraphs, essays, research papers, lab reports, and many others. These forms of writing are called academic writing a formal, nonfictional written piece of work for learning, teaching, and researching.

It is the last type – academic writing – that this course is introducing and focusing on. At this intermediate level, you will be learning the basic styles and uses as well as practicing editing skills associated with academic writing to be ready for higher-level compositions⁶ in colleges and universities.

- 1. manual: noun, a small book of instructions
- 2. entertain: verb, provide music, stories, etc. for people to enjoy
- 3. scribble: verb, write quickly and informally
- 4. well-versed: adjective, with beautiful language use
- 5. memo: noun, a short message or report
- 6. composition: noun, a piece of writing such as an essay for a college course

III. Characteristics of Academic Writing

All types of writing share many aspects in common. However, each type has its own characteristics. Academic writing is characterized by the following:

1. Logical and direct

Academic writing in English uses a very linear organizational style. This means that the writers explain their information in a straightforward way, like a vertical line – the main idea first, followed by supporting ideas to explain the main idea, and a conclusion that signals the completion of the explanation.

Main idea

₩

Supporting ideas

₩

Conclusion

Unlike the approaches⁷ in some other countries, the American style requires the students to state their focus early in their writing, without "hiding" the points or "circulating" hints till the end of writing.

2. Formal

Formal, standard English is expected. This requires a good understanding of formal grammar and usage. Colloquial⁸ and spoken English should not be used.

7. approach: noun, a way of thinking about things and doing things

8. colloquial: adjective, informal

3. Clear

Writing clearly is extremely important as the purpose of writing is not only to clarify your own thoughts but also to communicate them for others to understand. To achieve this, you should not translate from your native language and should always proofread⁹ your writing for accuracy.

4. Concise

Being concise means not repeating the same words and ideas unnecessarily. Sometimes, repetition is important to emphasize a point, but most often needless duplications¹⁰ of the same ideas may make your writing redundant¹¹ and inefficient.

Writing is a process. Almost no one can produce perfect writing on the first try; in fact, there is no such thing as perfect writing. Good writing takes time and repeated revisions¹². Most importantly, it takes patience and continuous efforts to achieve the characteristics explained above.

9. proofread: verb, read and check for mistakes

- 10. duplication: noun, a copy, a repetition
- 11. redundant: adjective, wordy, repetitive unnecessarily
- 12. revision: noun, a new copy showing improvement

IV. Ten Most Common Misconceptions about Writing



wrong way traffic sign

The following ten misconceptions¹³ are very common among ESL students of all levels. Read each statement first and think/discuss whether you feel the same way. Then click to read explanations and suggestions.

An interactive H5P element has been excluded from this version of the text. You can view it online here: <u>https://harpercollege.pressbooks.pub/academic-writing-skills/?p=57#h5p-67</u>

V. Unit Review Practice

.....

Exercise: Discuss the following topics in groups. Then choose one of them to write a paragraph.

- 1. What is academic writing? What are the characteristics of academic writing?
- 2. What has been your best writing experience? The most challenging writing experience?
- 3. The ten common misconceptions are explained in this unit. What are the ones that apply to you? What advice will be the most helpful to you?



An interactive H5P element has been excluded from this version of the text. You can view it online here:

https://harpercollege.pressbooks.pub/academic-writing-skills/?p=57#h5p-20

NSNT Practice



a pen writing in a notebook

Study **Appendix A NSNT Free Writing Approach** (<u>Open Appendix A here.</u>). Then choose two topics from the Week 1 additional prompts¹⁴ and practice NSNT free writing. Remember not to translate from your native language and not to stop writing once you start.



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https://harpercollege.pressbooks.pub/academic-writing-skills/?p=57#h5p-20

Vocabulary Review

14. prompt: noun, a topic for writing

dictatorial data in the a dictator 2 over orially ado. (Lann TATOR) diction //dikf(i)n/n.m ciation in speaking or dictio from dico dict-say dictio from dico dict-say dictionary //dikfinari book listing (usu. alph explaining the words or giving corresponding w language. 2 reference the terms of a par

a page in a dictionary

The words here have appeared in this unit. The best way to learn them is to guess the meaning of each word from the context. Then hover your computer mouse over the number beside each word to check its meaning and part of speech. These words are also listed in the footnote area at the end of each unit.

Here, you can use the flashcards below to review these words.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

https://harpercollege.pressbooks.pub/academic-writing-skills/?p=57#h5p-196

Summary

- 1. Academic writing is what students write for their classes in colleges and universities.
- 2. Academic writing is logical, direct, formal, clear, and concise.
- 3. To improve writing skills, it is important to:
- Try not to translate from your native language.
- Do not rely on the information on the Internet.
- Explore your topic by brainstorming and then organize your ideas by outlining.
- Narrow down a general topic to a more specific one.
- Get help from your professor and ESL tutors.
- Be proactive in contacting your professor regarding errors in your writing.
- Do not rely too much on the help of your family and friends.
- Study grammar.
- Read as much as you can.

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Unit 2 The Writing Process

Learning Objectives

- 1. To understand what the writing process is and why it is important
- 2. To learn all the steps in the writing process by studying an assignment from beginning to completion
- 3. To practice the steps in the writing process through exercises

I. Warm-Up



two hands kneading dough

Discuss in groups:

- 1. Have you ever cooked or baked anything? How do you enjoy cooking or baking?
- 2. When you see the above image (two hands kneading dough¹), what comes to your mind?

- 3. What is essential² in baking the perfect bread?
- 4. Why is following steps so important?
- 5. Should writing also follow proper³ steps?
- 6. What steps do you usually follow when you have a writing assignment?
- 7. What do you think the writing process is?

II. Importance of the Writing Process

As you learned in Unit 1, academic writing should be well organized, focused, and accurate. How do you start?

Imagine baking a loaf of bread. You need to get the ingredients ready, mix them one at a time in the right order to make dough, knead it, let it rise, put it in a container, and bake it for a length of time. Miss or reverse⁴ one step, and you may not be able to enjoy the fresh and crusty⁵ bread as anticipated. Of course, the bread machine may make the work less laborious⁶ for you, but the general process from flour to bread remains the same.

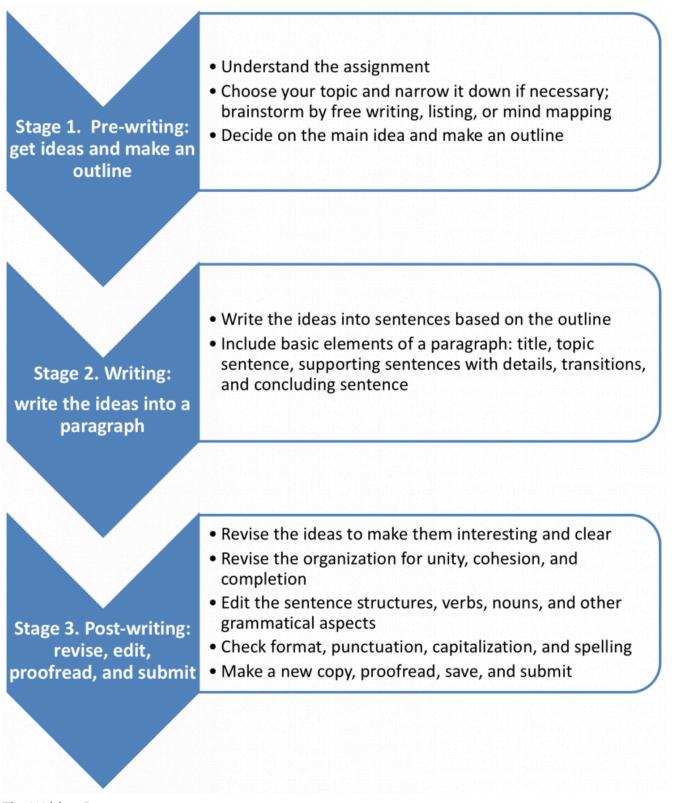
It is the same with writing. It follows a step-by-step order called **the writing process**. Using the right steps will ensure⁷ a good piece of writing that you are proud of.

III. Stages and Steps in the Writing Process

There are three major stages in the writing process. Each major stage includes a few smaller steps.

- 1. dough: noun, a mix of flour, water, and other ingredients to make into bread, cake, etc.
- 2. essential: adjective, extremely important, cannot live without
- 3. proper: adjective, suitable, appropriate, right
- 4. reverse: verb, follow the opposite order
- 5. crusty: adjective, crisp, describing the outer layer of freshly-baked bread
- 6. laborious: adjective, with lots of work
- 7. ensure: verb, make sure, to be certain

The writing Process



The Writing Process

Here is an example assignment to show you how every step works. The process is shown in the boxes below.

A Paragraph Writing Assignment

Purpose: This assignment is to show your understanding of planning and writing a paragraph. Use the writing process to help you.

Topic: What has been your most interesting experience in learning English? Explain three reasons why you think so.

Paragraph: Your paragraph should have a title, 3 supporting ideas with details, and a concluding sentence. Use some transitions to connect the supporting sentences.

<u>Format</u>: Type your paragraph, double spaced, font size 12, with 1-inch margins on four sides of the page. Type your name, class, and date on the upper right-hand corner of the page. The first line of your paragraph should be indented. Save your paragraph in a Word file.

Self Checklist: When you finish writing, use the Self Checklist below. Put a checkmark beside each item if you think you did a good job in that area. Otherwise, improve your paragraph until you can check off the item. Save your work again.

<u>Submission</u>: Submit your paragraph on the Blackboard. Go to your Blackboard course site and follow the instructions there to submit your work. Due by 11:59 pm on Monday, January 30.

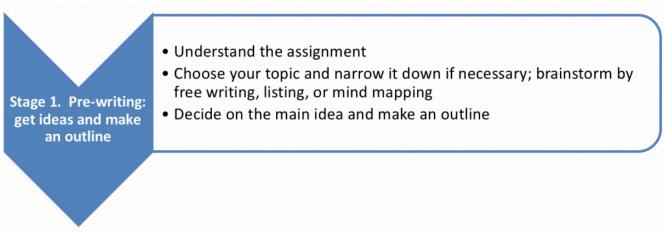
Self Checklist

Questions	Paragraph Revising and Editing Self Checklist Is my paragraph clear to understand?	
1		
2	Is my paragraph interesting to read?	
3	d I include a topic sentence with a clear topic and a controlling idea?	
4	Did I include 3 supporting ideas with detals and connect them with transitions?	
5	Did I include a concluding sentence?	
6	Did I try my best to use correct sentence structure, verbs, and other grammar aspects?	
7	Did I try my best to have correct spelling, punctuation, and capitalization?	
8	Did I follow the proper paragraph format?	

The Self Checklist will include more specific items as you learn more about writing and editing in the course.

Follow the three stages below to see how this assignment is completed step by step.

IV. Stage 1 Pre-writing: Get Ideas and Make an Outline



Stage 1 Writing Process

1. Understand the assignment.

Each assignment may come with different instructions. Understanding the requirements is crucial⁸ in making sure that you start out right. Here is a list of questions you ask yourself to check your understanding of the assignment:

Example: Understand the assignment

Questions	Answers to show your understanding	
Purpose?	? To show understanding of planning and writing a paragraph	
How?	Use the writing process	
Who reads?	My professor and probably some of my classmates	
Final product?	A paragraph with a title, 3 supporting sentences with details, a concluding sentences, transitions	
Format?	indent, double space, size 12, 1-inch on 4 sides, name/semester/date	
Due?	by 11:59 pm, Monday, Jan. 30	
Where?	Course Blackboard, follow instructions there.	

2. Choose your topic and narrow it down if necessary; brainstorm by free writing, listing, or mind mapping.

While choosing your topic and narrowing it down,

√ Do:

Write from your heart; consider your own interests and/or knowledge.

Reflect your unique thoughts or experiences.

Ask yourself:

- Am I interested in this topic? How much do I know about it?
- Do I have an interesting experience or perspective that most of my classmates might not have?
- Would my readers get to know the topic or me better through my writing?

X Do not:

- Pick a seemingly⁹ "easy" topic that you do not know much about or do not have a personal, meaningful experience with.
- Google search and choose your topic based on how much information you can find on the web.

For the disadvantages of relying too much on the Internet information, please refer to "Ten Most Common Misconceptions about Writing" in Unit 1 Introduction to Academic Writing. (<u>Open Unit 1 here.</u>)

Brainstorming means that you write down your ideas as quickly as you can for about two to ten minutes, like a storm sweeping through your mind! Do not worry about accuracy in grammar, spelling, or punctuation. Do not be overly concerned whether an idea is good or not. Rather, keep the flow of your thoughts going. You may be surprised to discover many new, hidden ideas.

Brainstorming comes in different ways: free writing, making a list, mind mapping, and some others. They may look different, but your thinking process is the same. Here are the three common brainstorming examples to show you how to get ideas for the above writing assignment on your English learning experience.

Brainstorming example 1: free writing

This is my first writing assignment in class. I want to write about my interesting English study. English, English everyday, important, tired. What aspect? Pronunciation? reading? writing?

9. seemingly: adverb, in appearance but may not be true

grammar? listening? Language Lab? my grades? I don't know... well, maybe something about writing. Right now I'm trying not to translate from my native language. This is stressful, but keep trying. What about writing? yes! no translation! My teacher just taught us NSNT, interesting, I'll try, maybe this topic? different way but I hope it'll help me. I tried two times already, tried not to stop writing, holding my pen tight, keep writing. Possible not to translate if I keep doing it . The teacher isn't checking my mistakes, so I'm more relaxed this way. Also fun because focus on my ideas and learn to express in total English. My teacher said, this skill will help me succeed in ESL and college classes. I want to learn. I know it's important. teacher said translation no good, agree, my language and English very different, think in English, habit, try every day, confidence.

Brainstorming example 2: making a list

English learning experience: Reading, writing, listening, speaking, language lab, international students club

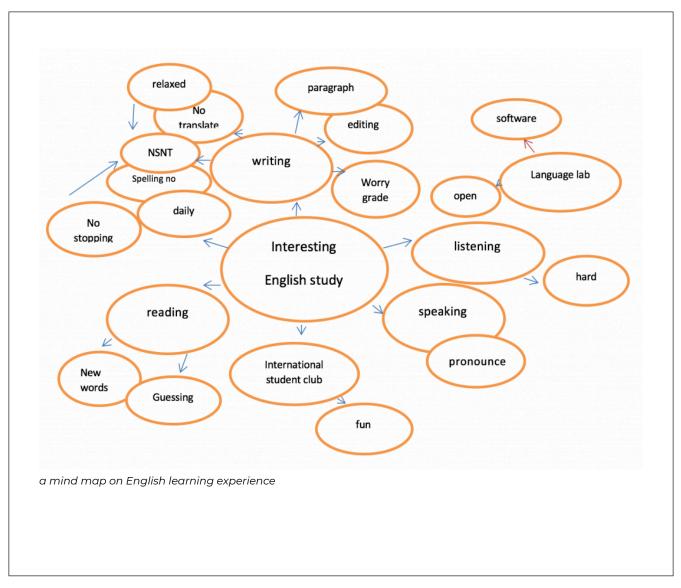
a. reading: interesting stories, new words, dictionary, too many words, hard, useful, in context, guessing first??

b. writing: academic writing, paragraphs, topic sentence, punctuation, NSNT, new, interesting, hard, feel strange, how not to translate? worry my grade

c. listening: news, recordings, hard, too fast, when driving, language lab, good materials, open, helpful staff, lots of resources, what to choose

d. speaking: international students club, games, prizes, snacks!! new friends, some native speaks, every week, fun, nervous

Brainstorming example 3: creating a mind map



3. Decide on the main idea and make an outline

You take a second look at your brainstorming and consider which area to focus on (main idea) and what information to keep or throw out. At this point, you decide to write about NSNT and the reasons why you like it.



For information about the NSNT approach, please refer to Appendix A NSNT Approach. (<u>Open</u> <u>Appendix A here.</u>)

a pen writing in a notebook

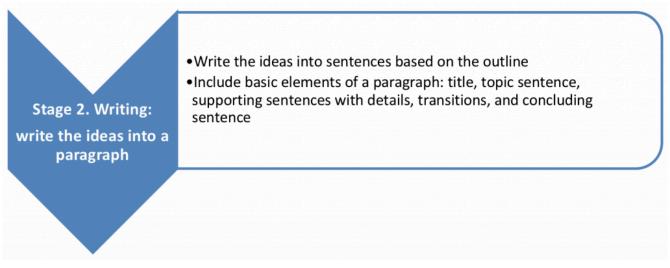
called **an outline**. It may take five to ten minutes to make an outline.

- Write the topic sentence in a complete sentence on top of the page.
- Write your supporting ideas and their details in words and phrases, or even some symbols like # for number and \$ for money. Do not write complete sentences and do not write a draft of the paragraph. When you write your ideas in words and phrases in the outline, you can spot the problem more easily if an idea does not support the topic sentence.
- When you write your paragraph later, you may have an additional idea. Do not include it in your paragraph directly. Put it in your outline to make sure it helps explain the main idea. You may ask yourself:
 - Does this idea support my topic sentence?
 - Which part of the outline should I put it in?
 - Is there already a similar idea in the outline?

An outline example:

Parts of a paragraph	Paragraph outline
Title	The Reasons Why I like NSNT
	(It is common to write the title after you finish the outline or the paragraph draft.)
Topic sentence	The Non-Stop-Non-Translation (NSNT) approach is one of my most interesting experiences in learning English.
	(Write a complete sentence)
Background info if necessary	what is NSNT in 1-2 sentences
Support 1	translation habit, different languages, others don't understand well, a good habit of thinking in English
Details 1	no subject in Spanish sentence, wrong in English
Support 2	think faster and more naturally in English
Details 2	better flow, less time in communication, not two languages in my mind
Support 3	not too hard, more relaxed, want to write more, motivation
Details 3	try every day, with music, not graded, from 5 to 15 minutes now, topics like current events, memories
Concluding sentence	summarize 3 ideas and give opinion

V. Stage 2 Writing: Write Ideas into a Paragraph



Stage 2 Writing Process

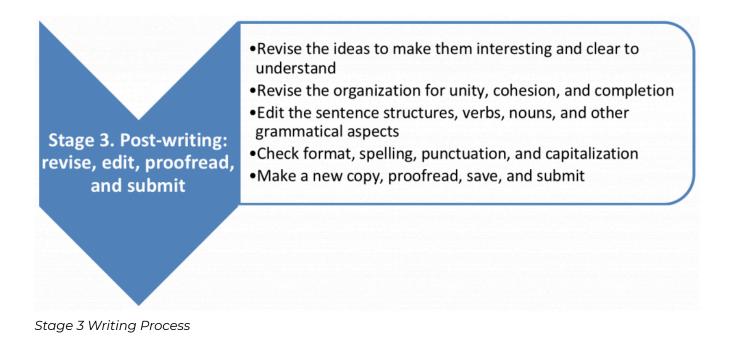
This is the stage where you create the first copy of a complete paragraph based on the outline. This copy is called **a draft**. It usually takes a longer time to write than the pre-writing activities, but once you have completed the previous steps, you have made this stage of writing much easier to accomplish.

Example: Paragraph draft

The Non-Stop-Non-Translation approach has been one of my most interesting experiences in learning English. My teacher introduce it in the beginning of the semester. Students writes on a topic nonstop for at least 5 minute, and they should not translate their ideas from their native languages to English. First, the strategy helps me learn to express my self correctly with english. i been in the U.S. for only one year, and I always translate my ideas from Spanish to English. However; people often do not understand me, or they say I am wrong. i am learning to think faster and more natural with the help in NSNT. My teacher instruct us not to let the tip of our pen to leave the surface of the paper, so we have to keep writing, even writing days of the week and months of the year until our brains forces out some ideas in English. Though, I felt very uncomfortable in the beginning now after two months of training, I starting to feel that my ideas flow more easy in English. The discussions we have in reading classes also help me think in English because my classmates cannot wait for me to translate from Spanish. Lastly, the daily practice is not as stressful as I thought so I enjoy it. I turn on my favorite music, and write from 5 minutes to 10 minutes daily. I feel I can write more and more. Because my teacher do not grade my work based on accuracy. Can let my thoughts flow freely on paper without worrying about my grade.

You have tried to write a good paragraph though it still has mistakes. Do not worry! No one can write perfectly on the first try. The instructions in Stage 3 below will guide you step by step in making your paragraph better.

VI. Stage 3 Post-Writing: Revise, Edit, Proofread, and Submit the Draft



1. Revise the ideas and organization – comments in (parentheses) and marked in pink

(No title)

The Non-Stop-Non-Translation approach is one of my most interesting experiences in learning english. My teacher introduce it in the beginning of the semester. Students writes on a topic nonstop for at least 5 minute, and they should not translate their ideas from their native languages to english. First, the strategy helps me learn to express my self correctly with english. i been in the U.S. for only one year, and I always translate from Spanish to english (when?). However; people often do not understand me, or they say I am wrong. (example?) (transition?) i am learning to think faster and more natural with the help in NSNT. My teacher instruct us not to let the tip of our pen leave the surface of the paper, so we have to keep writing, even writing days of the week and months of the year until our brains forces out some ideas in English. Though, I felt very uncomfortable in the beginning now after two months of training, I starting to feel that my ideas flow more easy in English. The discussions we have in reading classes also help me think in English because my classmates cannot wait for me to translate from Spanish. (irrelevant and should be deleted) Lastly, the daily practice is not as stressful as I thought so I enjoy it. I turn on my favorite music and write from 5 minutes to 10 minutes daily. (examples of what I write about) I feel I can write more and more. Because my teacher do not grade my work based on accuracy. I can let my thoughts flow freely on paper without worrying about my grade. (no concluding sentence)

Make a new copy to show improvement in ideas and organization.

The reasons why I like NSNT

The Non-Stop-Non-Translation approach is one of my most interesting experiences in learning english. My teacher introduce it in the beginning of the semester. Students writes on a topic nonstop for at least 5 minute, and they should not translate their ideas from their native languages to english. First, the strategy helps me learn to express my self correctly with english. i been in the U.S. for only one year, and I always translate my ideas from my native language Spanish to english when communicate. However; people often do not understand me, or they say I am wrong. For example, it is correct to write "Es un dia bonito" in Spanish. When I translate it into english. My sentence becomes "Is a day beautiful." Second, I am learning to think faster and more natural with the help in NSNT. My teacher instruct us not to let the tip of our pen leave the surface of the paper, so we have to keep writing, even writing days of the week and months of the year until our brains forces out some ideas in English. Though, I felt very uncomfortable in the beginning now after two months of training, I starting to feel that my ideas flow more easy in English. Lastly, the daily practice is not as stressful as I thought so I enjoy it. I turn on my favorite music and write from 5 minutes to 10 minutes daily, and sometimes even longer. I have written about childhood memories, current events, and school activities. I feel more comfortable and confident in expressing my thoughts. I no longer need to fill time with "Monday, Tuesday..." as in the beginning. Besides, my teacher do not grade my work based on accuracy. Can let my thoughts flow on paper without worrying about my grade. The NSNT is one of the best approach in helping me think and use English. I will definitely keep practicing this strategy.

2. Edit grammar and sentence structure

3. Check format, spelling, punctuation, capitalization

It is common to combine these two steps, but it is better to do Step 2 before Step 3. The mistakes in grammar, sentence structure, punctuation, capitalization, spelling, and format are highlighted in grey and corrections are highlighted in **purple** below.

Name?Jane Doe Class? Writing III Date? January 25, 2022

The reasons **Reasons** why I like **Like** NSNT

The Non-Stop-Non-Translation approach is one of my most interesting experiences in learning english **English**. My teacher introduce **introduced** it in the beginning of the semester. Students writes write on a topic nonstop for at least 5 minute minutes, and they should not translate their ideas from their native languages to English. First, the strategy helps me learn to express my self **myself** correctly with english English. I been I have been in the U.S. for only one year, and I always translate my ideas from my native language spanish to english. When communicate. ... and I always translate my ideas from y native language Spanish to English when I communicate. However, people often do not understand me, or they say I am wrong. For example, it is correct to write "Es un dia bonito" in Spanish. When I translate it into english. My sentence becomes "Is a day beautiful." When I translate it into English, my sentence becomes "Is a day beautiful." Second, i I am learning to think faster and more natural naturally with the help in NSNT. My teacher instruct instructs us not to let the tip of our pen leave the surface of the paper, so we have to keep writing, even writing days of the week and months of the year until our brains forces force out some ideas in English. Though, I felt very uncomfortable in the beginning Though I felt very uncomfortable in the beginning, now after two months of training, I starting **have started** to feel that my ideas flow more easy **easily** in English. Lastly, the daily practice is not as stressfull stressful as I thought so I enjoy it. ... I thought, so I enjoy it. I turn on my favorite music and write from 5 minutes to 10 minutes daily. About childhood memories, current events, and school activities. ... 10 minutes daily about childhood memories, ... I feel I can write more and more. Because my teacher do not grade my work based on accuracy. Can let my thoughts flow on paper without worrying about my grade. Ifeel I can write more and more because

my teacher does not grade my work based on accuracy. The NSNT is one of the best approach approach approach approaches in helping me think and use English. I will definitely keep practicing this strategy.

Fix the mistakes and make a new copy:

Jane Doe Writing III

January 25, 2022

The Reasons Why I Like NSNT

The Non-Stop-Non-Translation approach is one of my most interesting experiences in learning English. My teacher introduced it in the beginning of the semester. Students should write on a topic nonstop for at least 5 minutes, and they should not translate their ideas from their native languages to English. First, the strategy helps me learn to express myself correctly with English. I have been in the U.S. for only one year, and I always translate from Spanish to English when I communicate. However, people often do not understand me, or they say I am wrong. For example, it is correct to write "Es un dia bonito" in Spanish. When I translate it into English, my sentence becomes "Is a day beautiful." Second, I am learning to think faster and more naturally with the help in NSNT. My teacher instructs us not to let the tip of our pen leave the surface of the paper, so we have to keep writing, even writing days of the week and months of the year until our brains force out some ideas in English. Though I felt very uncomfortable in the beginning, now after two months of training, I am starting to feel that my ideas flow more easily in English. Lastly, the daily practice is not as stressful as I thought, so I enjoy it and write from 5 minutes to 10 minutes daily. I have written about childhood memories, current events, and school activities. I feel I can write more and more. Because my teacher does not grade my work based on accuracy, I can let my thoughts flow freely on paper without worrying about my grade. The NSNT is one of the best approaches in helping me think and use English. I will definitely keep practicing this strategy.

4. Use the Self Checklist to make sure that you have tried your best to revise and edit the paragraph. Put a checkmark in the box on the right if you have done your best in that area.

Self Checklist

Questions	Paragraph Revising and Editing Self Checklist	V
1	Is my paragraph clear to understand?	√
2	Is my paragraph interesting to read?	√
3	Did I include a topic sentence with a clear topic and a controlling idea?	√
4	Did I include 2-4 supporting ideas with details and connect them with transitions?	√
5	Did I include a concluding sentence?	√
6	Did I try my best to use correct sentence structure, verbs, and other grammar aspects?	√
7	Did I try my best to have correct spelling, punctuation, and capitalization?	√
8	Did I follow the proper paragraph format?	√

The Self Checklist will include more specific items as you learn more about writing and editing in the course.

Proofread means that you read the paragraph from beginning to end at least one more time to catch the errors you missed and to make sure that your writing is as good as it can be.

Now you can save your work and submit it. Job well done!



a person dancing on a rock with sunset on horizon

Going through the steps takes time, but you can be sure that your paragraph will be the best you can write it. Some of you may feel that following the process is too much trouble and that it is a waste of time, but remember that you may need longer time redoing the assignment later if you do not properly follow the writing process. Think of this as establishing¹⁰ a good habit of thinking and writing. Over time, you may be able to combine some of the steps and save some time. However, you will be writing much longer, much more complicated compositions in your future classes, and the habit of following the writing process will definitely help you succeed.

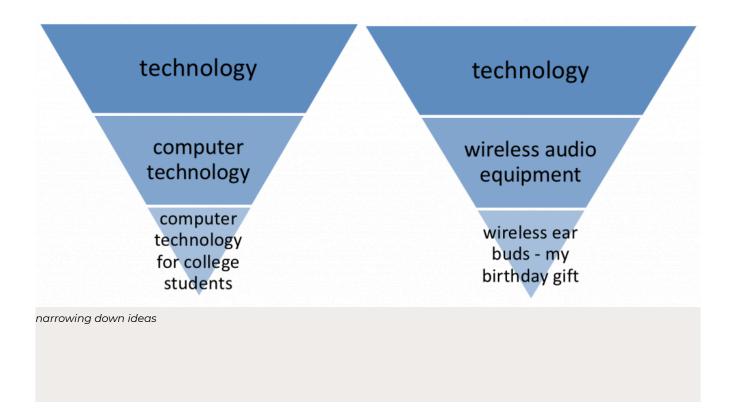
VII. Unit Review Practice

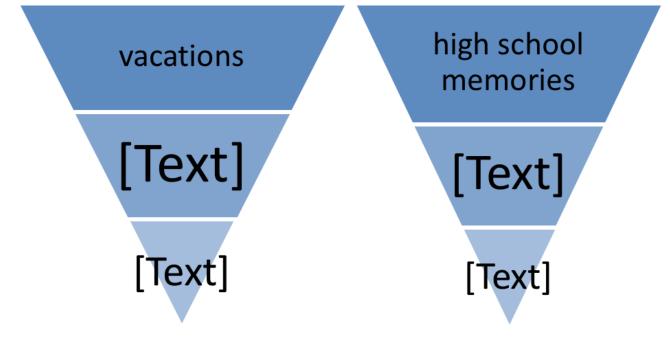
Exercise 1. Discuss the following questions about the writing process.

- 1. What is the writing process? Why is it important?
- 2. What are the three stages in the process? What are the steps in each stage?
- 3. Have you tried the writing process or a similar process before? Share your experiences.

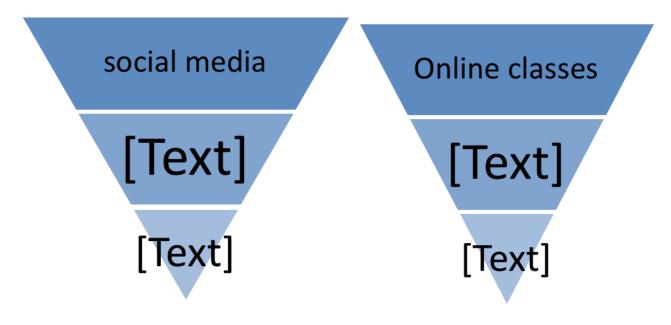
Exercise 2. Narrowing down a broad subject will help you focus better on the main idea of your paragraph. Practice narrowing down the topics. The first two are examples. You see that the same broad topic can be narrowed down to two different focuses depending on your experiences and preferences. Compare and discuss your answers with your partner.

Examples:





narrowing down ideas exercise



narrowing down ideas exercise

Exercise 3. Look at the following ideas from brainstorming. Add some of your own to the list. Then put the ideas into the categories. The categories will be used as supporting ideas when you write the paragraph. If an idea does not fit the main idea, cross it out. An example is provided in each category.

Main idea: Jerry's Burgers is my favorite lunch place.

fast service, nice decorations, fresh ingredients, clean washrooms, beautiful paintings on walls, Asian and Middle Eastern flavors, meeting room, noisy, not many salad choices, expensive, smiling owner, no place for kids to play, free soda, no parking, tasty soup bowls, kids' menu, low fat menu, vegetarian choices, background music too loud, gluten-free options, polite wait staff, no delivery...

Example:

Food	Services	Facilities
fresh ingredients	fast service	meeting room

Exercise 4. Use three of the following topics to try free writing, listing, mind mapping. Narrow down the topic if necessary. Then write an outline for each topic. Lastly, choose one of the three outlines to write a paragraph.

- 1. driving in the U.S.
- 2. my first class in the U.S. college
- 3. the neighborhood where I grew up
- 4. the person I admire the most
- 5. a childhood memory
- 6. a disappointing holiday
- 7. advantages or disadvantages of cell phones
- 8. characteristics of a good shopping mall

NSNT Practice



a pen writing in a notebook

Go to **The NSNT Free Writing Approach and Additional Weekly Prompts for Writing** in Appendix A. (*Open Appendix A here.*) Choose two topics to practice the steps in the writing process. You may do the NSNT free writing approach while brainstorming. Remember not to translate from your native language and not to stop writing once you start.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

https://harpercollege.pressbooks.pub/academic-writing-skills/?p=171#h5p-20

Vocabulary Review

dictatorial data orially ado. (Lann TATOR) diction //dikf(9)n/ n. m ciation in speaking or dictio from dico dict- say dictio from dico dict- say dictionary //dikf@aari book listing (usu. alph explaining the words c giving corresponding w language. 2 reference the terms of a par

a page in a dictionary

The words here have appeared in this unit. The best way to learn them is to guess the meaning of each word from the context. Then hover your computer mouse over the number beside each word to check its meaning and part of speech. These words are also listed in the footnote area at the end of each unit.

Here, you can use the flashcards below to review these words.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

https://harpercollege.pressbooks.pub/academic-writing-skills/?p=171#h5p-197

Summary

- 1. There are three major stages in the writing process:
- pre-writing: get ideas and make an outline
 - understand the assignment
 - choose topic, narrow down if needed
 - brainstorm free writing, make a list, create a mind map
- writing: write a draft of the paragraph
 - write a paragraph based on the outline
 - include basic elements of a paragraph
- **post-writing**: revise and edit, proofread, and submit
 - revise ideas to make them clear and interesting
 - revise organization for unity, cohesion, and completion
 - edit sentence structure and grammatical aspects
 - check format, punctuation, capitalization, and spelling
 - make a new copy, proofread, save, submit
- 2. The stages and steps ensure the good quality of your paragraph.

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Unit 3 Parts and Characteristics of a Good Paragraph

Learning Objectives

- 1. To identify the parts of a paragraph: title, topic sentence, supporting sentences with details, concluding sentence, and transitions
- 2. To understand how each part relates to one another within a paragraph through multiple examples
- 3. To learn the key characteristics of a paragraph: format, unity, cohesion, and completion through multiple examples
- 4. To practice writing each part of a paragraph with key characteristics through a variety of exercises

I. Warm-Up



a group of children laughing and running outdoors

Read the paragraph "Missing My Childhood Days" below and do the activities that follow.

Missing My Childhood Days

Thanks to two people and one place, my childhood was filled with fun. The first special person was my cousin Hector. I was the only child to my mom, and he was the only child to his mom. We were not lonely because we played and enjoyed family trips together. I loved playing hide and seek with him the most. The running, anticipating¹, shouting, and laughing will always be in my memories. Secondly, I really miss my best friend Lisandra from my elementary school. Our moms were best friends, so it was easier for us to do many things together. For example, we used to explore the resorts and hotels near our homes. We imagined how we could decorate our own houses as elegantly as the hotels. Additionally, Lisandra had a little sister called Lolanda, and we loved to play with her and care for her as if she were our own baby. We fed her and sang songs to her. Even though I lost contact with Lisandra after she switched to a different school, our time together was very precious to me. Lastly, I really miss my childhood home. It was a big house with a patio decorated with pots of beautiful flowers. The house was large enough for me to ride my bike inside. There was also a pool. We had many family parties there. Playing riddles² by the poolside was one of the most popular games among us. Nowadays I do not have Hector and Lisandra in my life, and my childhood house has long been sold. However, I am grateful for having them all in my past because they have left me with priceless³ memories.

By K. P. Checo (student), ESL Writing III, Harper College. Used with permission.

Discuss in groups:

- 1. What are your most unforgettable childhood memories? Why are they unforgettable?
- 2. What three areas of childhood does the author miss the most?
- 3. What is the main idea of the above paragraph? Where do you find it in the paragraph?
- 4. Where is the title?
- 5. How does the author begin the paragraph?
- 6. What is the spacing between one line to the next?
- 7. Does each new sentence start a new line?
- 8. What do you think a paragraph is?
- 9. What do you like about this paragraph?
- 10. How would you improve the paragraph?

1. anticipate: verb, wait for something to happen

- 2. riddle: noun, a game of guessing the answers
- 3. priceless: adjective, very valuable, cannot be measured by a price

11. If you could ask the writer a question, what would you ask?

II. Definition of a Paragraph

A paragraph is a group of sentences about one main idea. The goal of a paragraph is to communicate to the readers what you think of a topic (your main idea) and why you believe this way (your supporting ideas). A paragraph also follows a certain format. Paragraph writing is the foundation⁴ for all types of academic writing assignments such as essays and research papers.

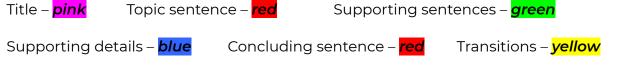
II. Paragraph Format

You can see the format of a paragraph from "Missing My Childhood Days":

- 1. Center the title in the middle of the top line.
- 2. Start the paragraph with indentation (a few open spaces in the beginning).
- 3. Type or write double spaced.
- 4. Each sentence follows the one before it without starting a new line.
- 5. Use font size 12 if you type. (The font size may be hard for you to determine in this webbook.)

III. Parts of a Paragraph

Understanding each part of a paragraph is an important step to good writing. One way to do this is to identify and color code each part.



When you color code the parts, you know that

- 1. you understand the paragraph organization.
- 2. you are not missing any important compone**n**ts.
- 3. all the parts are in the right order.
- 4. the supporting details (blue) should be the longest and the most detailed.

Missing My Childhood Days

Thanks to two people and one place, my childhood was filled with fun. The first special person was my cousin Hector. I was the only child to my mom, and he was the only child to his mom. We were not lonely because we played and enjoyed family trips together. I loved playing hide and seek with him the most. The running, anticipating, shouting, and laughing will always be in my memories. Secondly, I really miss my best friend Lisandra from the elementary school. Our moms were best friends, so it was easier for us to do many things together. For example, we used to explore the resorts and hotels near our homes. We imagined how we could decorate our own houses as elegantly as the hotels. Additionally, Lisandra had a little sister called Lolanda, and we loved to play with her and care for her as if she were our own baby. We fed her and sang songs to her. Even though I lost contact with Lisandra after she switched to a different school, our time together was very precious to me. Lastly, I really miss my childhood home. It was a big house with a patio decorated with pots of beautiful flowers. The house was large enough for me to ride my bike inside. There was also a pool. We had many family parties there. Playing riddles by the poolside was one of the most popular games among us. Nowadays I do not have Hector and Lisandra in my life, and my childhood house has long been sold. However, I am grateful for having them all in my past because they have left me with priceless memories.

By K. P. Checo (student), ESL Writing III, Harper College. Used with permission.

Exercise 1. Use Paragraph "Missing My Childhood Days" as an example. Read Paragraph "Difficulties in English Writing" and identify the parts with the following colors:

Title – <mark>pink</mark> Topic sentence – <mark>red</mark> Supporting sentences – <mark>green</mark>

Difficulties in English Writing

For me, writing is one of the most difficult skills to learn in English. First, with writing comes spelling. Many words are pronounced the same but spelt completely differently, like flower and flour, blue and blew. I need extra efforts to learn and remember how to spell and write them correctly. Another challenge I face in English is sentence structure. There are many types of sentences in English such as simple, compound, and complex. Each type has its own punctuation rules. It takes a lot of hard work to understand how to build sentences effectively. Finally, grammar is challenging. My professors emphasize the importance of grammar because it plays a significant role in writing. Unfortunately, it is also one of the difficulties for me because it has many, many rules and exceptions. For example, in count and noncount nouns unit, there are many confusing words like police and family. At first, I thought the word "police" was singular, but in fact it is plural. In contrast, I thought the word "family" was plural, but it is singular in many situations! Mistakes in singular and plural nouns lead to errors in verbs. Despite all these difficulties in spelling, sentence structure, and grammar, writing remains to be one of my favorite aspects of learning.

By A. Alsalman (student), ESL Writing III, Harper College. Used with permission.

Read the above two paragraphs again, and you can see that a good paragraph consists of:

- 1. A title to show the topic and catch the readers' interest pink
- 2. A beginning called the topic sentence to show the main idea red
- 3. A middle called the supporting sentences and details supporting sentences to explain the main idea **green**; details to explain the supporting sentences **blue**
- 4. Transitions or connecting words to connect the ideas and guide the readers yellow
- 5. An ending called the concluding sentence(s) to finish the paragraph red



a hamburger

Paragraph Organization – the Hamburger Way

To make a tasty hamburger, you need to take time to get the ingredients ready and stack⁵ them up carefully. Planning and organizing your ideas for a good paragraph can be very similar to making a hamburger.

5. stack: verb, to pile or put one on top of another

- The sesame seeds on the top piece of bread is what you see as you unwrap a hamburger. It is like the **title** of a paragraph.
- 2. The top piece of the bread is the first part of the hamburger. It is like **the topic sentence**.
- The middle part is what makes the hamburger delicious. The more ingredients you add, the tastier the hamburger is. This part is like the supporting sentences with details. More details for the paragraph will make it more interesting to read.
- You also add condiments like mustard, ketchup, and mayonnaise to not only make the hamburger juicier but also help the other ingredients like tomato slices and beef patties stick together. Those condiments are like transitions.
- 5. The last piece of the bread makes the hamburger complete. The bread is made with the same ingredients as the top piece but with a different shape. This is like **the concluding sentence.** It restates the topic sentence but in a different way.



parts of a hamburger between two hands

Below, you are going to learn how to write each part.

IV. Title of a Paragraph

A title gives the readers information about what you write in the paragraph. It usually states or implies 6 the topic of your writing.

1. A good title is often very short. Sometimes it is only one word or one phrase. It is usually not a complete sentence.

The Best Invention

The Reasons for My Mediterranean Diet

The Characteristics of a Good Boss

2. A good title catches the readers' interest. It tells the readers about the main topic, but it does not tell everything.

Why Not Studying Hard?

A Long-Kept Secret

To Mask or Not to Mask

3. A good title follows capitalization and punctuation rules.

- The first letter of the first word is always capitalized.
- Do not capitalize a short preposition, an article, or a coordinating conjunction unless it is the first word.
- Never capitalize the entire title.
- Do not put a period at the end.
- Do not put quotation marks around the title.
- Do not underline the title.

6. imply: verb, say indirectly

Discuss each pair of the titles below and notice how the errors are corrected.

the day I arrived in Chicago $\, {f X} \,$

The Day I Arrived in Chicago $\, \sqrt{} \,$

THE MAKING OF A DOCTOR ${f X}$

The Making of a Doctor \checkmark

A Very Frustrating Experience. **X**

A Very Frustrating Experience \checkmark

"Advice from My Mother" X

Advice from My Mother \checkmark

The Mysterious Noise X

The Mysterious Noise \checkmark



lots of books showing titles on shelves

For more explanations and examples in capitalization, please refer to Appendix B Capitalization. (Open Appendix B here.)

Exercise 2. Here are the titles of some paragraphs. Do they follow the rules? Write the correct title in the box. After you finish all the titles, you can check your answers by clicking the "Check" button. You may retry the exercise or see all the answers.

Example:

From my home to school Correction: From My Home to School



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online here: https://harpercollege.pressbooks.pub/academic-writing-skills/?p=208#h5p-72

V. Topic Sentence

A topic sentence is a sentence that contains the main idea of a paragraph. It is usually put in the beginning of a paragraph. A good topic sentence has two essential parts and one optional part:

- 1. the topic of your paragraph
- 2. the controlling idea your attitude/opinion about the topic
- 3. (optional but preferred) predictors the points you are going to explain in the body of the paragraph

In each pair of topic sentences below, one contains the topic and controlling idea. The other has the topic, controlling idea, and predictors. Identify each part and discuss which topic sentence you like better. Explain your reasons.

- My writing class is important in helping me prepare for college study.
- My writing class is important in helping me prepare for college study because I learn how to plan, write, and edit my own writing.
- I enjoy three aspects of my writing class.
- I enjoy three aspects of my writing class: my professor, my classmates, and the course materials.
- Many students feel stressed out in the writing class for three reasons.

- Because of long class periods, daily homework assignments, and lots of tests, many students feel stressed out in the writing class.,
- Writing in English is very different from writing in my native language.
- Writing in English differs from writing in my nature language in style, sentence structure, and punctuation.

Rules for a good topic sentence:

1. It must be a complete sentence that contains a subject and a verb.

- My interesting writing class (not a complete sentence) X
- How to improve writing skills (not a complete sentence) X
- My writing class is interesting for three reasons. (a complete sentence) \checkmark
- In my writing class, I am learning how to improve writing skills in three ways. (a complete sentence) √



a light bulb surrounded by six circles

2. It can be a positive or negative statement, not a question. If you ask a question in the beginning of the paragraph, you should answer it in the next sentence. That second sentence is the topic sentence.

- \cdot Why is learning English important? (a question) old X
- What is the best way to improve writing skills? (a question) ${f X}$
- Why is learning English important? It is so because good English skills benefit people in their study, work, and daily life. (The second part is the topic sentence.) $\sqrt{}$
- What is the best way to improve writing skills? I have three suggestions for ESL students to improve writing skills. (The second part is the topic sentence.) $\sqrt{}$

3. Narrow down your topic. General topics are difficult to focus on and write.

- Year 2020 was a difficult year for me. (too broad) X
- \cdot The COVID pandemic in Year 2020 made it difficult for me to study. (more specific) \checkmark
- The COVID pandemic in Year 2020 made it difficult for me to study for three reasons: my classes went totally online in March, I could no longer use the college library and the Language Lab, and the poor Internet connection at home often interrupted my study on the course Blackboard site. (more specific) √

4. Do not make an announcement.

- In this paragraph, I am going to talk about the disadvantages to online learning. (an announcement) ${\rm \textbf{X}}$
- \cdot Let me explain the disadvantages to online learning. (an announcement) **X**
- \cdot This paragraph is about the disadvantages to online learning. (an announcement) **X**
- \cdot There are three disadvantages to online learning. (not an announcement) \checkmark
- There are three disadvantages to online learning: no immediate feedback from the professors, no interactions with the classmates, and unstable Internet connection at home. (not an announcement) $\sqrt{}$

5. Do not write a fact because your opinion (the controlling idea) is missing.

- Harper College is a community college. (a fact) X
- \cdot My classmates come from twelve different countries. (a fact) $\, {f X}$
- Harper College offers the best ESL programs in Illinois in three aspects: experienced professors, free tutoring, and the Language Lab. (Controlling idea "best" is added.) $\sqrt{}$
- Representing twelve countries, my classmates are great resources for learning different cultures. (Controlling idea "great resources for learning different cultures" is added.) √

Exercise 3. Read the following topic sentences. Identify the topic, controlling idea, and predictors. Type your answers in the boxes. When you complete the entire exercise, you can click "Check" for feedback. You may retry or see all the answers.

Example:

I miss my high school life for three reasons: friends, sports, and time for myself. topic: my high school life controlling idea: miss for three reasons predictors: friends, sports, time for myself



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Exercise 4. Are the following good topic sentences? If not, why not? How do you improve them? Click "True" for good topic sentences and "False" for the wrong ones. You will receive instant feedback after each sentence. If a topic sentence is wrong, you will see the correction and explanation in **blue**.

Example:

Electric cars

This is not a good topic sentence because it is not a complete sentence and the controlling idea is missing.

Correction: I like electric cars more than gas-powered cars.



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VI. Supporting Ideas and Paragraph Unity



Supporting means "holding up", just as the bridge is "holding up" the man in the image on the left. **Supporting sentences** are crucial in "holding up" the main idea while making your paragraphs interesting and convincing⁷. They must support or explain the main idea in the topic sentence.

A good strategy for logical supporting sentences is to predict the question the readers may ask about your topic sentence. The result of this planning is actually the paragraph outline you learned in Unit 2 The Writing Process.(*Open Unit 2 here.*)

a man sitting on a bridge over a river

Parts in a Paragraph	Outline Ideas
Topic sentence	Young people should not live in their parents' house after graduating fron college.
Question:	Why not?
Supporting Sentence 1	practice independence in daily life
Details 1	cooking, cleaning, money, my struggles to be mature
Supporting Sentence 2	experience real meaning of life
Details 2	make decisions, take risks, manage time, my involvement in communit service
Supporting Sentence 3	learn to appreciate parents
Details 3	their teaching, their love, give them time to rest, joy in visiting my parer

Paragraph Unity

Unity comes from the verb "unite" and means "hold tight, together". In a paragraph,

^{7.} convincing: adjective, make people believe

it means that all the supporting sentences work together to serve the same purpose: explaining the main idea.

Imagine two bouquets of flowers. Both look beautiful and in perfect harmony within themselves. However, if one sunflower is inserted in the middle of the roses, it will look out of place because it breaks the unity of the rose bouquet.



a rose bouquet

a sunflower bouquet

Then how do you tell if your paragraph has unity? There are two easy ways:

- Ask yourself, "Does each supporting sentence explain the controlling idea in the topic sentence?" If yes, your paragraph has unity. If not, you need to delete or change the supporting sentence. It is helpful to circle or underline your controlling idea in the topic sentence for easier checking.
- 2. Always make an outline of the paragraph before you write. If you come up with a new idea while drafting the paragraph, put it in your outline first and ask yourself the first question.

Does the following paragraph outline show unity?

Parts of a Paragraph	Outline Ideas
Topic sentence	Taking online classes helps college students in three significant ways.
Question:	What are these three ways?
Supporting Sentence 1	provide convenience
Details 1	no driving, flexible study time, no transportation issue, hard to focus because of noisy children in the same house
Supporting Sentence 2	practice time management skills
Details 2	set study time and follow it, learn to deal with distractions
Supporting Sentence 3	not get professor's in-person help
Details 3	difficult materials, questions not answered right away

No, it does not show unity. It contains irrelevant⁸ ideas because they do not support the main idea "help college students". Here are ways to improve the outline:

- Cross out the irrelevant ideas.
- Add relevant information to support the main idea.
- In the second support, a personal example is also added to make the paragraph more interesting.
- In the third support, the new idea "manage time better" is a repetition of the second support "practice time management skills". Therefore, it should be deleted. It is important not to repeat the same information that is already explained in other parts of the support.

8. irrelevant: adjective, not related, having nothing to do with the main idea

Parts of a Paragraph	Outline Ideas
Topic sentence	Taking online classes helps college students in three significant ways.
Question:	What are these three ways?
Supporting Sentence 1	provide convenience
Details 1	no driving, flexible study time, no transportation issue, hard to focus because of noisy children in the same house, childcare easier, enjoy time together
Supporting Sentence 2	practice time management skills
Details 2	set study time and follow it, learn to deal with distractions, my example of learning from procrastination mistakes
Supporting Sentence 3	not get professor's in person help learn to study independently
Details 3	difficult materials, questions not answered right away solve problems, rely on oneself, YouTube, Khan Academy, other resources, manage time better

Exercise 5. Use the above as an example. Read the outlines below. Cross out the supporting ideas/details that are irrelevant. Revise each outline so that all the supporting ideas explain the main idea in the topic sentence.

#1

Parts of a Paragraph	Outline Ideas
Topic sentence	Social distancing is important in preventing the spread of coronavirus.
Question:	Why is social distancing important in prevention?
Supporting Sentence 1	lower chance of passing the virus
Details 1	talking, sneezing, coughing, passing one person to the next
Supporting Sentence 2	the virus highly contagious
Details 2	through physical contact, Delta variant 60% more transmissible than the one before
Supporting Sentence 3	hospitals with good medical equipment
Details 3	ICU, respirators, oxygen tanks, N95 masks
Supporting Sentence 3	some people catch virus easily
Details 4	sick people, older people, children

Parts of a Paragraph	Outline Ideas
Topic sentence	I suffered from severe mental stress during the Covid 19 lockdown in April 2020.
Question:	Why did you suffer from stress?
Supporting Sentence 1	worry about my health the health of my family
Details 1	brother essential worker, baby at home
Supporting Sentence 2	worry about money
Details 2	lost restaurant job, pay bills, good unemployment benefits
Supporting Sentence 3	online classes very hard
Details 3	convenient time, hard to learn Blackboard, no face-to-face practice, missed deadline of first assignment

#3

Parts of a Paragraph	Outline Ideas
Topic sentence	My cousin did not want to get the Covid-19 vaccine for three reasons.
Question:	What were the reasons?
Supporting Sentence 1	vaccine safety not sure
Details 1	Vaccine developed in a short time, worry about reactions and long-term side effects, reports about blood clots after vaccine
Supporting Sentence 2	He's healthy
Details 2	strong, seldom sick, good immunity
Supporting Sentence 3	stayed home all the time
Details 3	not contact other people, study online, get bored, want to have parties with friends

Exercise 6. Use the topic sentences below to build relevant supporting ideas. Check to make sure that all the ideas support the main idea in the topic sentence. Share your outline with your partner and discuss each other's ideas.

Example:

Parts of a Paragraph	Outline Ideas
Topic sentence	Owning a car is a necessity for community college students.
Question:	Why is a car necessary?
Supporting Sentence 1	need it for study
Details 1	on time to class, stay late in lab and library, not relying on friends or family, in control of time, my example of schedule
Supporting Sentence 2	need it for extra curricula activities and community service
Details 2	student clubs, volunteer work, my example of community service in the homeless shelter
Supporting Sentence 3	need it for fun
Details 3	party and movie with friends, regardless of time

- 1. Topic sentence: Men can often be better care givers than women.
- 2. Topic sentence: People 18 years and older should serve two years in the military.
- 3. Topic sentence: Chicago is the most romantic city in the U.S.
- 4. Topic sentence: Chicago is the best place for children to visit on the weekend.

Exercise 7. The following paragraph about a special place does not have unity. There are four additional sentences to be deleted (not including the example). Type the numbers of the irrelevant sentences in the boxes below. When you complete the entire exercise, you can click "Check" for answers. You may also retry or see all the answers. Sentence #4 is an example.



a balcony with a table, two chairs, and some plants



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Types of Supporting Sentences

Good supporting sentences not only explain the main idea but also include interesting details such as

facts – numbers, general truths, scientific truths...

reasons - logical explanations...

experts' opinions - research findings, quotes by experts in the field...

examples - stories of well-known people, personal experiences, personal quotes...

Read Paragraph "Good Roommates" below and discuss how the writer uses the types of details. Color supporting ideas in **green** and the details in **blue**.

Good Roommates

Having good roommates makes lives more enjoyable. First, good roommates understand each other's need for peace and quiet after a day's study. ¹They do not make unnecessary noises. For example, my roommate Abia and I have different class schedules. She spends the day at school, and I attend night classes. When I come back to the apartment very tired at 10 pm, she always turns down her music or speaks very softly on the phone with her friends. Moreover, good roommates share useful information. ²Writer Barbara Dana once said, "A good roommate may be the single most important thing to have when one is away at school." It is true because Abia's and my families are far away. I have taken more courses at college, so I give Abia advice about classes, student clubs, and scholarships. She helps me in a different way. While I was looking for a part-time job last year, she told me about the job openings in her workplace. Finally, good roommates respect each other's differences. ³As the U.S. is a land of immigrants, it becomes the land of opportunities to learn different cultures and religions. I have learned about the significance of Ramadan for Abia, and she has understood the importance of Easter for me. Together, we have developed a good understanding of each other's beliefs. In brief, good roommates help each other become more caring, supportive, and tolerant⁹. They make living easier in this complicated world.

In the first supporting details (first **blue** block marked with 1): personal examples of Abia and me

In the second supporting details (second **blue** block marked with 2): a quote by an expert, personal examples of Abia and me

In the third supporting details (third **blue** block marked with 3): general truth, logic, personal examples of Abia and me

Exercise 8. Use Paragraph "Good Roommates" as an example, read Paragraph "No Capital Punishment" and discuss what types of interesting details the writer uses. Color the supporting ideas in **green** and the details in **blue**.

9. tolerant: adjective, accepting differences

No Capital Punishment¹⁰

Capital punishment should be banned¹¹ because the result cannot be changed, it is killing a life, and it does not stop the crime. First of all, the result of capital punishment is irreversible¹²; therefore, it is important to be absolutely certain of a person's guilt. Nevertheless, in some cases, this is simply impossible to prove a person's guilt with 100% certainty. What if a person is wrongly charged? The death penalty will affect that person and his or her family forever. Next, capital punishment is killing. Killing people for any reason is wrong. Life is sacred, and humans do not have the right to decide the lives of others. Some people believe that capital punishment will stop criminals from committing crimes as they will be afraid to die. However, this is not the reality. Violent cases still occur daily. For instance, on the weekend of July 4th, 2021, Chicago Sun times reported that over 100 people were shot in Chicago and 19 of them died. That weekend was considered the deadliest and most violent in the city that year. This shows that putting criminals to death will not reduce the crime. For these reasons, death penalty should not be supported. The people and the government must find a better solution¹³ to punishing the law breakers.

data from

https://chicago.suntimes.com/crime/2021/7/3/22561910/chicago-weekend-shootings-july-2-5-homicidegun-violence. Last accessed on July 10, 2021.

VII. Transitions and Paragraph Cohesion

Cohesion focuses on the link between ideas so that they flow naturally from one to the next. When a paragraph has cohesion, ideas progress smoothly to create a connected whole.

10. capital punishment, noun phrase, a type of punishment to kill a criminal

- 11. ban: verb, stop, not allowed to happen
- 12. irreversible: adjective, cannot go back to the original situation
- 13. solution: noun, the answer to a problem



Imagine cohesion as a waterfall cascading¹⁴ smoothly and continuously.

There are different ways to achieve cohesion. One of them is by using transitions.

waterfall in Yellowstone National Park

Transitions are also called **connecting words**. They help the writer organize thoughts and guide the readers in understanding the order of ideas clearly. Transitions are

often needed not only between supporting sentences but also within them.

Compare the two paragraphs "Applying for the John & Melanie Frieburg ESL Student Scholarship" below. Which one is better? Why is it better? Underline the transitions in Paragraph 2 that you do not see in Paragraph 1.

Paragraph 1

Applying for the John & Melanie Frieburg ESL Student Scholarship

Applying for the John & Melanie Frieburg ESL Student Scholarship online is not hard if you follow these steps. Go to the scholarship page on the Harper College website and search for this specific scholarship. Read all the information related to it: the requirements, the deadline, and the amount of the award. Fill out the application form online completely and accurately. There are twelve supplemental¹⁵ questions including your grades and financial situation. Do you have an average grade of C? A paragraph about your educational aspiration is required. Get two recommendation letters from two people who know you well. Be sure to ask them first and give them enough time to write the letters. Proofread your application and submit before the deadline. You can always ask

14. cascade: verb, flow from high to low smoothly15. supplemental: adjective, extra, additional

help from the Scholarship Office, the ESL Department, or the One Stop Center. The process is easy to follow and well worth your efforts for this special honor.



Frieburg ESL Student Scholarship winners 2015/2016

Paragraph 2

Applying for the John & Melanie Frieburg ESL Student Scholarship

Applying for the John & Melanie Frieburg ESL Student Scholarship online is not hard if you follow these steps. <u>First</u>, go to the scholarship page on the Harper College website and search for this specific scholarship. Read all the information related to it, <u>such as</u> the requirements, the deadline, and the amount of the award. <u>When you are ready</u>, fill out the application form online completely and accurately. There are twelve supplemental questions including your grades and financial situation. <u>For example</u>, do you have an average grade of C? A paragraph about your educational aspiration is <u>also</u> required. <u>Another step</u> is to get two recommendation letters from two people who know you well. Be sure to ask them and give them enough time to write the letters. <u>Finally</u>, proofread your application and submit before the deadline. <u>At any stage of your application</u>, you can always ask for help in the Scholarship Office, the ESL Department, or the One Stop Center. As you can see, the process is easy to follow and well worth your efforts for this special honor.

With connecting expressions like "First", "such as", "When you are ready", and other underlined transitions, Paragraph 2 explains the steps much more clearly.

How are the transitions used?

- 1. The transition for the first supporting idea is often optional.
- 2. "Finally" is usually used to show the last supporting idea in the body of the paragraph. It is not used right before the conclusion.
- 3. The transition before the concluding sentence is optional. It is actually more common without it.
- 4. After most transitions, there is usually a comma, but this is not always true. There are different types of transitions with different punctuation rules. You will learn them step by step throughout the course.
- 5. Do not overuse transitions; otherwise, the paragraph will read very unnatural. As you read and write more, you will gradually develop a sense of when a transition is or is not necessary.

Meaning	Transitions
Addition	first, second, then, next, in addition, also, furthermore, moreover, last, finally
Contrast	but, yet, on the other hand, on the contrary, however, nevertheless, though, even though, although
Time	first, second, then, next, at (clock time), in the morning (afternoon, etc.), after that, soon, in the beginning, at the same time, meanwhile, at first, at last, before, after, later, when, while, as soon as, until
Reason	for, due to, because of, because, since, as
Result	so, therefore, thus, consequently, as a result
Location	near, beside, next to, in front, behind, around, on the top, on the bottom, on the right/left, to the right/left, under, opposite, above, below
Conclusion	in conclusion, in summary, to sum up, in brief, for those reasons
Example	like, such as, including, for example, for instance

Here are some common transitions:

Study Paragraph "Good Roommates" again. Notice how the three transitions (**first, moreover, finally**) connect the supporting ideas and the transition (**in brief**) is used before the concluding sentences.

Study Paragraph "No Capital Punishment" again. Notice how the transitions (**first of all, therefore, nevertheless, next, however, for instance**) are used to connect ideas between supporting ideas and within them. The transition (**for these reasons**) is placed before the concluding sentence. *Exercise 9.* Choose the appropriate transitions below and type them in the boxes to finish the paragraph about a daughter. There may be more than one correct answer, but type just one. Not all listed transitions are needed. When you complete the entire exercise, you can click "Check" for feedback. You may retry or see all the answers. The first one is an example.

first, second, next, in addition, also, furthermore, moreover, last, finally, for example, to sum up



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Exercise 10. Choose the appropriate transitions below and type them in the boxes to finish the paragraph about a life lesson. There may be more than one correct answer, but type just one. Not all listed transitions are needed. When you complete the entire exercise, you can click "Check" for feedback. You may retry or see all the answers. The first one is an example.

however, on the first Saturday, then, after crying for an hour, while I was eating breakfast, now, at night, finally, after that, after I arrived



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VIII. Concluding Sentence(s)

A concluding sentence signals the end of a paragraph.

You can also write two or three sentences in this part with one or

more of the following methods:

- 1. Restates¹⁶ the main idea but in different words or sentence structure.
- 2. Summarize the main points in the body of the paragraph.
- 3. Express an opinion, make a prediction, put forth a recommendation, or ask a question related to the topic.



words "THE END" on wooden pieces

A conclusion must not bring up a new topic.

× For those three reasons, I enjoy swimming the most. I will also start playing basketball next week.

Topic sentence	Different ways to write a concluding sentence or concluding sentences
	Restate the main idea: • For those three reasons, I enjoy swimming the most.
	 Restate the main idea + summarize the supporting points in the body: For the benefits of physical health, mental wellbeing, and social life, I enjoy swimming the most.
Swimming is	 Restate the main idea + express an opinion For those three reasons, I enjoy swimming the most. It is the activity that has kept me healthy in the last ten years.
my favorite hobby.	 Restate the main idea + make a prediction: For those three reasons, I enjoy swimming the most. If everyone can do this activity regularly, this will be a very healthy country.
	Restate the main idea + put forth a recommendation For those three reasons, I enjoy swimming the most and recommend this healthy activity to everyone.
	Restate the main idea + ask a question • For those three reasons, I enjoy swimming the most. Shouldn't everyone start this hobby, too?

Exercise 11. Compare the pairs of topic sentences and concluding sentences from the paragraphs you have studied in this unit. Then discuss in groups what method the concluding sentences use and how they relate to the topic sentences.

Example:

Paragraph "Missing My Childhood Days"

Topic sentence: Thanks to two people and one place, my childhood was filled with fun.

Concluding sentences: Nowadays I do not have Hector and Lisandra in my life, and my childhood house has long been sold. However, I am grateful for having them all in my past because they have left me with priceless memories.

The conclusion restates the main idea (they have left me with priceless memories), summarizes the three supporting points in the body (I do not have Hector and Lisandra in my life, and my childhood house has long been sold), and expresses an opinion (I am grateful for having them all in my past). The conclusion relates to the topic sentence and explains the controlling idea very well.

- 1. Paragraph "Difficulties in English Writing"
- 2. Paragraph "My Special Place"
- 3. Paragraph "Good Roommates"
- 4. Paragraph "No Capital Punishment"
- 5. Paragraph "Applying for the John & Melanie Frieburg ESL Student Scholarship"
- 6. Paragraph "My Daughter"
- 7. Paragraph "My Valuable Life Lesson"

IX. Paragraph Completion

Each paragraph explains a complete idea and needs to have a clear ending. There are several ways to check if the paragraph is complete:



- 1. Does the paragraph have a title?
- 2. Is the topic sentence there?
- 3. If you have predictors in the topic sentence, are all of them explained in the body of the paragraph?
- 4. If the supporting sentences are present, are there details to further explain the ideas in them?
- 5. Do you have a concluding sentence at the end?
- 6. Are there proper transitions to connect ideas?

a checklist and a yellow pencil

If any one part is missing, the paragraph is incomplete.

Read the following paragraph. Is it complete? If not, discuss what is missing and how you can improve the paragraph.

Jogging is beneficial physically, mentally, and socially. First, jogging makes people physically fit. It not only strengthens the muscles and immune system but also helps to reduce weight. Thirty minutes of jogging will burn about 250 calories. Extra weight causes all kinds of health problems, and a daily run will help shed¹⁷ the extra pounds. Besides, jogging keeps people mentally healthy by reducing their stress. Modern life is full of anxieties. Workers have project deadlines, students take tests, parents deal with family financial challenges, and all people run into relationship issues from time to time. According to many doctors, jogging can act as a stress reliever¹⁸, boost¹⁹ the feel-good hormone, and distract people from daily worries. Jogging is a simple act of activity that helps people become healthier in many ways.

What is missing?

17. shed: verb, get rid of

18. stress reliever: noun phrase, something to reduce or take away stress

19. boost: verb, raise, improve

- 1. There is no title. Add a title, such as "The Best Exercise" or "The Benefits of Jogging".
- 2. The third support is missing. From the topic sentence, the readers expect to see support in three areas: physical, mental, and social. However, the writer did not discuss the "social" aspect of jogging. Therefore, the paragraph is incomplete. The writer should add some information about the social benefits of jogging. Ideas could include joining a jogging club and meeting new friends.

Exercise 12. Use the above paragraph as an example. Is the following new one complete? If not, discuss what is missing and how you can improve the paragraph.

Unleashed dogs are dangerous to the environment, other living beings, and even to themselves. First of all, dogs do not have minds like humans; therefore, they often do not know what proper behavior is in public. When they are not restricted by a leash, they can run and step on flowers and plants in the parks. They may also leave their waste there if their owners are unaware of it. What's more, dogs can frighten the pedestrians on the street. Some of them are afraid of dogs and may experience intense fear when a dog jumps at them. Dogs may also scare drivers. What if they lose control of their vehicles? Other animals like ducks and geese will also find the running and barking "strangers" threatening. Lastly, unleashed dogs are a danger to themselves. There are many hidden holes on the roads and in the parks, and dogs can easily fall into them and hurt themselves. Because dogs can also cause traffic accidents, they may be injured as well. If there is construction nearby with heavy machinery and harmful chemicals, the consequences will be deadly to the dogs.

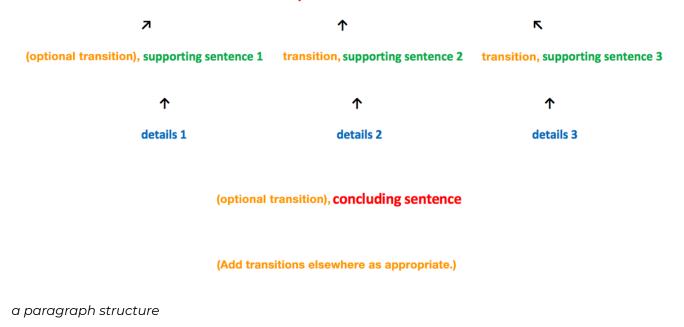


unleashed dogs on beach

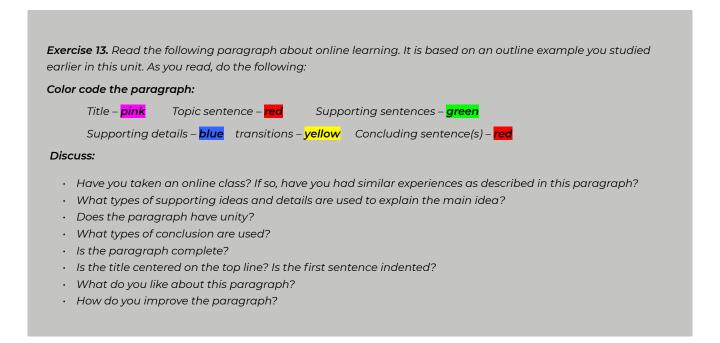
Now you can understand better all the parts of a paragraph and how they relate to each other. The following template is not the only way to write a paragraph, but it is a good way to start.

title

topic sentence



X. Unit Review Practice



Three Benefits of Online Classes for College Students

Taking online classes helps college students in three significant ways. First of all, online classes provide many conveniences. Many college students have a job, and some also need to take care of their family. When the courses are online, the students often do not have a fixed class time. As a result, they can pick any shift available at work, and they can also schedule activities with their loved ones like going to the park or even going on a vacation. For a MacBook, a notebook, etc. on a desk those with small children, childcare is no longer a



huge issue. In addition, some college students do not own a car, but their education will not be affected because they can take classes remotely. Secondly, college students improve their time management skills. I have learned to use my time more wisely. For example, during my first semester of online class, I spent a lot of time video chatting with my friends in the beginning. My professor set all the test deadlines by midnight each Sunday, so I postponed my study till Saturday. However, there was too much reading and practicing then, and I simply could not complete the required study to get a good grade. In the second half of the semester, I forced myself to make a schedule for daily study time and to be more disciplined²⁰ in following it. I was able to finish all the materials before the test, and my grade improved. The most important skill through online learning is independent learning. Even though professors are available through office hours, emails, and live sessions, students must learn to solve problems on their own most of the times. They can do so by reading, checking dictionaries, and finding additional online learning resources from YouTube videos or the Khan Academy website. The type of "self help" foster skills in independent learning, which is essential in college study and future profession. Taking online classes is challenging, but these benefits make their experiences worthwhile.

NSNT Practice

20. disciplined: adjective, self-controlled, strict with oneself



a pen writing in a notebook



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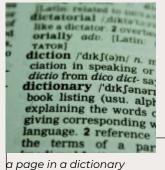
Go to **The NSNT Free Writing Approach and Additional Weekly Prompts for Writing** in Appendix A. (<u>Open Appendix A here.</u>) Choose two topics to practice the steps in the writing process, including writing a paragraph for

paragraphs. Check to see that the paragraphs have all the necessary parts and that they follow the rules for format, unity, cohesion, and completion.

each. You may start with the NSNT approach and then rewrite the

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Vocabulary Review



The words here have appeared in this unit. The best way to learn them is to guess the meaning of each word from the context. Then hover your computer mouse over the number beside each word to check its meaning and part of speech. These words are also listed in the footnote area at the end of each unit.

Here, you can use the flashcards below to review these words.



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Summary

- 1. A paragraph is a group of sentences with one main idea.
- 2. A paragraph must follow a proper format, with the title in the center of the top line and an indent in the beginning of the paragraph. All the sentences should be written/typed double spaced and follow one another without starting a new line.
- 3. A paragraph consists of a title, a topic sentence, several supporting ideas with details, 1-2 concluding sentences, and transitions.
- 4. Each paragraph should have all the above necessary components. If one of them is missing, the paragraph is not complete.
- 5. A title explain the topic of the paragraph or gets the readers interested in the topic. It is centered on the first line and should follow the capitalization rules.
- 6. A topic sentence contains the main idea of a paragraph and is usually put in the beginning. It must have a topic and a controlling idea. It must be a complete sentence and should not be a fact or an announcement.
- 7. Supporting sentences should be detailed and should help explain the topic sentence. If anything is irrelevant to the main idea, the paragraph will not have unity.
- 8. A concluding sentence restates the main idea and signals the end of the paragraph. It can include an opinion, a suggestion, a recommendation, or a question that is related to the topic.
- 9. Transitions are important in guiding the readers in understanding the information in the paragraph and providing a smooth connection between ideas. Transitions help maintain the cohesion of a paragraph.

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PART TWO PARAGRAPH WRITING SKILLS AND ESSAY INTRODUCTION

Unit 4 Enumerative Paragraphs

Learning Objectives

- 1. To understand what an enumerative paragraph focuses on
- 2. To learn to write topic sentences, supporting sentences with details, conclusion, and transitions in enumerative paragraphs through multiple examples
- 3. To apply the writing process to plan and write enumerative paragraphs

I. Warm-up



washing machines and dryers in a laundromat

Read Paragraph "Public Laundromats in the U.S.A." and do the activities that follow.

Public Laundromats in the U.S.A.

When I moved to Chicago, I was shocked because I had to use a public laundromat. Most people living in the apartments do not have their own washer and dryer, but I think this situation creates some problems for them. The transportation of dirty linen and clothes is the first problem. People need to collect everything and go down to the apartment basement where the machines are. Sometimes, they have to drive to the nearest laundromat if all washing machines are occupied by their neighbors. They may wait even half a day for a free washer or dryer. The second problem is having the exact change. Each washing costs \$2.75 to \$3.50. People need to frequently collect quarters or change money in the bank. The problems do not end here. The biggest problem of using public laundromats is hygiene. No one knows what kind of things people have washed in the same machines: underwear, linen, cloth diapers, even shoes. One day, while waiting for an available washer, I decided to take out a neighbor's laundry from the washing machine because the laundry had been there for a long time. When I did this, I felt sorry and angry. I found different things which could not be washed together because it was not hygienic to do so. Of course, for eight months in America, I had to use the public laundromat more than a few times because I did not have another choice. Imagine my happiness and relief¹ when I finally bought my own first washing machine!

By E. Yugay (student), ESL Writing III, Harper College. Used with permission.

1. Color code the paragraph:



2. Discuss:

- Have you had similar experiences or witnessed similar situations as described in this paragraph?
- Does the writer focus on telling a story, arguing for a controversial² issue, or listing points to explain an idea?
- What types of supporting ideas and details are used to explain the main idea?
- Does the paragraph have unity?
- 1. relief: noun, a feeling when the worry disappeared
- 2. controversial: adjective, causing argument because of different opinions

- What information is included in the conclusion?
- Is the paragraph complete?
- Is the title centered on the topic line? Is the first sentence indented?
- What do you like about this paragraph?
- How would you improve the paragraph?
- If you could ask the writer a question, what would you ask?

II. Focus of Enumerative Paragraphs

To enumerate is to list or to count. It focuses on explaining some points to support a main idea. You have actually studied many enumerative paragraphs in Unit 2 and Unit 3, in addition to Paragraph "Public Laundromats in the U.S.A." above.

- Unit 2 The Benefits of NSNT for Me
- Unit 3 Missing My Childhood Days
- Unit 3 Difficulties in English Writing
- Unit 3 My Special Place
- Unit 3 Good Roommates
- Unit 3 The Best Exercise
- Unit 3 Unleashed Dogs
- Unit 3 Three Benefits of Online Classes for College Students

Review those paragraphs for ideas, organization, language use, and format. In this unit, you are going to learn from more examples and to write your own enumerative paragraphs. Here are some more topics typical³ of enumerative paragraphs:

- \cdot Communication barriers⁴ among family members
- Characteristics of a good boss
- Benefits of owning a dog
- Reasons for coming to the U.S.
- Advice to new international students
- 3. typical: adjective, common, showing the nature of something
- 4. barrier: noun, a challenge or a difficulty that stops people from doing something

III. Topic Sentence in Enumerative Paragraphs



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For detailed explanations and examples of topic sentences, open Unit 3 here.

The same topic can produce many different topic sentences if the controlling idea is changed. Of course, the paragraph will be different as a result. This shows that you have the flexibility to decide on your focus based on your interests. **Write from your heart!**

Study the following topic sentences and discuss how writers focus on different areas of the same topic. You will notice that some topic sentences are more formal/academic in nature and some are more personal.

Topics	Topic sentences with different controlling ideas
communication barriers among family members	 Three subjects often cause disagreement between teenagers and their parents. I have learned to improve communication with my siblings in three areas: timing, topic, and tone.
characteristics of a good boss	 A good boss usually displays the following characteristics: understanding, flexibility⁵, and humility⁶. I love my former boss for his encouragement, fairness, and generosity⁷.
benefits of owning a dog	 There are thee benefits to owning a dog. My neighbor's puppy Skippy has brought much joy to my family.
Reasons for coming to the U.S.	 Pursuing freedom in religion, speech, and political affiliation is the main reason why many people choose to immigrate to the U.S. My family came to the U.S. because we wished for good economic prospects⁸, equal educational opportunities, and a multicultural environment.

Exercise 1. Try different controlling ideas and write at least two different topic sentences with each of the following topics.

Example:

Advice to new international students

Topic sentence 1: New international students will adapt to a new environment better if they prepare themselves well before leaving their native country.

Topic sentence 2: Finding a caring host family, working closely with professors and counsellors, and joining student clubs are the best ways for new international students to succeed.

- 5. flexibility: noun, the quality of being willing to change
- 6. humility: noun, the quality of being humble, not proud
- 7. generosity: noun, the quality of being willing to give things to others or sharing things with others
- 8. prospect: noun, something about future

- 1. Ways to improve grades in this writing class
- 2. Advantages of technology for elderly people
- 3. Disadvantages of technology for young children
- 4. The best kitchen appliance for you
- 5. Your least favorite store

Ë

IV. Supporting Ideas in Enumerative Paragraphs

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For detailed explanations and examples of supporting sentences, open Unit 3 here.

In an enumerative paragraph, the supporting ideas follow a logical order. The most important point is usually listed last. Study the paragraph below and discuss how the writer uses different types of details – explanations, examples, and a quote – to support the topic sentence.

The Joy of Having My Three Children

It is a blessing that I have three children, aged 15, 11, and 6. First, they are not lonely anymore. When I had two children, they complained to me many times. My son wanted a younger brother, and my daughter wanted a baby sister. They also fought for toys. After my third child was born, their life changed a lot. Most times, they played with her and even taught her how to use chopsticks. Now all three children are very happy together. As a result, I am delighted. However, with three children, I feel really old sometimes, but they make me feel young. Each of my children has many activities, and I am very involved in their lives. Last month, when my second child participated in a cross-country competition⁹ organized by the school district, I ran next to her and cheered her on. I felt young and energetic as if I were 16 years old again. The part I love the most is that they help me become a better person. Each child has a different personality. Sometimes, I cannot understand why they act in a

certain way, but I find out that they are trying to imitate¹⁰ my husband and me. "Children are mirrors of their parents". This saying is so true. I can see my own problem through them because their action reflects my behavior. Now I am more careful when they are around. I do not yell, I do not judge other people, and I always say "Thank you". I want to set a good example for them. Even though I am often physically tired, I love them because love makes miracles happen. My children are the joy of my life.

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Exercise 2. Use two of the topic sentences you have developed from Exercise 1 to make a paragraph outline for each. Check to see that the ideas support the topic sentence.

Example:

Parts of a Paragraph	Outline Ideas	
Topic sentence	Three subjects often cause disagreement between teenagers and their parents.	
Question:	What are the three subjects?	
Supporting Sentence 1	about friends	
Details 1	Teenagers: appearance, popularity; Parents: good students, good behavior	
Supporting Sentence 2	about free time	
Details 2	Teenagers: games, movies, relaxing; Parents: reading, exercising, housework	
Supporting Sentence 3	about school work	
Details 3	Teenagers: study not the only thing, favorite subjects; Parents: study, grades, college majors	
#1		

10. imitate: verb, follow or copy someone else's behavior

Parts of a Paragraph	Outline Ideas	
Topic sentence		
Question:		
Supporting Sentence 1		
Details 1		
Supporting Sentence 2		
Details 2		
Supporting Sentence 3		
Details 3		
#2		
#2		
Parts of a Paragraph	Outline Ideas	
Topic sentence		
Question:		
Supporting Sentence 1		
Supporting Sentence 1 Details 1		
Details 1		
Details 1 Supporting Sentence 2		
Details 1 Supporting Sentence 2 Details 2		
Details 1 Supporting Sentence 2 Details 2 Supporting Sentence 3		

Exercise 3. Use Paragraph "The Joy of Having My Three Children" as an example. Add relevant information to make Paragraph "Ways to Reduce Stress" more interesting.

Ways to Reduce Stress

Modern life creates a lot of anxieties in people, but there are different ways to control stress. Physical exercises are a common solution. (Add some details here about how physical exercises help reduce stress .) Another idea is talking to a friend or family member. Someone says that sharing feelings and experiences with others is like releasing at least half the burdens. (Add some details here about talking helps reduce stress.) Besides working out and sharing, doing some a red pencil writing the word "stress" chores will help relieve stress for some people. Many



people do not like housework, but they do not know that household work may bring a sense of calm and normalcy. (Add some details here about how doing chores helps reduce stress.) Stress has become an integral part of modern life. Isn't it time for each person to find a way to handle it?

V. Conclusion in Enumerative Paragraphs



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For detailed explanations and examples of concluding sentences, open Unit 3 here.

Discuss what types of conclusion (reinstatement, summary, opinion, prediction, recommendation, and/or question) are used in the two paragraphs you have read in this unit.

Public Laundromat in the U.S.A.:

Of course, for eight months in America, I had to use the public laundromat more than a

few times because I did not have another choice. Imagine my happiness and relief when I finally bought my own first washing machine!

• The Joy of Having My Three Children:

Even though I am often physically tired, I love them because love makes miracles happen. My children are the joy of my life.

Exercise 4. Read the following paragraph. Fill in the missing information as instructed.



a man waiting at a bus stop

Transportation in the Suburbs

(Start the paragraph with a topic sentence here.) To begin with, the buses run very infrequently¹¹. Some buses come once an hour, even during the rush hours. If people miss the bus, they will have to wait for an hour for the next one. In that case, they will be late for their work or school. Additionally, it is not healthy to wait for a long time in winter. Winters can be very harsh, with heavy snow and biting winds. People can easily catch cold. The worst part is that the buses do not cover all the

areas. (Add some details here about some

inconveniences when buses do not cover all the areas.) (Add a conclusion here to complete the paragraph.)

VI. More Enumerative Paragraph Examples



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Read each of the paragraph examples below and do the following activities:

1. Color code the paragraph:



2. Discuss:

- Have you had similar experiences or witnessed similar situations as described in this paragraph?
- Does the writer focus on telling a story, arguing for a controversial issue, or listing points to explain an idea?
- What types of supporting ideas and details are used to explain the main idea?
- Does the paragraph have unity?
- What information is included in the conclusion?
- Is the paragraph complete?
- Is the title centered on the topic line? Is the first sentence indented?
- What do you like about this paragraph?
- How do you improve the paragraph?
- If the writer were here, what question would you ask him/her about the paragraph?

Click for each paragraph:



An interactive H5P element has been excluded from this version of the text. You can view it online here: https://harpercollege.pressbooks.pub/academic-writing-skills/?p=345#h5p-88 *Exercise 5.* Read the following paragraph. Is there a topic sentence? If not, add one. Is the paragraph unified? If not, cross out the irrelevant information. Can you add more interesting supporting details?



athletic shoes, weights, jumping rope

Winter Fun at Home

Winters in some areas of America are very cold. Many people have to stay indoors. The first interesting thing they can do is make home a fun zone. For example, they can set up a simple but comfortable home theatre with just a TV and a couch. A bag of popcorn and a cup of hot chocolate can add to a feeling of warmth and relaxation no matter how heavily it is snowing outside. A home theater like this is also fun in other seasons, so they can enjoy it year round. Second, they can make household chores into a competition, with prizes. For instance, they have a cleaning game every

week. The older child will vacuum the carpet, the younger child will dust the furniture, and the parents will mow the lawn. They can rotate being the judge and deciding on the prizes. Children are usually happier to do housework when it is fun. Lastly, they can continue with physical activities at home. Gyms can be expensive, and people have to drive there. If they have a treadmill or stationary bike at home, that will be great. However, it is still fine without them. On the Internet, there are many training videos with no equipment needed, so everyone can choose what he or she likes to do including aerobics and tai chi. Winters can be long, but they do not have to be boring.

VII. Transitions in Enumerative Paragraphs



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For detailed explanations and examples of transitions, open Unit 3 here.

You already know very well how to use transitions like "first, second, next, in addition, finally". They are very useful expressions but not the only ones. Take a look at a variety of transitions used in the paragraphs in this unit. Notice the punctuation as well.

Enumerative paragraphs in this unit	Transitions between the supporting sentences and before the conclusion
Public Laundromats in the USA	 is the first problem. The second problem is The problems do not end here. The biggest problem is (It is OK not to have a transition before conclusion.)
The Joy of Having My Three Children	 First, However, I feel really old sometimes, but they make me feel young. The part I love the most is that (It is OK not to have a transition before conclusion.)
To Communicate or Not to Communicate?	 To begin with, The second topic the adolescents and their parents often fight about is The most frequent fight happens when To sum up, (before conclusion)
My Favorite Hobby	 (It is OK to not to have a transition before the first supporting idea.) Besides helping me learn English, Third, For these reasons,
Writing Diary	 First, Secondly, Finally, (It is OK not to have a transition before conclusion.)
Unforgettable High School Years	 First of all, Besides the PE class, The last good memory comes from (It is OK not to have a transition before conclusion.)

Homesick for Spain	 (It is OK not to have a transition before the first supporting idea.) One of the reasons I miss my parents is their food. (to connect with missing parents in the first support.) Finally, (It is OK not to have a transition before conclusion.)
The Inconveniences of Overseas Travels	 The first trouble is to Once their visa is ready and they are all excited to leave, they must When the travelers are lucky to pass the security, they must face In addition, The inconveniences do not end here. (It is OK not to have a transition before conclusion.)

Exercise 6. The following paragraph is adapted from one in Unit 3. The transition before each supporting sentence is missing. Add an appropriate transition. The three supporting sentences are underlined, and you can combine each supporting idea with the a transition. Try at least two transitions for each blank. Be careful with punctuation. The first one is an example.

Example:

_(transition) The balcony has a beautiful lake view.

First, the balcony has a beautiful lake view.

The first reason I like the balcony is that it has a lake view.

My Special Place

Most people have their own special place in the house, and mine is my balcony. It is a wooden structure about 2 meters wide and 8 meters long. a balcony with a table, two chairs, and some plants (transition) The balcony has a beautiful



lake view. The balcony faces a small lake, and sometimes I see ducks swimming there. In the evening, the fountain in the middle of the lake lights up with soft music in the background. I always feel serene and mysterious with the night sky enveloping around me. _____ (transition) The balcony is a place where I rest after a day of hard study. No one bothers me there, and the noise from the house feels far away. My three young children often play in the living room, but they make an effort to play quietly when

they see me in the balcony. They know it is "mommy time". _____ (transition) It is a place where I reflect on my life. There are 2 pots of geranium flowers and 2 pots of cacti, a perfect harmony of pink and green, round and thorny, soft and spiky – just like life itself, I think about my life experiences while admiring the plants. I love my balcony!

VIII. Unit Review Practice: Writing Assignments

Now you are ready to write your own enumerative paragraph! As you have learned in Unit 2 The Writing Process (*Open Unit 2 here*), the best way to plan a paragraph is to follow the proper steps.

Enumerative Paragraph Writing Assignments

You will be writing two at-home enumerative paragraphs. The second one will start after the first one is complete. For both assignments, follow the instructions below.

<u>Purpose</u>: To show your understanding of planning and writing an enumerative paragraph. Use the writing process to help you.

Topic: Choose from the list below.

Brainstorm and Outline: Brainstorm for ideas. Then organize the ideas by using one the outline templates below. Your outline is due on ______. Bring it to class.

<u>**Paragraph**</u>: Your paragraph should have a title, a topic sentence, three supporting ideas with details, and a conclusion. Use proper transitions to connect ideas.

Format: Type your paragraph, double spaced, font size 12, with 1-inch margins on four sides of the page. Type your name, class, and date on the upper right-hand corner of the page. The first line of your paragraph should be indented. Save your paragraph in a Word file.

<u>Self Checklist</u>: When you finish writing, use the Self Checklist below. Put a checkmark beside each item if you think you did a good job in that area. Otherwise, improve your paragraph until you can check off the item. Save your work again.

<u>Submission</u>: Submit your paragraph on the Blackboard. Go to your Blackboard course site and follow the instructions there. Due by ______.

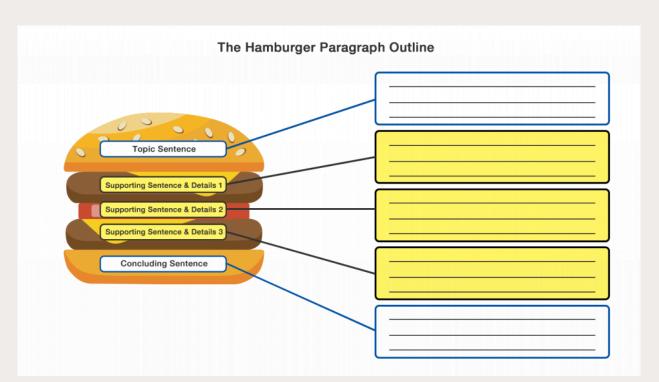
Choose one of the following topics. If you wish to write about a topic of your own, discuss with your professor first.

- 1. What is the most significant change you have experienced in your life since you turned sixteen? Explain three reasons why it is so important. (not three changes)
- 2. What are three reasons some students like to sit with their friends in the class?
- 3. What are the three reasons some people hold prejudices against some other people?
- 4. What are the three difficulties ESL students (or you) have in reading?
- 5. What are three good qualities of _____(a leader)? (Name a specific leader)
- 6. What are the three words to describe your personality?
- 7. What is an American custom you like very much? Explain three reasons why you like it. (Just one custom, not three)
- 8. What is an American custom you do not like? Explain three reasons why you do not like it. (Just one custom, not three)

Enumerative Paragraph Outline Template #1

Parts of a Paragraph	Outline Ideas
Topic sentence	
Question:	
Supporting Sentence 1	
Details 1	
Supporting Sentence 2	
Details 2	
Supporting Sentence 3	
Details 3	

Enumerative Paragraph Outline Template #2



hamburger paragraph outline

Enumerative Paragraph Self Checklist

Questions	Paragraph Revising and Editing Self Checklist	\checkmark
1	Is my paragraph on topic and clear to understand?	
2	Is my paragraph interesting to read?	
3	Did I include a topic sentence with a clear controlling idea?	
4	Did I include 3 supporting ideas and connect them with transitions?	
5	Did I include a concluding sentence?	
6	Is my paragraph unified and complete?	
7	Did all my verbs agree with their subjects (subject-verb agreement)? Did I use proper verb tenses (verb tense shift)?	
8	Did I try my best to use correct sentence structure (simple, compound, complex)?	
9	Did I try my best to use correct grammar such as nouns, pronouns, and others?	
10	Did I try my best to have correct spelling, punctuation, and capitalization?	
11	Did I follow the proper paragraph format?	

Note: #7 – #10 may include more specific aspects of grammar depending on how many editing units you have already studied.

NSNT Practice



a pen writing in a notebook

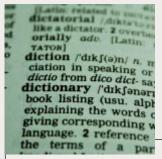
Go to **The NSNT Free Writing Approach and Additional Weekly Prompts for Writing** in Appendix A. (*Open Appendix A here.*) Choose two topics to write a paragraph each. You may start with the NSNT approach and then revise and edit the paragraphs using the Self Checklist above. You are encouraged to share your writing with your partner and help each other improve.



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Vocabulary Review



The words here have appeared in this unit. The best way to learn them is to guess the meaning of each word from the context. Then hover your computer mouse over the number beside each word to check its meaning and part of speech. These words are also listed in the footnote area at the end of each unit.

Here, you can use the flashcards below to review these words.

a page in a dictionary



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Summary

- 1. An enumerative paragraph focuses on explaining a few points (reasons, ways, approaches, aspects, etc.) to support a main idea.
- 2. An enumerative paragraph should have a title, a topic sentence, 2-4 supporting ideas with details, a conclusion, and transitions.
- 3. Following the writing process (pre-writing, writing, and post-writing) can ensure a well organized and well supported paragraph.

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Unit 5 Narrative Paragraphs

Learning Objectives

- 1. To learn what a narrative paragraph focuses on
- 2. To understand and practice narrative paragraphs with a focus on the use of time transitions, past tenses, descriptive vocabulary, and specific supporting details
- 3. To study narrative paragraphs through analyzing multiple models
- 4. To apply the writing process to plan and write narrative paragraphs

I. Warm – Up



a man sitting on a chair at an airport

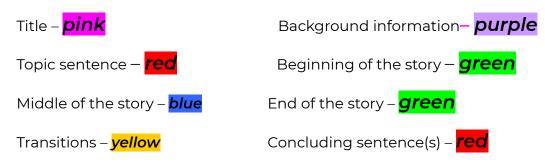
Read Paragraph "My Worst Trip" and do the activities that follow.

My Worst Trip

My experiences at Miami Airport and during the flight to Chicago on September 29, 2007 were terrible because I could not understand English. I came from Mexico, and that was my first connecting trip out of my own country. After a long flight from my native country, I arrived at Miami Airport. I had been so excited walking in an American airport until a uniformed officer asked me something in English. I felt nervous because I did not speak English and did not know how to answer her questions. I just shook my head. I was not walking excitedly anymore because I realized that I did not speak the language. I already began to miss my own country! Suddenly, I looked at my watch, and it said 12:30 pm. I was so hungry that I needed to eat something. I had not eaten much on my first flight. I went to a small restaurant in the airport, looked at the pictures of the menu on the screen, and decided to have a coke and a sandwich. I could not see clearly or read what kind of sandwich that was, but it looked scrumptious¹. I was just going to point to the picture and tell the waiter what I wanted. He came and spoke fast. Because I did not understand, I felt I had to say "Ok". Well, he gave me a different meal, and it cost me almost \$20! This situation was awful². I ate the meal in sad silence. I could not tell what it tasted like because I was tired and upset. Finally, I got on my flight to Chicago in the evening. On the plane, I wanted to drink water, but I did not know how to ask for it. I just stayed in my seat quietly and felt despondent³. In the end, I met my family at the airport in Chicago at 11:30 pm. On our way home, I told them about my nightmare. They comforted me, "Don't worry. All will be fine." However, I could not shake off the feeling that I had just had a rocky start⁴ on my life in this new country. On that day, I made a promise to myself that I would have to study English really hard.

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1. Color code the paragraph:



1. scrumptious: adjective, delicious

- 2. awful: adjective, terrible
- 3. despondent: adjective, feeling sad and hopeless
- 4. a rocky start: noun phrase, not a smooth beginning

2. Discuss:

- What was your experience on your trip to the U.S.? Did you have a similar experience as the writer?
- Does the writer focus on telling a story, arguing for a controversial issue, or listing points to explain an idea?
- How is this paragraph similar to the ones you have studied in Unit 4 Enumerative Paragraphs?
- How is this paragraph different from the ones in Unit 4?
- What types of supporting ideas and details are used to explain the main idea?
- What do you like about this paragraph?
- How would you improve the paragraph?
- If you could ask the writer a question, what would you ask?

II. Focus of Narrative Paragraphs

Narration is a description of an experience, an event, a story, or a situation to show a point of view. You have already studied a narrative paragraph in Unit 3: My Valuable Life Lesson.

Narrative paragraphs have:

- a beginning: How did the story start?
- a middle: How did it progress?
- an ending: How did it end?

As you are telling a story in this type of paragraph, it is important to:

 provide the background information about the story: what, who, when, where. If applicable, include the information on why



an opened book with a leaf

- and how. The information is usually given in the beginning.
- 2. use past tenses as you narrate a past experience or event.
- 3. guide the readers in understanding the event by using appropriate time expressions and arrange the information in **chronological order**, meaning time order.
- 4. use appropriate descriptive words and details to help the readers feel as if they were

Exercise 1. Read the following paragraph titles. Which ones can be appropriate titles for narrative paragraphs? What will the paragraphs be about? Click "True" for appropriate narrative titles and "False" for non-narrative titles. You will get instant feedback after each sentence. The explanation is given in **blue**.



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III. Topic Sentence in Narration

Read Paragraph "My Worst Trip" again. How does the writer start the paragraph? The beginning contains the topic sentence and background information.

Parts for the Beginning of the Paragraph	Ideas		
What (topic)	my experiences at Miami Airport and during the flight to Chicago		
Controlling Idea	terrible		
Who	1		
When	September 29, 2007, after a long flight from my native country		
Where	Miami Airport and on the plane to Chicago		
Why (if applicable)	I could not understand English.		
How (if applicable)	-		
Ways to Write the Beginning	 My experiences at Miami Airport and during the flight to Chicago on September 29, 2007 were terrible because I could not understand English. I came from Mexico, and that was my first connecting trip out of my own country. After a long flight from my native country, I arrived at Miami Airport. (3 sentences) 		

Study one more example:

Parts for the Beginning of the Paragraph	Ideas		
What (topic)	a shopping trip		
Controlling Idea	exhausting		
Who	my sister and I		
When	Black Friday, 2019		
Where	Woodfield Mall		
Why (if applicable)	to get good deals on Christmas gifts for family and friends		
How (if applicable)	-		
Ways to Write the Beginning	 My sister and I had an exhausting⁵ shopping trip in the Woodfield Mall. It was Black Friday, 2019. We wanted to get good deals on Christmas gifts for our family and friends. <i>(3 sentences)</i> On Black Friday in 2019, my sister and I had an exhausting shopping trip in the Woodfield Mall. We wanted to get good deals on Christmas gifts for our family and friends. <i>(2 sentences)</i> To get good deals on Christmas gifts for our family and friends, my sister and I had an exhausting shopping in the Woodfield Mall on Black Friday in 2019. <i>(1 sentence)</i> 		

Exercise 2. Use the above examples as models. Fill in the information for the next three topics. In #3, you think of a topic of your own. Try writing your topic sentence with background information in one, two, or three sentences.

#1

Parts for the Beginning of the Paragraph	Ideas
What (topic)	My first visit to Harper College
Controlling Idea	
Who	
When	
Where	
Why (if applicable)	
How (if applicable)	
Ways to Write the Beginning	
#2	
Parts for the Beginning of the Paragraph	Ideas

My family's most important day

#3

What (topic)

Who When Where

Controlling Idea

Why (if applicable) How (if applicable)

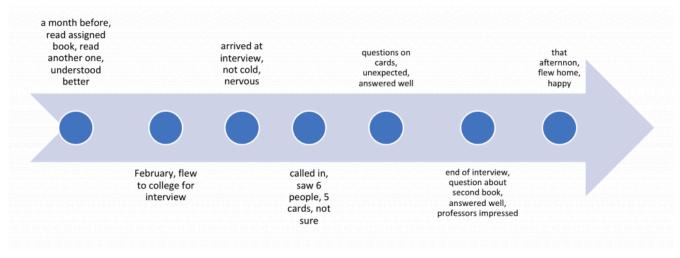
Ways to Write the Beginning

Parts for the Beginning of the Paragraph Ideas What (topic) Controlling Idea Who When Where Why (if applicable) How (if applicable) Ways to Write the Beginning

IV. Supporting Ideas in Chronological Order and with Time Transitions

Chronological Order

The information in the middle of the paragraph is going to be the main part of the story. All the events are arranged chronologically. What happened first is written first, what happened next is explained next, and so on. One way to make sure of the correct order is to draw a timeline. This could be used as a brief outline for a paragraph. Below is a timeline for an interview experience:



an interview timeline

Time Transitions

Another important aspect of narration is to use appropriate time expressions. They are transitions to guide the readers through the narration. You have already learned different transitions in Unit 3 Parts and Characteristics of a Good Paragraph and Unit 4 Enumerative Paragraphs. (*For reviews, <u>open Unit 3 here</u> and <u>Unit 4 here</u>.)*

Here are some time transitions. As you study them, pay attention to their punctuation.

Adverbs (in the beginning of a sentence – comma after them)	Other adverbs and adverbial phrases (in the beginning of a sentence – comma after them) (at the end of a sentence – no comma)	Prepositional phrases (in the beginning of a sentence – comma after them) (at the end of a sentence – no comma)
First,	Right away,	At first,
Second,	Immediately,	At last,
Next,	Suddenly,	At the end,
Meanwhile,	Quickly,	After that,
Then (usually no comma after it)	Soon, Moments later,	After a while, In the meantime,
Finally, Lastly,	A short while later, Initially, Subsequently,	In an instant, Before dinner,
	That morning,	At 10 am,
	The following day,	At noon,
		In the morning,
		Until the end of the class,

Dependent clauses (before independent clauses – comma after them) (after independent clauses – no comma)	Complete sentences (period after them)
When I woke up, While I was driving,	Time went by quickly. This was not the end of the ordeal.
Until it was midnight,	Surprises continued.
Since he started the semester, As it was happening,	Misfortune goes hand in hand ⁶ . More good news followed.
As soon as they arrived home,	Two hours passed.
Before he left for work,	I was not prepared for the next event
After the test was over, 	My work finally ended at 5 pm.

Review Paragraph "My Worst Trip" in the beginning of this unit and discuss how the writer uses a variety of time transitions.

Read the new paragraph "My Memorable Interview" below. It is developed based on the timeline above. The time transitions are underlined. Discuss:

- 1. How does the writer begin the paragraph? What is the topic sentence? What is the controlling idea? What is the background information (what, who, when, where)?
- 2. Does the paragraph follow chronological order?
- 3. How are different types of time transitions used with different punctuations? (underlined)

6. Misfortune goes hand in hand: a saying, bad things happen one after another.

My Memorable Interview

In my last year of high school in Japan, I learned an important lesson from a memorable interview. I had applied to the Social Welfare Department of the college that I wanted to enter. To be accepted, I had to pass an interview and answer questions about a book the college professors had assigned. The book, What is the True Wealth, was a very famous book among the people studying social welfare in Japan. One month before the interview, I read the book but understood the topic only superficially⁷. To help myself understand the topic better, I <u>then</u> bought another book that described the current social situation in Japan. After reading it many times, I was able to understand the topic of social welfare more clearly. In the middle of February, I flew to the college for the interview. It was not a cold day, but I had chills because of tension. I had never visited the prefecture where the college was located, so I felt the strain I had never felt before. The interview day arrived. The applicants were called in one by one from the waiting room. As soon as my name was called, I took a deep breath before entering with a smile. The interview room was small, with six professors sitting across the table. It appeared to be a normal interview situation, but when five cards were put side by side on the table, I realized that it was not! I could not understand what the cards were for. My nervousness grew. One professor instructed, "Please choose one card on the desk. You will see our first question there about the assigned book." It was like a card game! Fortunately, lanswered the question calmly and clearly. During the interview, I expressed my opinions with confidence, thanks to the two books which I had read. At the end of the interview, one professor asked me, "Have you read another book besides our assigned one?" At that time, I thought, "Good for me!" I spoke about my additional book and explained why I had chosen it, what I had learned from it, and how it had helped me with the interview. The professors looked impressed. I was so glad that I almost jumped for joy. They nodded to me and to each other. That afternoon, I flew back home, feeling happy. From this experience, I have learned a lesson essential to my success. It is important to prepare elaborately⁸ before an important event. Hard work in advance would give me confidence and help me in unexpected situations.

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Exercise 3. Read Paragraph "The Day My Daughter Was Born" and discuss:

- 1. How does the writer begin the paragraph? What is the topic sentence? What is the controlling idea? What is the background information (what, who, when, where, why)?
- 2. Does the paragraph follow chronological order?

7. superficially: adverb, on the surface, not deeply8. elaborately: adverb, with great care and effort

3. Underline the time transitions. How are different types of time transitions used with different punctuations?

The Day My Daughter Was Born

The day I met my daughter Ela has been the most significant day in my life. When I was in my 38th week of pregnancy, my husband and I went to the hospital for a routine pre-natal exam. While the doctor was checking me, she said, "We have to take the baby." We were so shocked. If I had not had a problem, she would not have said such a thing. Right away, she started to explain my problem. My daughter could not move herself because there was not enough water in my womb. Upon hearing this, I wanted to go back to my house to bring the baby stuff, but she did not allow me. My husband was little panicked, for he did not know what to do. Actually, I was so scared and also excited at the same time. My daughter was coming to my life! Our family had been waiting for her arrival for a long time, and we could not wait to take her into our arms. In the next ten minutes, the doctor did some tests on me and took me to the surgery room. I was not aware how many minutes or hours had passed. When I opened my eyes, everything had already finished. My first question was if she was OK. My doctor reassured me, "Don't worry. She is OK". After that, the medical staff took me to my room. All my family members were waiting eagerly there. I asked my husband if he had seen our daughter. He said no. We could not wait to see her, and we were so happy, for she was born without any problem. Everybody in the room was happy and asking how I was feeling. I had totally forgotten myself! Soon, the doctor brought her to the room, and I will never forget the moment when I laid my eyes on her for the first time. I cried so much from happiness. There was my little baby Ela, so tiny and soft, and most important all, so beautiful! Her "baby smell" was the most heart-warming scent. My husband's face was full of joyful pride. Everyone wanted to hold Ela for a second but stopped as she was sleeping soundly. At that moment, I understood that my life would change forever because of this precious new life. I promised myself and her that I would always be by her side.

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V. Past Tenses in Narration

In most narrative paragraphs, you are describing past events, so you need to use mostly past tenses even though present and future tenses are also possible in some parts of the paragraph. Past tenses include simple past, past progressive, past perfect, and past perfect progressive, and future past. However, the most common one is the simple past.

There are detailed explanations and practice in verb tenses from Unit 11 through Unit 14 in this book. (Open <u>Unit 11 Present Tenses</u>, <u>Unit 12 Past Tenses</u>, <u>Unit 13 Future Tenses</u>, <u>Unit 14 Mixed Tenses</u> here.)

Review paragraphs "My Worst Trip", "My Memorable Interview", and "The Day My Daughter Was Born". Underline all the past tense verbs and discuss how these verbs are used.

Read another new paragraph "A significant Meeting" below and discuss:

- 1. What is the topic sentence? What is the controlling idea?
- 2. What is the background information (what, who, when, where)?
- 3. Does the writer explain the event in chronological order?
- 4. How are different types of time transitions used?
- 5. Underline all the verbs in past tenses. Why are some verbs in past perfect (bold-faced), one in past progressive (bold-faced), and one in simple future (bold-faced)?



a hand holding pink and blue heart-shaped lollipop candy

A Significant Meeting

My first meeting with my future husband in real life on March 18, 2017 was so significant that it changed my life. This was my first visit to the U.S.A when I met Sergey. We **had communicated** and seen each other only through the Internet before that. Our meeting happened in beautiful New York City. The smell of early spring, with blooming trees, sunny weather, and breathtaking views of this city, reinforced my romantic mood. I woke up very early to prepare for the meeting that was supposed to happen at breakfast. I arrived at the restaurant before 10 am. 10 am was not a perfect time for a romantic date, but we **had planned** to spend the whole day together and visit sights. Just then, Sergey called to apologize that he **had overslept** on his flight to New York and would not arrive until 11 pm. I became very angry and disappointed. I could not believe how a person could approach⁹ such an important event so irresponsibly¹⁰. As a result, I assumed¹¹ that he would not be my destiny and my second half. When I arrived back at the hotel, I suddenly noticed a man standing with flowers and staring at me with a guilty look. He was wearing a formal gray suite with a matching tie. After a couple of seconds, I realized this man was Sergey! He had gotten a few transfers to arrive earlier than expected. I was so surprised to see him at that moment. I did not know whether to be joyful or angry, but I instantly forgot about the morning case. Of course, I gave him one star for diligence¹². During our live communication, all invisible borders were erased. We quickly connected and understood each other. His surprises did not end at our lunch. He gave me a helicopter flight over the city! I was in heaven with happiness and beauty around me. In addition, Sergey had another surprise at dinner. He produced two tickets, for the most anticipated fight show of the year by my favorite boxer Gennady Golovkin in the famous Madison Square. I could not believe that another dream would come true that day. At the end of that fantastic day, I came to realize that my future husband was very attentive¹³. He **had remembered** everything that I loved and dreamed about. He fulfilled my one desire after another. Sergey was like a genie¹⁴, and I possessed his lamp. By the end of our first day together, I had decided to give him all stars and pluses. Our meeting transformed¹⁵ my whole life, and these first happy moments **will remain** forever in my memories.

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Exercise 4. Read Paragraph "Meeting My Best Friends" and fill in each blank with the correct verb tense. When you finish this exercise, you can click "Check" to see how you did. You can retry or see all the answers. The first one is an example.

- 9. approach: verb, handle, deal with
- 10. irresponsibly: adverb, not responsibly, carelessly
- 11. assume: verb, guess or think based on what has happened
- 12. diligence: noun, good efforts
- 13. attentive: adjective, giving careful attention
- 14. genie: noun, a spirit that makes wishes come true for people
- 15. transform: verb, change in significant ways



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VI. Descriptive Vocabulary and Details in Narration

Words are your tools in writing. Choosing **specific, descriptive words** will help your readers "see" or "picture" the event you are describing. Read the pairs of sentences below and discuss which sentence is better in each pair.

- They have a large house.
- They have a 2-story, red brick house.
- An old man walked on the street.
- An eighty-seven-year-old man stumbled¹⁶ along Algonquin Road.
- Mrs. Kim is the best teacher I have ever had.
- Mrs. Kim is the most humorous and hardworking teacher I have ever had.

In each pair, the second sentence helps the reader "see" the house, the man, and Mrs.

Kim more vividly¹⁷. Using descriptive words will make your writing more interesting and effective.

Words like "big, good, nice, great, bad" are very general and can be replaced by other better, more interesting ones. Many of the words below are "sensory" words that describe sight, sound, smell, flavor, and feeling.

General Vocabulary	Descriptive Vocabulary
Afraid	fearful, frightened, petrified, scared, terrified
Ask/Say/Tell	beg, command, instruct, murmur, order, plead, whisper, wonder
Bad	damaging, detrimental, disadvantageous, harmful, negative
Big	bulky, colossal, enormous, gigantic, huge, immense, massive, vast
Delicious	appetizing, flavorful, rich, mouth-watering, savory, scrumptious, succulent
Нарру	cheerful, content, delighted, ecstatic, elated, exhilarated, joyful
Important	critical, crucial, essential, life-changing, momentous, significant, vital, weighty
Look	gaze, glance, glare, glimpse, inspect, marvel, peep, stare
Nervous	anxious, concerned, fretful, uneasy, unsettled, worried
Walk	hop, ramble, scamper, scuttle, stride, stroll, strut, stumble, tiptoe

Before you use any new vocabulary, make sure you check an English-English dictionary to see its exact meaning and use it only when appropriate. Try using two or three new descriptive words in each paragraph you write.

Details are the key to interesting paragraphs. In a narrative paragraph, details in the middle of the narration – how the story progresses – are even more critical¹⁸.

As you learned in the earlier units, color-coding is a helpful strategy to make sure:

- The paragraph has all the essential parts.
- All the parts are in the right order.

17. vividly: adverb, lively and brightly18. critical: adjective, extremely important

• Some parts need to be longer and more detailed.

Here is the color-coded paragraph "The Worst Trip" you read in the beginning of this unit. Discuss:

- 1. Which color covers the most information?
- 2. How does the part in blue help you "see" or "experience" what the writer was going through?
- 3. Underline some descriptive or specific vocabulary . In what way does it make the paragraph more interesting?

My Worst Trip

My experiences at Miami Airport and during the flight to Chicago on September 29, 2007 were terrible because I could not understand English. I came from Mexico, and that was my first connecting trip out of my own country. After a long flight from my native country, I arrived at Miami Airport. I had been so excited walking in an American airport until a uniformed officer asked me something in English. I felt nervous because I did not speak English and did not know how to answer her questions. I just shook my head. I was not walking excitedly anymore because I realized that I did not speak the language. I already began to miss my own country! Suddenly, I looked at my watch, and it said 12:30 pm. I was so hungry that I needed to eat something. I had not eaten much on my first flight. I went to a small restaurant in the airport, looked at the pictures of the menu on the screen, and decided to have a coke and a sandwich. I could not see clearly or read what kind of sandwich that was, but it looked scrumptious. I was just going to point to the picture and tell the waiter what I wanted. He came and spoke fast. Because I did not understand, I felt I had to say "Ok". Well, he gave me a different meal, and it cost me almost \$20! This situation was awful. I ate the meal in sad silence. I could not tell what it tasted like because I was tired and upset. Finally, I got on my flight to Chicago in the evening. On the plane, I wanted to drink water, but I did not know how to ask for it. I just stayed in my seat quietly and felt despondent. In the end, I met my family at the airport in Chicago at 11:30 pm. On our way home, I told them about my nightmare. They comforted me, "Don't worry. All will be fine." However, I could not shake off the feeling that I had just had a rocky start on my life in this new country. On that day, I made a promise to myself that I would have to study English really hard.

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Exercise 5. Try to write a new sentence with descriptive vocabulary by replacing the words underlined.

Example:

The family carried the <u>big</u> mattress into the <u>small</u> apartment.

Improved: The family carried the <u>bulky</u> mattress into the <u>one-bedroom</u> apartment.

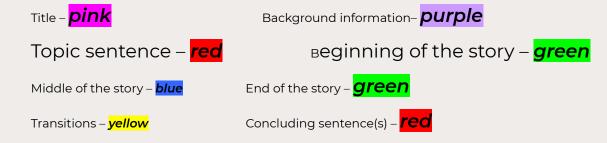
- 1. The big cruise ship has 18 decks and is 1188 feet long.
- 2. My upcoming interview is going to be <u>important</u> to my career.
- 3. The family made a <u>big</u> decision to immigrant to the U.S. one year ago.
- 4. The mother <u>walked</u> into the baby's room quietly.
- 5. The graduates <u>walked</u> proudly onto the stage to receive their diploma.
- 6. Some parents have a <u>bad</u> influence on their children.
- 7. In darkness, I was very <u>afraid</u> when I heard a strange noise behind me.
- 8. I love looking at the stars in the night sky.
- 9. The mom said no, but the boy still <u>asked</u> for more ice cream.
- 10. The students are <u>nervous</u> about their grades.



a cruise ship

Exercise 6. Use Paragraph "My Worst Trip" you just discussed as an example. Color code Paragraph "My Memorable Interview" as follows and discuss the questions below.

1. Color code the paragraph:



2. Discuss:

- Which color covers the most information?
- How does the part in blue help you "see" or "experience" what the writer was going through?
- Underline the descriptive or specific vocabulary. In what way does it make the paragraph more interesting?

VII. More Narrative Paragraph Examples

As you read more narrative paragraphs below, you may color code them as you have done for the earlier paragraphs.

Discuss:

- 1. How does the writer start the paragraph? How many sentences does the writer have for the topic sentence and background information? What is the controlling idea?
- 2. Does the background information include what, who, when, and where?
- 3. Are the events arranged in chronological order?
- 4. What different types of time transitions are used?
- 5. Does all the information in the story support the main idea?
- 6. Is the middle of the story the longest in the paragraph?
- 7. Underline some specific descriptions. How do they help make the story more interesting?
- 8. Does the writer use past tenses to narrate the story? Are present and future tenses used? If so, why is the past tense changed to a present or future one?
- 9. What do you like about the paragraph? How would you like to improve it?
- 10. If you could ask the writer one question, what question would it be?



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Exercise 7. Read the following two paragraphs. You may color code them as you have done for the earlier paragraphs. Discuss the following questions in your group.

- 1. What is the topic sentence? Is there a controlling idea in the topic sentence? If not, write one.
- 2. Does the background information include what, who, when, and where? If something is missing, add it.
- 3. Are the events arranged in chronological order? If not, correct the order.
- 4. Does all the information in the story support the main idea? If anything is irrelevant, cross it out.
- 5. Are the transitions used appropriately? If a transition is wrong, correct it. If a transition is missing, add it.
- 6. Are there enough descriptive details in the middle of the story? What more ideas can you add?
- 7. Does the writer use correct past tenses to narrate the story?
- 8. Are there any present and future tenses? If so, why is there a shift in verb tenses?
- 9. What do you like about the paragraph?
- 10. If you could ask the writer one question, would question would you ask?



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VIII. Unit Review Practice: Writing Assignments

Now you are ready to write your own narrative paragraph! As you have learned in Unit 2 The Writing Process, (<u>Open Unit 2 here.</u>) the best way to plan a paragraph is to follow the proper steps.

Narrative Paragraph Writing Assignments

You will be writing two at-home narrative paragraphs. The second one will start after the first one is complete. For both assignments, follow the instructions below.

Purpose: To show your understanding of planning and writing a narrative paragraph. Use the writing process to help you.

Topic: Choose from the list below.

Brainstorm and Outline: Brainstorm for ideas. Then use one of the templates below to make an outline. Your outline is due on ______. Bring it to class.

Paragraph: Your paragraph should have a title, a topic sentence, background information, beginning of the story, middle of the story with details, the end of the story, a conclusion, and appropriate time transitions. Include at least 5 descriptive vocabulary from Section VI in this unit (Descriptive Vocabulary and Details in Narration).

Format: Type your paragraph, double spaced, font size 12, with 1-inch margins on four sides of the page. Type your name, class, and date on the upper right-hand corner of the page. The first line of your paragraph should be indented. Save your paragraph in a Word file.

Self Checklist: When you finish writing, use the Self Checklist below. Put a checkmark beside each item if you think you did a good job in that area. Otherwise, improve your paragraph until you can check off the item. Save your work again.

Submission: Submit your paragraph on the Blackboard. Go to your Blackboard course site and follow the instructions there. Due by _____.

Choose one of the following topics. If you wish to write about a topic of your own, discuss with your professor first.

- 1. Your first class (reading, writing, grammar, communication skills, or another class) experience at Harper College
- 2. A time when you helped someone in need
- 3. Your proudest moment
- 4. Your most embarrassing experience
- 5. A disappointing shopping trip
- 6. An experience where you got to know yourself better
- 7. An experience where you got to know another person better
- 8. An experience that changed your opinion of an event
- 9. An interview you had (any kind of interview)
- 10. The day when you got your first cell phone

Narrative Paragraph Outline Template #1

ontrolling idea:									
ackground inform	nation:								
Vhat:									
When:									
Where:			<u> </u>						
Who:									
Topic + controlling	idea + back	ground i	nformati	on (1 – 3 d	complete	e sentenc	ces):		
beginning of the story	middle of the story		middle of the story		middle of the story		middle of the story		
• •									
		middle of the story		middle of the story		middle of the story		end of the story	
		,						,	
a narrative timeline									
	Outline Ten	nplate #2	•						
Narrative Paragraph									
larrative Paragraph									
larrative Paragraph									
Narrative Paragraph									
Narrative Paragraph Topic: Controlling idea:									

What: ___

When:_____

Where: _____

Who:_____

Topic + controlling idea + background information (1 – 3 complete sentences):

Beginning of the story:

Middle of the story:

End of the story:

Narrative Paragraph Self Checklist

Questions	Paragraph Revising and Editing Self Checklist	\checkmark
1	Is my paragraph on topic and clear to understand?	
2	Did I include a topic sentence with a clear controlling idea?	
3	Did I include background information on what, who, when, and where in the beginning?	
4	Did I include interesting, descriptive details that support the main idea?	
5	Did I have a beginning, a middle (the longest), and an ending?	
6	Did I narrate the story in chronological order? Did I use proper time expressions?	
7	Did all my verbs agree with their subjects (subject-verb agreement)? Did I use proper past tenses and other tenses?	
8	Did I try my best to use correct sentence structure (simple, compound, complex)?	
9	Did I try my best to use correct grammar such as nouns, pronouns, word form, word order, and others?	
10	Did I try my best to have correct spelling, punctuation, and capitalization?	
11	Did I follow the proper paragraph format?	
12	Did I include at least 5 vocabulary words from Section VI?	

Note: #7 – #10 may include more specific aspects of grammar depending on how many editing units you have already studied.

NSNT Practice



Go to **The NSNT Free Writing Approach and Additional Weekly Prompts for Writing** in Appendix A. (*Open Appendix A here.*) Choose two topics to write a paragraph each. You may start with the NSNT approach and then revise and edit the paragraphs using the Self Checklist above. You are encouraged to share your writing with your partner and help each other improve.

a pen writing in a notebook



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Vocabulary Review

_	and the second
	IL after related to the
-	the state of the state of the state of the
	dictatorial / diktan
	like a dictator 2 million
	OVER 1
	orially adv. [Latin
100	thatin .
	TATORI
100	
	diction //dtkf(a)m/
	diction /'dikf(a)n/ n. m
	ciation in speaking or
100	charlon in opeaking or
100	dictio from dico dict- sa
	areno nom arco alct- sa
1.00	dictionary "111 a
1000	dictionary /'dikfənəri
	book listing (usu, alph
	DOOK HSUNG (1181) al-1
	alpr
	explaining the word-
	explaining the words of
	giving corresponding w
	giving corresponding u
	1
	language. 2 reference
	a seres cuce
	the terms of a par
	Lie terms up a nam

The words here have appeared in this unit. The best way to learn them is to guess the meaning of each word from the context. Then hover your computer mouse over the number beside each word to check its meaning and part of speech. These words are also listed in the footnote area at the end of each unit.

Here, you can use the flashcards below to review these words.

a page in a dictionary



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Summary

- 1. A narrative paragraph focuses on describing an event, an experience, or a story.
- 2. A narrative paragraph should have a title, a beginning with a topic sentence and background information, a middle with details, and an ending.
- 3. Descriptive vocabulary and details will make the paragraph interesting.
- 4. The story should be narrated in the chronological order and should use proper time transitions.
- 5. Past tenses are used primarily, but other tenses are often needed, too.
- 6. Following the writing process (pre-writing, writing, and post-writing) can ensure a well- organized and well-supported paragraph.

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Unit 6 Essay Introduction

Learning Objectives

- 1. To learn what an essay is
- 2. To understand the similarities and differences between a paragraph and an essay
- 3. To learn through writing samples how to transition from writing a paragraph to writing an essay
- 4. To understand how the components of an essay relate to each other: hook, thesis statement, introductory paragraph, supporting paragraphs, and concluding paragraph
- 5. To practice writing a five-paragraph essay

I. Warm-up



people pressing hands together

Read the following paragraph and essay. Discuss the questions that follow.

Places in Making American Friends

There are three places to make friends in the United States. The first place is in the neighborhood. When I visited the U.S. as a child ten years ago, I met an American girl whose house was near mine. We were shy in the beginning but soon started riding our bikes in the neighborhood. We chased¹ each other and had a good time. A few months later, her family moved to another state. I have fond² memories of her and think that we will be able to reconnect and renew our friendship if we meet again. Secondly, going to an American school provides an opportunity to make friends. I attended an American elementary school for about six months. I was very nervous about being the only one who looked different. However, some classmates and teachers were kind enough to approach me. They were very understanding even though I did not always understand them. Some of them even helped me with school work and in the gym class. As a young girl in a foreign country, I was very grateful for their friendship. Now I am in America again. I need and value friendship as much as when I was a child. I go to a church once a week and attend a Bible study class where I meet many young adults. There, I have made some friends with whom I talk about not only God but also different cultures. For example, some of them are interested in Japanese music and Anime, so I share some of my favorite music and Anime with them. Sometimes I teach Japanese to them, and they teach English to me. Exchanging information with each other is a good way of establishing and strengthening⁵ the relationship. I have learned from my experiences in the neighborhood, school, and church in America over the years that with an open and sincere heart, I am able to find good friends.

By M. Ohbayashi (student), ESL Writing III, Harper College. Used with permission.

Essay

Places in Making American Friends

When I was a child, I had an opportunity to come to the United States a few times to visit my grandmother, uncle, and aunt, who were living in the U.S. Many years later, in January 2020, my mother and I were able to immigrate here. Since I was not an outgoing type of person, I had just a

- 1. chase: verb, run in order to catch someone
- 2. fond: adjective, good, loving
- 3. strengthen: verb, make or become strong

few friends in Japan. However, I have met a lot of Americans and have been able to make friends with some of them. The three places to make friends in the U.S. for me are my neighborhood, school, and church.

The first place is in the neighborhood. When I visited the U.S. as a child ten years ago, I met an American girl whose house was near mine. We were shy in the beginning but soon started riding our bikes in the neighborhood. We chased each other and had a good time. I also went to the pool with my grandmother and her family in summer. Although the pool was deep and I was scared, she and her family helped me enjoy swimming without fear. Besides riding bikes and swimming, we both loved dogs. We each had one. Even the dogs became friends as we played with them with balls. A few months later, her family moved to another state. I have fond memories of her and think that we will be able to reconnect and renew our friendship if we meet again.

Secondly, going to an American school provides an opportunity to make friends. I attended an American elementary school for about six months. I was very nervous about being the only one who looked different. I also did not know how to behave differently in an American school. However, some classmates and teachers were kind enough to approach me. They spoke slowly and patiently with simple English words. They were very understanding even though I did not always understand them. Some of them even helped me with school work and in the gym class. As a young girl in a foreign country, I was very grateful for their friendship. Thanks to them, school became wonderful to me.

Now I am in America again. I need and value friendship as much as when I was a child. I go to a church once a week. One day I met a girl who was studying Japanese. We began to talk with each other. She invited me to a Bible study class, and there I met many young adults. In the beginning, I felt nervous and shy just like the time when I attended the American elementary school for the first time many years before. However, as time went by, I started to like the Bible study class and made some friends with whom I talk about not only God but also different cultures. For example, some of them are interested in Japanese music and Anime, so I share some of my favorite music and Anime with them. Sometimes I teach Japanese to them, and they teach English to me. Exchanging information with each other is a good way of establishing and strengthening the relationship.

Fortunately, I have met many kind Americans who have become my good friends. Though my shyness sometimes stands in the way, I have been trying hard to overcome it by initiating conversations with as many people as possible. I have learned that with an open and sincere heart, I am able to find good friends.

By M. Ohbayashi (student), Writing III, Harper College. Used with permission.

Discussion Questions:

- 1. How do you make American friends? Do you share some of the experiences the writer has described?
- 2. What is the main idea in the paragraph? What is the main idea in the essay?

- 3. How many paragraphs does the essay have?
- 4. What are the three places of making American friends in the paragraph? Are the same three places explained in the essay?
- 5. What does the essay have that the paragraph does not? Do the extra details make the essay better supported and more interesting?
- 6. From the above two pieces of writing, what have you discovered about the similarities and differences between a paragraph and an essay?
- 7. If you could ask the writer one question, what would you ask?

You have learned and practiced how to write well-organized, well-developed paragraphs. Now it is time to expand your writing expertise⁴ to essays!

II. Similarities and Differences Between a Paragraph and an Essay

In Unit 3 Parts and Characteristics of a Good Paragraph, you learned that **a paragraph is a** group of sentences about one main idea. (*Open Unit 3 here.*)

In this unit, you will learn that **an essay is a group of paragraphs about one main idea**. An essay can be as short as three paragraphs but as long as many paragraphs that span⁵ multiple pages.

Here is a summary of similarities and differences between a paragraph and an essay:

4. expertise: noun, expert knowledge and skills

5. span: verb, cover, extend to

Similarities	Paragraph	Essay
 Focus on one topic and one main idea 	\checkmark	\checkmark
 Contain academic writing characteristics: logical, direct, formal, clear, and concise 	\checkmark	\checkmark
 Follow a clear organizational pattern, with a title, a beginning, a body, and a conclusion 	\checkmark	\checkmark
 Need interesting and detailed supporting ideas that explain the main idea 	\checkmark	\checkmark
 Use transitions to connect ideas and guide readers 	\checkmark	\checkmark
 Use good sentence structures, grammar, spelling, punctuation, capitalization, and format 	\checkmark	\checkmark

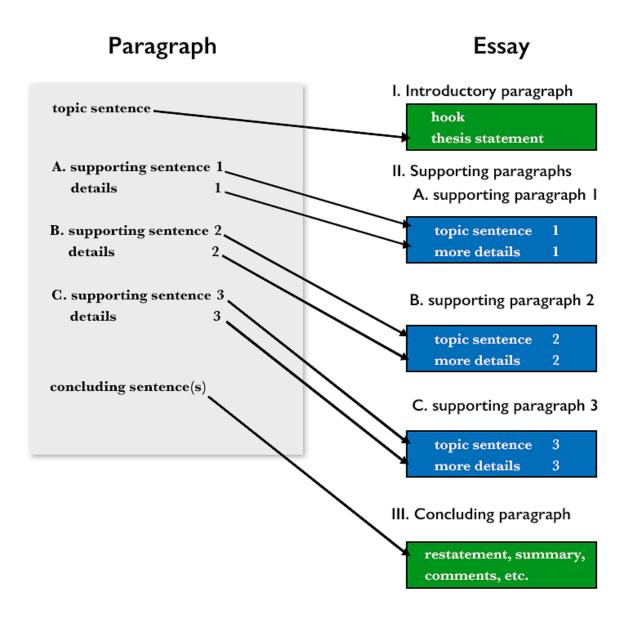
Differences	Paragraph	Essay
 Name and position of main idea 	topic sentence, usually in the beginning	thesis statement, usually at end of introduction
 Supporting details 	some details	more details
• Length	one paragraph	three or more paragraphs (In this course, we are studying five-paragraph essays.)
 Planning and writing time 	shorter time	longer time

III. Essay Organization

Essay assignments are very common in college courses. In this course, you are going to learn only the basic concepts and organization of essays that contain five paragraphs. There are other ways of writing built on this basic model, and you will learn them in future semesters.

As you already have much experience writing paragraphs, a good start with essays is to expand⁶ an existing paragraph, as you have seen in the beginning of this unit. Below is a structural comparison between a paragraph and an essay.

6. expand: verb, make bigger or longer



comparing paragraph and essay structures

Read the following paragraph and then the essay. Compare the two by answering the questions that follow.

Paragraph

My Joy in Baking

Baking is my favorite hobby. When I was a child, I liked sweets a lot, especially pastry. Since my mom could not bake, I always went to my friend Natalia's house to learn baking because her mom was excellent in it. Though the learning process was not that easy, I enjoyed it. I tried and ruined⁷ a lot of ingredients, but I did not lose hope. Then I started to get better and better. I tried cupcakes and cookies. It gave me confidence and excitement to think that I could



5 cupcakes with sprinkles

bake for myself. Now I am an adult with a family of my own, and this hobby has not changed. It relaxes me to bake. When I have an exhausting day or feel stressed out, the idea of creating something sweet and fresh makes me feel relaxed. I also like to share the fruit⁸ of my hobby with my family and friends. Baking for them gives me joy. To have a happy moment together on any occasion⁹ with sweet treats makes my relationship with them stronger. These are all the reasons why baking is my favorite hobby. I would recommend it to anyone who loves sweets and is looking for ways to bring happiness to other people.

By N. Mamurova (student), ESL Writing III, Harper College. Used with permission.

Essay

My Joy in Baking

A hobby is a regular activity performed for enjoyment during spare time. People can choose any hobbies that are right for them: music, sports, cooking, sewing, gardening, and so on. As a child, I liked sweets lot, especially pastry. This is why baking became and has always been my favorite hobby.

Though the learning process was not easy, I enjoyed it. Since my mom could not bake, I always went to my friend Natalia's house to learn baking because her mom was excellent in it. I tried and ruined a lot of ingredients, but I did not lose hope. After a few months, I started to get better and

7. ruin: verb, destroy, waste

- 8. fruit: noun, products, results
- 9. occasion: noun, situation

better. On Natalia's 10th birthday, I made pretty cupcakes, even with yellow and pink icings on them. Her mom was very impressed. It gave me confidence and excitement to think that I could bake by myself and bring more happiness to an already joyful event.

Now I am an adult with a family of my own, and this hobby has not changed. It relaxes me to bake. When I have an exhausting day or I am stressed out, the idea of creating something sweet and fresh makes me feel relaxed. Being a mom and a student, my schedule is full. However, nothing else relieves my stress more than baking after a difficult examination at the college: the aroma of butter and sugar, the slowly forming cookies in the oven, and the pleasant and crunching sound as I bite into my creations – all eases the tension of my whole being.

Most importantly, sharing my baking has strengthened my relationship with my family and friends. Enjoying a happy moment together on any occasion with sweet treats gives me joy. Once a friend of mine was sick, but she immediately got much better when I brought her a home-baked, mouth-watering apple pie. I have learned that helping others does not have to be a huge endeavor¹⁰. Small acts of kindness are just as valuable and meaningful.

A hobby takes time to perfect but brings joy in the process. I am so glad that I have found my pleasure in baking, and I intend to enjoy it for many more years to come. I would recommend it to anyone who loves sweets and is looking for ways to bring happiness to other people.

By N. Mamurova (student), ESL Writing III, Harper College. Used with permission.

Discuss:

Questions	Paragraph	Essay
 What is the sentence that contains the main idea? 		
• Where is the main idea located?		
 How many paragraphs are there? 		
 What are the three supporting ideas? 		
• What are the details?		
 What are the transitions connecting supporting ideas? 		
 What does the conclusion include? 		
• What is the format like?		

IV. Hook, Thesis Statement, Introductory Paragraph

Hook

The word "hook" may remind you of a piece of plastic or metal on the wall on which you can hang your coat. The hook holds the coat and prevents it from falling to the floor. In the same way, a hook in the beginning of an essay aims to hold the readers' attention so that they keep reading. The main purpose of a hook is to introduce the topic and to get the readers interested.

There are different ways to write a hook. The most common ones are introducing the background or discussing some general information related to the topic.

Discuss the hook in the essays "Places in Making American Friends" and "My Joy in Baking". Does it introduce the topic and get you interested in reading the essay?

Thesis Statement

The thesis statement is a sentence that contains the main idea of the entire essay.

- A topic sentence shows the main idea of a paragraph. It is usually put in the beginning of a paragraph.
- A thesis statement shows the main idea of an essay. It is usually placed as the last sentence in the introductory paragraph.

The rules for the topic sentence also apply to the thesis statement.



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Exercise 1. Use the expressions below to develop thesis statements.

Example:

surprises / U.S.

Thesis statement: I encountered some surprises in my first few weeks of living in the U.S.

- 1. children / parents' influence
- 2. marriage / fights
- 3. dream job / hard work
- 4. self-discipline / success

- 5. bilingual / benefits
- 6. money / problems
- 7. government / assisting college students
- 8. personality / happiness

Exercise 2. Study the introductory paragraph in "Places in Making American Friends" and "My Joy in Baking". Then choose two of the thesis statements from Exercise 1 to write two introductory paragraphs.

1. 2.

V. Transitions, Supporting paragraphs, and Concluding Paragraph

The principles for the transitions, supporting ideas, and conclusion in a paragraph also apply to an essay. In an essay, there are more supporting details than in a paragraph.



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Study and discuss the following outline developed from the example thesis statement in Exercise 1.

Parts of an Essay	Outline ideas
Introductory Paragraph	
Hook	my background of coming to the U.S. and love travelling
Thesis Statement	I encountered some surprises in my first few weeks of living in the U.S.
Supporting Paragraphs	
Topic sentence 1	surprise about nature
Details 1	from airport to house, saw trees, flowers, squirrels, geese, cardinal, not in my country
Topic sentence 2	surprise about customs
Details 2	no air dry laundry outside, dandelions not ok, clean lawn
Topic sentence 3	surprise about friendly people
Details 3	friendly to strangers, parks, stores, smile, not in my country, afraid of getting hurt, teach children
Concluding Paragraph	three good surprises about nature, customs, people. Like US, second home.

Exercise 3. Use the above outline as an example. From the two topics you worked on in Exercise 1 and Exercise 2, write an essay outline for each.

#1

Parts of an Essay	Outline ideas
Introductory Paragraph	
Hook	
Thesis Statement	
Supporting Paragraphs	
Topic sentence 1	
Details 1	
Topic sentence 2	
Details 2	
Topic sentence 3	
Details 3	
Concluding Paragraph	
#2	
Parts of an Essay	Outline ideas
Introductory Paragraph	
Hook	
Thesis Statement	
Supporting Paragraphs	
Supporting Palagraphs	

VI. More Essay examples

Topic sentence 1

Topic sentence 2

Topic sentence 3

Details 1

Details 2

Details 3 Concluding Paragraph

Read the two essays below. The first one is developed from an earlier outline. As you read, discuss the questions:

Discuss:

- 1. What is the hook? Is it interesting?
- 2. What is the thesis statement? Where is it located?
- 3. In each body paragraph, what is the topic sentence? What are the details?
- 4. What transition does the writer use in the beginning of each body paragraph?
- 5. Is the paragraph mainly enumerative or narrative in organization? How do you know? In what order are the supporting paragraphs organized (order of importance or chronological order)?
- 6. Does all the information in the body paragraphs support the thesis statement?
- 7. What types of information does the writer use in the conclusion?
- 8. What do you like about this essay?
- 9. How would you improve the essay?
- 10. If you could ask the writer one question, what would you ask?



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VII. Unit Review Practice: An Essay Writing Assignment

Now you are ready to write your own essay! As you have learned in Unit 2 The Writing Process (<u>Open Unit 2 here</u>), the best way to plan a paragraph is to follow the proper steps.

An Essay Writing Assignment

Purpose: To show your understanding of planning and writing an essay. Use the writing process to help you.

Topic: You have three choices from below.

Brainstorm and Outline: Brainstorm for ideas. Then organize the ideas by using the outline template below to make an outline. Your outline is due on ______. Bring it to class.

Essay: Your essay should have a title, an introductory paragraph with a hook and a thesis statement, 3 supporting paragraphs each starting with a topic sentence followed by lots of details, and a concluding paragraph. Use appropriate transitions to connect the supporting paragraphs. There should be a total of 5 paragraphs in the essay.

Format: Type your essay, double spaced, font size 12, with 1-inch margins on four sides of the page. Type your name, class, and date on the upper right-hand corner of the page. The first line of each paragraph should be indented. Save your essay in a Word file.

Self Checklist: When you finish writing, use the Self Checklist below. Put a checkmark beside each item if you think you did a good job in that area. Otherwise, improve your essay until you can check off the item. Save your work again.

<u>Submission</u>: Submit your essay on the Blackboard. Go to your Blackboard course site and follow the instructions there. Due by ______.

You have three choices for your topic.

Choice 1:

Choose one of the paragraphs you have written in this course and expand it into an essay.

Choice 2:

Choose one of the thesis statements, introductory paragraphs, and outlines in Exercise 1, 2, and 3 in this unit. Then write an essay based on your outline.

Choose 3:

Choose one of the following new topics. If you plan to have a different one, please talk with your professor first.

- What are the three things that you want to change about Harper College?
- What are the three things (or events, or people) you wish to forget?
- What are the three most important ways people in your country express love?
- What has been the most memorable day in your life?
- How did you overcome a challenge in your life?

Essay Outline Template

Parts of an EssayOutline ideasIntroductory ParagraphHookThosis StatementIntroductory ParagraphsSupporting ParagraphsIntroductory ParagraphsTopic sentence 1Introductory ParagraphsDetails 1Introductory ParagraphsDetails 2Introductory ParagraphsDetails 3Introductory ParagraphsConcluding ParagraphIntroductory Paragraphs

Essay Self Checklist

Questions	Essay Revising and Editing Self Checklist	\checkmark
1	Is my essay clear to understand?	
2	Do I have an interesting hook and a clear thesis statement? Is the thesis statement located at the end of the introductory paragraph?	
3	Did I begin each supporting paragraph with a topic sentence? Did I include lots of details in each paragraph?	
4	Did I connect the supporting paragraphs with appropriate transitions?	
5	Did I include a concluding paragraph?	
6	Did I try my best to use correct sentence structure (simple, compound, complex)?	
7	Did I try my best to use correct grammar such as nouns, pronouns, word form, word order, and others?	
8	Did I try my best to have correct spelling, punctuation, and capitalization?	
9	Did I follow the proper paragraph format?	

Note: #6 – #8 may include more specific aspects of grammar depending on how many editing units you have already studied.

NSNT Practice



a pen writing in a notebook

Go to **The NSNT Free Writing Approach and Additional Weekly Prompts for Writing** in Appendix A. (*Open Appendix A here.*) Choose two topics that you have not written about. You may start with the NSNT approach. Then revise and edit at least one of them into an essay. You are encouraged to share your writing with your partner and help each other improve.



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Vocabulary Review	
dictatorial distance orially adv. [Lann TATOR] diction //dikf(ə)n/ n. m ciation in speaking or dictio from dico dict. say dictionary //dikfənəri book listing (usu. alph explaining the words or giving corresponding w language. 2 reference	The words here have appeared in this unit. The best way to learn them is to guess the meaning of each word from the context. Then hover your computer mouse over the number beside each word to check its meaning and part of speech. These words are also listed in the footnote area at the end of each unit. Here, you can use the flashcards below to review these words.
a page in a dictionary	An interactive H5P element has been excluded from this version of the text. You can view it online here:

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Summary

- 1. An essay is a group of paragraphs about one main idea. It consists of a title, an introductory paragraph with a hook and a thesis statement, a few supporting paragraphs, and a concluding paragraph.
- 2. A hook consists of a few sentences to introduce the topic and to get readers interested in the essay.
- 3. A thesis statement is a sentence containing the main idea of the entire essay. It is usually placed at the end of the introductory paragraph.
- 4. Transitions are used to provide connections between supporting paragraphs.
- 5. Paragraphs and essays share some common features. They both focus on one central idea which is explained and developed through supporting ideas and details.

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PART THREE EDITING / GRAMMAR SKILLS

Unit 7 Sentence Essentials

Learning Objectives

- 1. To distinguish between a phrase and a sentence
- 2. To identify the four basic parts of a sentence: subject, verbs, object, subject complement
- 3. To understand the five basic sentence patterns
- 4. To learn how to expand a basic sentence by adding adjectives, adverbs, phrases, and clauses
- 5. To learn and practice three sentence structure types simple, compound, and complex with appropriate punctuation through multiple examples and exercises

From this unit on, you will be focusing on editing / grammar skills to enable to you to express your ideas accurately and effectively in paragraphs and essays.

I. Pretest



frame at entrance of Early Childhood Lab School at Harper College

The following ten parts are about the Early Childhood Laboratory School at Harper College. Identify the structure by choosing one of the choices. After you finish one sentence, you will get instant feedback on your answer before the next sentence. If you make mistakes, you can retry all the questions or see all the answers at the end of the pre-test.



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https://harpercollege.pressbooks.pub/academic-writing-skills/?p=481#h5p-103

Adapted from https://www.harpercollege.edu/labschool/index.php. Last retrieved on August 1, 2021.

II. Differences Between a Phrase and a Sentence

A phrase is two or more words used together to represent part of an idea but not a complete idea. There is not a "subject + verb" structure in the phrase. The following are examples of some common types of phrases:

- Noun phrases: boys and girls, an excellent school, picture books...
- Verb phrases: play together, read a story, learn shapes and colors...
- Prepositional phrases: in the classroom, on the wall, from home to school...

A sentence may contain different phrases. It has the following features:

- It must have a "subject + verb" structure.
- The first letter of the first word is always capitalized.
- It must end with a period, a question mark, or an exclamation mark.
- It must express a complete idea.

Read the three sentences below. All of them show these features.

1. The boys and girls play together in the Early Childhood Laboratory School.

- 2. Are they learning shapes and colors in the classroom?
- 3. What a beautiful painting it is on the wall!

A sentence is usually longer than a phrase but not always. Do not judge by how long it is; instead, look for the "subject + verb" structure.

- Phrase: after a long nap on a beautiful mat in the corner of the nap room (no "subject + verb" structure)
- Sentence: He woke up. ("subject + verb" structure)

For explanations and examples with periods, question marks, exclamation marks, commas, semi colons, colons, apostrophes, and quotations marks, please refer to Appendix C Punctuation. (Open Appendix C here.)

Exercise 1. Identify whether the following are phrases or sentences. Type in the box "phrase" or "sentence". The first one is an example. When you complete the entire exercise, you can click "Check" for feedback. You may retry or see all the answers.



Building D at Harper College



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III. Basic Sentence Parts and Sentence Patterns

Four Basic Parts of a Sentence

1. Subject: It shows who/what does the action. It can also show who/what the sentence is about. It usually comes first in the sentence.

- <u>The writing class</u> is important.
- <u>The students</u> work hard in this class.

2. Verb: It usually comes after the subject and shows the action or explains the ideas in a sentence.

- The teacher <u>meets</u> the students in Room D-144 every week.
- The homework assignments <u>seem</u> interesting.

3. Object: It is usually the receiver of the action and is placed after the verb.

- All the students have finished <u>homework</u> on time.
- They have received good grades.

4. Subject complement: It usually follows a linking verb and shows what the subject is about. It can be a noun or an adjective.

- This is <u>a writing class.</u> (noun)
- The students grow <u>confident in writing</u>. (adjective)

Linking Verbs are verbs that can be immediately followed by an adjective. They include

- all "Be" verbs
- some "Do" action verbs: become, turn, get, grow (all of them with the same meaning as "become")...
- some "Do" non-action verbs: look, seem, appear, smell, sound, taste, feel...

For more detailed explanations and examples of types of verbs, please refer to Unit 9 Verb Basics in Academic Writing. (<u>Open Unit 9 here.</u>)

Five Basic Sentence Patterns

- 1. Subject + verb
 - The semester has started.
 - Professors teach in colleges.
- 2. Subject + linking verb + subject complement (noun or adjective)
 - This is a writing class. (noun)
 - The weather turns cold as the semester goes on. (adjective)
- 3. Subject + verb + direct object
 - We are taking a writing class.
 - I like my classmates.
- 4. Subject + verb + indirect object + direct object
 - The professor gives the students homework assignments.
 - The students left the professor a note yesterday.
- 5. There + a form of "be" verb
 - There are twenty students in this class.
 - There was a quiz last week.

With these basic patterns, you can expand the sentences by adding descriptive information

with adjectives, adverbs, phrases, clauses, etc. The underlined parts are added to make the above sentences more interesting.

- This is an <u>interesting</u> writing class.
- <u>All the</u> students work <u>really</u> hard in this <u>important</u> class <u>in order to improve their</u> <u>writing skills</u>.
- The <u>weekly</u> homework assignments seem <u>very</u> interesting <u>because students write on</u> <u>different topics</u>.
- The students gradually grow more confident in writing as the semester goes on.
- There are twenty <u>young and energetic</u>¹ students <u>from different countries</u> in this writing class.

Exercise 2. Here is more information about the Early Childhood Laboratory School at Harper College. Arrange the words and phrases into sentences. When you complete each sentence, you can click "Check" for feedback. You may retry or see the answer.

Then try to expand the sentences by adding adjectives, adverbs, phrases, or clauses. Capitalize and punctuate where necessary. Underline the added parts. You can do this second part in your notebook. Compare your expanded sentences with your partner's.

Example:

provides/to many families/a childcare option/The Early Childhood Laboratory School

Sentence: The Early Childhood Laboratory School provides a childcare option to many families.

Expand the sentence: The Early Childhood Laboratory School <u>at Harper College</u> provides <u>an excellent</u> child care option to many <u>busy</u> families <u>in the community</u>.



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IV. Sentence Structure #1: Simple Sentences

A simple sentence has only one "subject + verb" group from the beginning of the sentence (with a capitalized letter) to the end (with a period, a question mark, or an exclamation mark).

- 1. Students take classes.
- 2. Learning is important.
- 3. Maria and Sung have three classes.
- 4. Maria and Sung study and work every day.
- 5. They are taking classes and working part time.
- 6. Ana goes to only one class.
- 7. Ana does not have a job.
- 8. Are Maria, Sung, and Anna busy?
- 9. Ana is not busy.
- 10. Maria and Sung have been working too hard!

All the above sentences have only one "subject + verb" group, so they are all simple sentences.

Read #3 and #8 again. You see a compound subject in each.

Compound subject: two or more subjects share the same verb.

3. <u>Maria and Sung</u> have three classes.

8. Are Maria, Sung, and Anna busy?

Read #5 again. You see a compound verb in it.

Compound verb: the same subject performs two or more actions.

5. They <u>are taking</u> classes and <u>working</u> part time.

Read #4 again. You see a compound subject and a compound verb in each. Here, multiple subjects perform the same multiple actions.

4. Maria and Sung study and work every day.

The above sentences are all simple sentences, with one subjectverb group in each.

Each sentence is also called **an independent clause** because it explains a complete, independent idea.

You can understand a simple sentence as an unmarried adult like the single person in the image on the right. He lives an independent life.



a single person smiling and holding a skateboard

Exercise 3. Read the following paragraph about Harper College. Separate each complete, simple sentence with a capital letter in the beginning and a period in the end. Identify the subject and the verb in each sentence. Capitalize the first letter after a period. The first one is an example. (Commas have already been added.)



William Rainey Harper statue on Harper Campus

Example:

in September 1967, Harper College formally opened in Palatine, Illinois

With corrections: In September 1967, <u>Harper College</u> formally <u>opened</u> in Palatine, Illinois.

Subject: Harper College

Verb: opened

Some Information about Harper College

in September 1967, Harper College formally opened in Palatine, Illinois it uses the name William Rainey Harper to honor the pioneer in the community college movement in the United States Dr. William Rainey Harper was the first president of the University of Chicago Harper College is now one of the nation's premier² and largest community colleges every year, it serves

more than 35,000 students in Chicago's northwest suburbs its academic programs have been preparing students for their future study and their careers students can choose to become full time or part time students Harper offers scholarships and financial aids to help students financially. Students should check the college website or call 947-925-6000 for information a registration specialist will provide step-by-step guidance

Adapted from https://www.harpercollege.edu/about/index.php. Last accessed on August 1, 2021.

V. Sentence structure #2: Compound Sentences

Too many simple sentences will make your writing sound choppy³. Therefore, you can combine the ideas to form compound sentences.

- Students take classes, and Anna is no exception. (compound)
- Learning is important, so Maria and Sung are taking three classes. (compound)
- · Maria and Sung study every day; besides, they also work part time. (compound)

2. premier: adjective, first in rank, leading

3. choppy: adjective, broken, not connected

• Maria and Sung are very busy; however, they feel accomplished 4^{-1} . (compound)

A compound sentence has two subject-verb groups and uses words such as "and, so, besides, however" to connect the two parts.



While a simple sentence is like an independent, unmarried person, a compound sentence is similar to a married couple, each independent but connected by love. That connection (love) is called a **conjunction**.

a couple with a heart in between

There are different types of compound sentences. In this course, you are going to learn the two below:

- with one of the coordinating conjunctions **FANBOYS**
- with an adverbial conjunction

Coordinating Conjunctions: FANBOYS

Coordinating Conjunctions: FANBOYS (for, and, nor, but, or, yet, so)				
for:	to explain a reason	or:	to give a choice	
and:	to add a point	yet:	to show an opposite point (stronger)	
nor:	to add a negative point	SO:	to explain a result	
but:	to show an opposite point			

4. accomplished: adjective, successful in doing something

Compound sentences with FANBOYS should follow the sentence pattern below:

Independent Clause	Comma + FANBOYS	Another Independe
Subject + verb	, for , and , nor (notes below) , but , or , yet , so	subject + verb

- 1. We have taken three writing classes, for writing is a very important skill.
- 2. We have a writing class, and we like it.
- 3. We do not have a test this week, nor are we going to have one next week.
- 4. I try to be on time for my writing class, but it's hard to get up in the morning.
- 5. Next semester, I may take another writing class, or I may choose a grammar class.
- 6. One of my classmates has failed most tests, yet he does not care.
- 7. Writing is challenging, so I am studying very hard.

Nor: The conjunction "nor" requires a slightly different word order: the helping verb comes before the subject. "Nor" already indicates negative, so do not add another "no" or "not".

- 1. I do not like hot dogs, nor do I like hamburgers.
- 2. He is not going to the library after class, <u>nor</u> is he going home.
- 3. I did not have a good winter break last year, <u>nor</u> did I have a fun spring break.

For explanations and practice in helping verbs, please refer to Unit 9 Verb Basics in Academic Writing. (<u>Open Unit 9 here.</u>)

Not all the sentences with FANBOYS are compound sentences. They must follow the above format to be called compound sentences.

• We are taking this writing course <u>for</u> three reasons.(simple)

- We are taking this writing course, for writing is important. (compound)
- Last week, we had an editing quiz, a vocabulary quiz, and an oral presentation. (simple)
- Last week, we had two quizzes, <u>and</u> we did well in both. (compound)

Exercise 4. The following paragraph is about differences between a university and a community college. Decide whether each sentence is a simple or a compound sentence. Type "S" in the blank if it is a simple sentence and "C" if it is a compound sentence. Explain to your partner why you think so. The first sentence is an example.



University Center at Harper College

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Adverbial Conjunctions

Щ.

They are also called transitions, as in the earlier units. This type of compound sentences is more formal.

Adverbial Conjunctions (Transitions)

also, besides, furthermore, in addition, moreover :	to add a point	for example, for instance :	to give an example
as a result, consequently, therefore, thus :	to show a result	however, nevertheless :	to show an opposite point

Compound sentences with adverbial conjunctions should follow the sentence pattern below:

Independent Clause	Semi Colon + Adverbial Conjunction + Comma	Another Ir
Subject + verb	; also, ; besides, ; furthermore, ; in addition, ; moreover, ; as a result, ; consequently, ; therefore, ; thus, ; however, ; nevertheless, ; for example, ; for instance,	subject + v

1. The teachers give us lots of materials in class; also, they require us to study in the

Language Lab once a week.

- 2. I am taking two courses at Harper College; in addition, I have a full-time job.
- 3. They have finished all the ESL courses; as a result, they are registering for English 101.
- 4. They had studied very hard; therefore, they passed the test with an A.
- 5. He liked to go on a vacation; however, he was too busy with her classes.
- 6. Many students want to take day classes; nevertheless, they have a job during the day.
- 7. We have many tests this semester; for example, we have one editing quiz in the writing class and one unit exam in the reading class every week.

It is common to break one compound sentence into two simple sentences, with the same adverbial conjunction in the beginning of the second simple sentence. This happens more often when the sentences are long. Put a period after the first independent clause and capitalize the first letter of the adverbial conjunction. Everything else remains the same. There is always a comma after the conjunction.

Independent Clause	Period + Adverbial Conjunction + Comma	Another Inde
Subject + verb	 Also, Besides, Furthermore, In addition, Moreover, As a result, Consequently, Therefore, Thus, However, Nevertheless, For example, For instance, 	subject + ver

- 1. I am taking 2 courses at Harper College. In addition, I have a full time job.
- 2. They had studied very hard. Therefore, they passed the test with an A.
- 3. He liked to go on a vacation. However, he was too busy with her classes.
- 4. We have many tests this semester. For example, we have one editing quiz in the writing class and one unit exam in the reading class every week.

Exercise 5. Use the given adverbial conjunctions to combine the simple sentences into compound sentences. Then use the same conjunctions to write two simple sentences.

Example:

Studying a second language is difficult. It is very useful in finding a job. (however)

Compound sentence: Studying a second language is difficult; however, it is very useful in finding a job.

Two simple sentences: Studying a second language is difficult. However, it is very useful in finding a job.

- 1. Almost all the jobs require good speaking skills. They need good writing skills. (moreover)
- 2. Many people from other countries have good technical skills. They need time to perfect their communication skills. (however)
- 3. They are highly motivated to learn. They work very hard. (furthermore)
- 4. They try different ways to improve. Some of them take classes. (for instance)
- 5. They are able to do well at work. Hard work pays off. (therefore)

VI. Sentence Structure #3: Complex Sentences

A complex sentence has at least two subject-verb groups. They are connected with subordinating conjunctions such as "because, as soon as, if". There are different types of complex sentences. You are focusing on adverbial clauses in this course.

Subordinating Conjunctions			
as soon as, before, since, until, when, while	to express a time	although, though, even though	to show a contrast
as, because, since	to give a reason	if, unless	to state condition

As you recall, a simple sentence is like an unmarried person living an independent life. A compound sentence resembles⁵ a couple living together as two independent adults but connected by love.

^{5.} resemble: verb, is similar to



a parent pushing a baby in a stroller

A complex sentence is like a parent with a baby. Life is certainly more complex with a baby! The parent is independent, representing the independent clause. The baby is dependent on the parent for food, shelter, love, etc., so the baby resembles the dependent clause.

baby : parent = dependent : independent

A baby cannot live by himself or herself. In the same way, a dependent clause cannot exist by itself. It must be connected with an independent clause.

Dependent Clause: Subordinating Conjunction + subject + verb + Comma		Independent Clause
As soon as		
Before		
After		
Since		
Until		
When		
While		
As	subject + verb,	
Because		subject + verb
Although		
Even though		
Though		
lf		
Unless		

- 1. When I got home, my sister was watching TV.
- 2. Because I wanted to finish my homework, I did not go to bed till 12 am this morning.
- 3. Although English is a difficult language, I am trying my best to learn it.

The same complex sentences can also be written as follows. Notice that there is no comma in the middle of the sentence.

In daman dan ti Classa	Dependent Clause:	
Independent Clause	Subordinating Conjunction + subject + verb	
Subject + verb	as soon as before after since until when while as because although even though though if unless	subject + verb

1. My sister was watching TV when I got home.

- 2. I didn't go to bed till 12 am this morning because I wanted to finish my homework.
- 3. I am trying my best to learn English although it is a difficult language.

Exercise 6. The following sentences are about my classmates. Join two simple sentences into a complex one with the subordinating conjunctions given. Use commas where necessary.

Example:

At 9 am yesterday, Jose was listening to the radio. He was driving to Harper. (while) Complex: At 9 am yesterday, Jose was listening to the radio while he was driving to Harper.

- 1. Priti has decided to travel to Aruba during the semester break. She has always been interested in its culture. (because)
- 2. This is Amy's first year in the U.S. She speaks English fluently. (although)
- 3. Lilly did not wake up early on time yesterday. She missed the first part of the class. (as)
- 4. Yuri started an ESL class. He arrived in this city. (as soon as)
- 5. Max had never used a computer. He liked his first online class. (even though)
- 6. Misako ran into her former classmate. She was looking for her new textbook in the bookstore. (while)
- 7. At the end of last semester, Kang Sun returned to Korea to visit her family. She had saved enough money for a plane ticket. (after)
- 8. The next semester starts two months later. Every student needs to decide what classes to take. (before)

VII. Sentence Variety

Just like a balanced diet that keeps the body healthy, a good piece of writing also uses a variety of sentences including simple, compound, and complex structures. Here are some strategies to help you achieve that.

- Try not to repeat the same conjunctions. It is common to overuse⁶ words like "and", "because". Try a different expression. For example, you may replace "and" with "in addition" and replace "because" with "since". Change the sentence structure and punctuation accordingly⁷.
- 2. When you finish writing, count how many simple, compound, and complex sentences

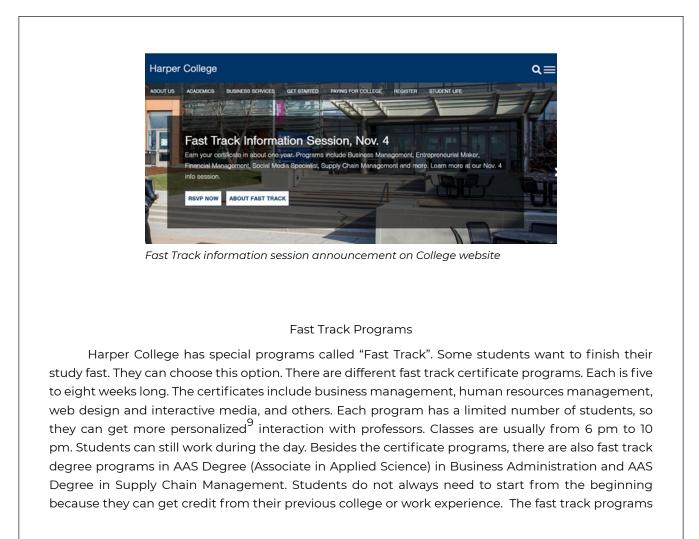
6. overuse: verb, use too many times

^{7.} accordingly: adverb, as a result, therefore

you have included. Ideally, the number of each should be comparable⁸. For example, if there are ten simple sentences and only two complex ones, you may combine some of the simple ones to form one or two more complex sentences. On the other hand, too many compound and complex sentences may be hard to read, and you can improve your writing by changing some of them to simple sentences.

Read the following two paragraphs. Count the number of different sentence types in each paragraph. Discuss which paragraph is better and why.

#1



8. comparable: adjective, similar

9. personalized: adjective, customized, according to the needs of each person

are convenient and beneficial for many students. It may not suit everyone. The best way to start is to attend an information meeting.

Adapted from <u>https://www.harpercollege.edu/fasttrack/index.php</u>. Last retrieved on November 4, 2021.

In this above paragraph, there are 12 simple sentences, 1 compound sentence, and 1 complex sentence.

#2

Fast Track Programs

Harper College has special programs called "Fast Track". If some students want to finish their study fast, they can choose this option. There are different fast track certificate programs, and each is five to eight weeks long. The certificates include business management, human resources management, web design and interactive media, and others. Each program has limited number of students, so they can get more personalized interaction with professors. Since classes are usually from 6 pm to 10 pm, students can still work during the day. Besides the certificate programs, there are also fast track degree programs in Associate in Applied Science (AAS) Degree in Business Administration and AAS Degree in Supply Chain Management. Students do not always need to start from the beginning because they can get credit from their previous college or work experience. The fast track programs are convenient and beneficial for many students; however, it may not suit everyone. The best way to start is to attend an information meeting.

Adapted from <u>https://www.harpercollege.edu/fasttrack/index.php</u>. Last retrieved on November 4, 2021.

In the #2 improved version, there are 4 simple sentences, 3 compound sentence, and 3 complex sentences. Work with your partner to identify each type of sentences. Discuss why #2 is better.

Exercise 7. Choose a paragraph you have written this semester and try the following:

- 1. Count how many simple, compound, and complex sentences are in it.
- 2. In what ways can you edit some of them so that the whole piece has a better balance of different structures?

VIII. Unit Review Practice

Exercise 8. Read the following paragraph about the student clubs at Harper College. Identify the types of structures of the underlined sentences. In the boxes, type "simple" for a simple sentence, "compound" for a compound sentence, and "complex" for a complex sentence. The first one is an example. You will get instant feedback on your answers. When you finish the entire exercise, you can retry or see all the answers.



International Students Club doing community service at Feed My Starving Children



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Exercise 9. Read the following paragraph about different ways people learn. Identify the types of structures of the underlined sentences. In the boxes, type "simple" for a simple sentence, "compound" for a compound sentence, and "complex" for a complex sentence. The first one is an example. You will get instant feedback on your answers. When you finish the entire exercise, you can retry or see all the answers.



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Exercise 10. Read the paragraph below about the writer's learning and working experiences. It has too many simple sentences. Combine the underlined simple sentences into compound or complex sentences with the conjunctions given.

Example:

I came to the United States. I had never touched a computer (before). Before I came to the United States, I had never touched a computer.

Learning and Hoping

Learning and hoping keep me going. Two years ago, I got a job at a company called TechInnova. Now I use the computer at work every day. <u>I came to the United States</u>. <u>I had never touched a computer</u> (*before*). <u>It did not take me very long to learn basic computer skills</u>. <u>I had already taken a course in typing</u> (*for*). <u>I left my country four years ago</u>. <u>I had finished secretarial school</u> (*by the time*). <u>I was looking for a</u> job here, I took a course in information technology (*while*). Soon I found the job at TechInnova. I have continued to learn new things since then. For example, now I am learning web design through the Fast Track program at Harper College. <u>My company is paying half the tuition for me. I am grateful for that</u> (*and*). <u>The program is very intensive</u>. <u>I am very busy</u> (*therefore*). The new skills have boosted my selfconfidence and made me feel more hopeful for my future.

Exercise 11. Choose and highlight the most appropriate conjunction for each blank in the paragraph below about learning to play the piano. Look carefully at the punctuation before you decide. The first one is an example. When you complete the entire exercise, you can click "Check" for feedback. You may retry or see all the answers.



black and white keys on a piano



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Exercise 12. Read the following paragraph about my uncle and me. There are five more mistakes in the use of commas (not including the example). Find them and correct them. The first one is an example.

My Uncle and I

My uncle has had a very positive influence on me in several ways. He came from Pakistan to the U.S. in the 1990s and has made a life for himself and his extended family. *First he (First, he...)* sponsored me to come to the U.S. a year ago. He made it possible for me to have a chance for a better life. For instance, I am now living in a much cleaner, and safer environment. Second his accomplishments¹⁰ have reminded me to work hard for my own life and for the life of my family. My uncle had worked as a waiter, a construction worker, and a newspaper delivery man before he enrolled at Harper College with a major in business ten years ago. He is now working as regional manager for a food company. He loves his job. Thanks to my uncle, I started a new life, as soon as I arrived here. I have followed his footsteps and have

10. accomplishment: noun, success, achievement

been working very hard since last year. My dream is to work in a finance field so I have been taking math and English as a Second Language courses to prepare for my major. Meanwhile, I have not abandoned¹¹ my hobby – swimming. I swim a few times a week in the college swimming pool. My uncle always says, that a good future needs good health. I am thankful to my uncle for the inspirations¹² and opportunities.

Exercise 13. Use the suggested conjunctions to expand the following simple sentences by adding one more clause to make new and meaningful compound or complex sentences. Use proper punctuation in each sentence. Share your sentences with your partner.

Example:

I love my community college. (for, as a result, because)

My sentence: I love my community college, for there are many interesting classes like piano and drawing.

My sentence: I love my community college; as a result, I am enjoying my study there.

My sentence: I love my community college because it is close to my home.

- 1. Many people come to the community college. (since, in addition, because)
- 2. Some young people prefer four-year universities. (so, consequently, although)
- 3. Nothing is perfect in all areas. (however, nor, since)
- 4. It all depends on which option works better for each student. (therefore, and, when)

NSNT Practice

11. abandon: verb, give up

12. inspiration: noun, good influence, example



Go to **The NSNT Free Writing Approach and Additional Weekly Prompts for Writing** in Appendix A. (*Open Appendix A here.*) Choose two topics that you have not written about. You may start with the NSNT approach. Then revise and edit at least your paragraphs. Include some compound and complex structures. Pay attention to punctuation. You are encouraged to share your writing with your partner and help each other improve.

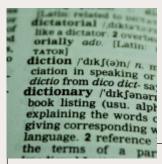
a pen writing in a notebook



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Vocabulary Review



The words here have appeared in this unit. The best way to learn them is to guess the meaning of each word from the context. Then hover your computer mouse over the number beside each word to check its meaning and part of speech. These words are also listed in the footnote area at the end of each unit.

Here, you can use the flashcards below to review these words.

a page in a dictionary



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Summary

- 1. A phrase is two or more words used together to form part of meaning but not complete meaning. It does not have a "subject + verb" structure.
- 2. Every sentence must explain a complete idea and have a subject and a verb.
- 3. The most basic sentence parts are subject, verb, object, and subject complement.
- 4. The most basic sentence patterns are
- Subject + verb
- Subject + verb + object
- Subject + linking verb + subject complement (noun or adjective)
- Subject + verb + indirect object + direct object
- There + a form of "be"
- 5. A simple sentence is an independent clause with one subject-verb group.
- 6. A compound sentence has two independent clauses with two subject-verb groups. They are connected by a coordinating conjunction (FANBOYS) or an adverbial conjunction such as "moreover" or "however".
- 7. A complex sentence has one dependent clause (a subordinating conjunction + subject + verb) and one independent clause (subject + verb).
- 8. It is important to include a variety of sentence types in writing.

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Unit 8 Three Common Errors in Sentence Structure and Punctuation

Learning Objectives

- 1. To review the three sentence structure types: simple, compound, and complex
- 2. To identify the three common errors: fragments, run-ons, and comma splices
- 3. To learn correct punctuation in sentences containing "for example, for instance, such as, like, including"
- 4. To practice fixing fragments, run-ons, and comma splices through multiple examples and exercises

I. Pretest



a child holding a magnifying glass over a plant

In the following ten sentences about science, some have the correct sentence structure and punctuation, but some do not. If the sentence is correct, choose "correct". If not, choose the other answer. After you finish one sentence, you will get instant feedback on your answer before the next sentence. If you make mistakes, you can retry all the questions or see all the answers at the end of the pre-test.



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II. Three Common Errors in Sentence Structure and

Punctuation



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For detailed explanations and practice in sentence structure and punctuation, <u>open Unit</u> <u>7 here.</u>

The above sentence types are essential in writing. They will help you avoid and correct the three types of common errors:

- Sentence fragment
- Run-on sentence
- Comma splice sentence

III. Sentence Fragments

A fragment means "a part", "not a whole". All the large and small pieces in the image on the right are fragments because they are only parts of a complete puzzle.

A sentence fragment refers to an incomplete sentence, just like the puzzle pieces. While some fragments are acceptable in spoken English, they are serious mistakes in formal writing.



pieces of a puzzle

Read the following conversation:

Student A:	Do you like science?
Student B:	No.
Student A:	Why not?
Student B:	Because it's hard for me.

In a conversation, it is very common and perfectly fine to have the above incomplete sentences. However, in formal situations, each sentence must express a complete thought and must contain a subject and a verb. Therefore, the conversation would become:

Student A: Do you like science? Student B: No, I don't. Student A: Why don't you like science?

Student B: I don't like it because it's hard for me.

Sentence Fragments in Two Common Situations

1. Missing subject, missing verb, or missing both subject and verb

- Is an important class. (no subject)
- I afraid of science. I not good at it. (no verbs)
- Too hard. (no subject, no verb)
- I admire scientists. For their contributions¹ (second part, no subject, no verb)

- 2. A period between dependent and independent clauses in complex sentences
 - Science is very important for all human societies. Because it brings new discoveries and innovations².
 - When students graduate. They apply the scientific knowledge to their work.

Ways to Fix Sentence Fragments

- Always check for both the subject and the verb in a sentence. If one is missing or both are missing, add the subject, the verb, or both. Sometimes, you can attach the fragment to the complete sentence before or after it. In the following sentences, the subjects are <u>underlined</u>, and the verbs are **bold-faced**.
- <u>Science</u> **is** an important class.
-] am afraid of science.] am not good at it.
- <u>Science</u> is too hard.
- **] admire** scientists for their contributions.

2. If you see a subordinating conjunction such as "when" and "if", check to see that there is not a period between the dependent and independent clauses. If the dependent clause is before the independent clause, a comma is needed in between. If the order is reversed³, do not add a comma.

- Science is very important for all human societies because it brings new discoveries and innovations.
- Because science brings new discoveries and innovations, it is very important for all human societies.
- When students start working, they apply the scientific knowledge to their work.
- Students apply the scientific knowledge to their work when they start working.
- 1. contribution: noun, give money, time, knowledge, etc. for a good purpose
- 2. innovation: noun, new creation or discovery
- 3. reversed: adjective, going the opposite direction

Exercise 1. The following sentences are about citizen scientists. Some of them are complete sentences, but some are fragments. Choose "True" for a complete sentence and "False" for a fragment. You will get instant feedback. If a sentence is a fragment, you will also see the correction in **blue.**



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Exercise 2. The following paragraph explains a citizen science project. There are four additional sentence fragments (not including the example). Find them and correct them. Be careful with punctuation and capitalization. The first one is an example.

Example:

If so. A citizen science project called NeMo-Net might be for you. Correction: If so, a citizen science project called NeMo-Net might be for you.

Playing While Contributing

Do you like playing computer games? *If so. A citizen science project called NeMo-Net might be for you.* One of the tasks is playing an iPad game to help the National Aeronautics and Space Administration (NASA) classify coral reefs by painting 3D and 2D images of coral. In this project help rebuild underwater environments and create maps. These maps "can be used to better understand and protect coral reefs

globally". This citizen science project covers many subject areas such as animals, biology, climate and weather, computers and technology, geography, nature, and many others. The project started on April 22, 2020 and is still actively recruiting⁴ volunteers. After the volunteers are accepted. They will be involved in "annotation, data analysis, data entry...measurement, observation, problem solving, sample analysis". For more information. Please check <u>https://www.citizenscience.gov/catalog/519/#</u>. You should apply as soon as possible. If you are interested.

adapted from https://www.citizenscience.gov/catalog/519/#. Last accessed on June 1, 2020.

IV. Run-On Sentences



some sports cars with one on top of another

by a proper punctuation and/or a conjunction.

The expression "run-on" gives the image of two cars, the second one trying to run on top of the first one – a huge traffic violation⁵ causing damage to the cars as well as harm⁶ to the people inside.

Writing follows the same principle. Just as cars must maintain⁷ a safe distance from each other, sentences need to be separated

A run-on sentence occurs when two complete sentences are written one after another without anything to separate them.

Examples of Run-On Sentences

- 1. We have just learned about citizen science have you heard of citizen journalism?
- 4. recruit: verb, look for new members for a group, an organization, etc.
- 5. violation: noun, an action that breaks the rule or law

6. harm: noun, injury

7. maintain: verb, keep, remain

- 2. It is a new expression it simply means that ordinary people can publish news stories and photos online.
- 3. You have posted messages and photos on Facebook you are a citizen journalist.
- 4. You can change your posts you can also delete them.

In #1 - #4 above, there are actually two complete sentences with two complete ideas in each. The second sentence seems super aggressive⁸ and is running on top of the first one.

Ways to Fix Run-Ons

1. Separate the two sentences with a period and capitalize the first letter of the second sentence.

- We have just learned about citizen science. Have you heard of citizen journalism?
- It is a new expression. It simply means that ordinary people can publish news stories and photos online.

2. Combine the two sentences into a compound sentence by adding a proper coordinating or adverbial conjunction. Add appropriate punctuation.

- You can change your posts, or you can delete them.
- You have posted messages and photos on Facebook, so you are a citizen journalist.
- You have posted messages and photos on Facebook; therefore, you are a citizen journalist.

3. Combine the two sentences into a complex sentence by adding a proper subordinating conjunction. Add a comma if needed.

• If you have posted messages and photos on Facebook, you are a citizen journalist.

4. Combine the two sentences into one simple sentence.

• You can change or delete your posts.

^{8.} aggressive: adjective, violent and attacking

Exercise 3. The following sentences are about citizen journalism. Each is a run-on sentence. Use one of the strategies above to correct each error. Be careful with punctuation and capitalization.

Example:

People receive news in different ways now it is easier than ever.

Correction: People receive news in different ways. Not it is easier than ever.

- In the past, people relied on newspapers, radios, and TV for news now they check news on their cell phone app or computer.
- 2. It is much more convenient to use a digital device it is fast.
- 3. Digital technology has made it possible to spread news more quickly people can find out what is going on in the world right away.



a person video taping an event with a smart phone

- 4. They do not need to wait for professional journalists to report news they can read or watch news instantaneously⁹ while it is happening.
- 5. Anyone with a smart phone can take photos and videos he/she shares them on the social media .
- 6. People usually learn about world events within seconds events are happening in the other parts of the globe.
- 7. News is not only fast it is free.
- 8. People used to pay for newspapers and cable subscriptions news from their smart phone costs no money.
- 9. Citizen journalism is changing the way the news is shared is this good?
- 10. It depends it can bring both positive and negative results.

Exercise 4. The following paragraph about citizen journalism has five more run-on sentences (not including the example). Correct the errors. Be careful with punctuation and capitalization. The first one is an example.

Example:

9. instantaneously: adverb, right away, at the same time

On the one hand, it provides news quickly at no cost it may also have more interesting photos, videos, and comments.

Correction: On the one hand, it provides news quickly at no cost. In addition, it may have more interesting photos, videos, and comments.

A Mixed Blessing

Citizen journalism is a mixed blessing. On the one hand, it provides news quickly at no cost it may also have more interesting photos, videos, and comments. Sometimes, such news can bring important changes to the world. Most importantly, it is a very powerful tool ordinary citizens can be actively involved in changing the world. On the other hand, the news may not be reliable the citizen journalists are not trained professionally. It is possible that their news is biased¹⁰ it is also possible that the stories are inaccurate¹¹. Therefore, readers may be confused or misled¹². Besides, inappropriate images and reports may affect other people's privacy or damage their reputation. Another effect is on the traditional media industry and professional journalists. Readers are not buying as many newspapers as before they are not reading news from the authoritative¹³ sources. Some newspaper offices have to close down and find new ways to survive. Before the digital technology, people had never thought of sharing and receiving news through citizen journalism it is hard to imagine what news reporting would be like in twenty years.

10. biased: adjective, with prejudice

- 11. inaccurate: adjective, not correct, with mistakes
- 12. mislead: verb, cause misunderstanding
- 13. authoritative: adjective, as an expert

V. Comma Splice Sentences



a fender bender crash

mistake in some other languages.

Examples of Common Splices

While a run-on sentence resembles one car on top of another, a comma splice is similar to two vehicles too close to each other causing a fender bender accident¹⁴.

Sometimes, students try to correct a run-on sentence by placing a comma in between. They actually have created a new type of mistake called **comma splice**. When two complete sentences are separated by just a comma, it becomes a comma splice issue. It is a tricky and common issue because it is not considered a

- 1. One of the largest news events in 2012 was the 3rd Annual iReport Awards, the event was sponsored by the Cable News Network (CNN).
- 2. The goal was to show the best citizen journalism work in stories, photos, and videos, many people were interested.
- 3. People from different countries sent more than 100,000 stories to a special CNN website, thirty-six pieces of work were finally nominated¹⁵ for the awards in 2012.
- 4. The event showed the power and popularity of citizen journalism, CNN stopped the iReport project in 2015.
- 5. The project ended, there had been different issues.

Adapted from <u>https://www.cnn.com/2013/04/03/opinion/ireport-awards-hawkins-gaar/index.html</u>, last retrieved on June 14, 2021, and <u>https://en.wikipedia.org/wiki/IReport</u>, last retrieved on June 14, 2021.

Ways to Fix Comma Splices

14. fender bender accident: noun phrase, a car accident with minor damage to the cars15. nominate: verb, name, propose

1. Separate the two sentences with a period and capitalize the first letter of the second sentence.

• People from different countries sent more than 100,000 stories to a special CNN website. Thirty-six pieces of work were finally nominated for the awards in 2012.

2. Combine the two sentences into a compound sentence by adding a proper coordinating or adverbial conjunction with appropriate punctuation.

- The goal was to show the best citizen journalism work in stories, photos, and videos; therefore, many people were interested.
- The event showed the power and popularity of citizen journalism, but CNN stopped the iReport project in 2015.

3. Combine the two sentences into a complex sentence by adding a proper subordinating conjunction. Add a comma if needed.

- The project ended because there had been different issues.
- Because there had been different issues, the project ended.

4. Combine the two sentences into one simple sentence.

 One of the largest news events in 2012 was the 3rd Annual iReport Awards sponsored by Cable News Network (CNN).

Exercise 5. The following sentences tell a real experience in sharing information in the social media. Some sentences contain comma splice errors, and some contain run-on mistakes. Identify which type of error it is in each and correct it. Be careful with punctuation and capitalization.

Example:

People do not check facts some terrible mistakes may occur in the social media.

This is a run-on sentence.

Correction: When people do not check facts, some terrible mistakes may occur in the social media.

- 1. This is a true story, it happened a few years ago.
- 2. I was in a social media chat group with forty-five former classmates we had attended the same

junior high school class many years before.

- 3. One day, one of the classmates posted a message, it said that Mr. Wu, one of our teachers, had just passed away.
- 4. We were very sad we shared our old memories of that teacher in the chat.
- 5. Two days later, a message popped up it was from Mr. Wu!
- 6. Some classmates had invited him to join the chat group a while back. He seldom spoke we forgot that he was in the group.
- 7. Mr. Wu protested nicely that he was still alive, he even posted his recent photo to prove that.
- 8. We were relieved we started to greet him.
- 9. The student who had posted the wrong news was embarrassed, we did not blame him.
- 10. This incident shows the importance of checking the facts we were pleased that the fact was a happy one in our case.

Exercise 6. The following paragraph about OhmyNews contains six more run-on and comma splice sentences (not including the example). Find the errors and correct them. Be careful with punctuation and capitalization. The first one is an example.

Example:

One of the largest and best known is OhmyNews, it is a news website from South Korea. Correction: One of the largest and best known is OhmyNews from South Korea.

OhmyNews

There are many citizen journalism news websites. One of the largest and best known is OhmyNews, it is a news website from South Korea. It was established by Oh Yeon Ho in 2000 it is the first in Korea for readers to publish news. Oh Yeon Ho was born in 1964 he majored in literature, journalism, and mass communication in his studies. He believes that every citizen is a reporter. The reporters of OhmyNews come from all areas of the society – doctors, office workers, farmers, students, and many others they provide reports on politics, economy, education, culture, and other topics from around the world. OhmyNews is popular the reporters are people in the local communities. It is also powerful, for instance, many people believe that OhmyNews played an important role in the 2002 South Korean presidential election. After the election, President Roh Moo-hyun gave his first interview to OhmyNews, this shows that citizen journalism can be influential in a country's politics.

Adapted for editing purpose from <u>https://en.wikipedia.org/wiki/OhmyNews</u> and <u>http://www.ohmynews.com/</u>. Last retrieved on June 14, 2021.

VI. Sentences with "for Example, for Instance, Like, Such as, Including"

In Exercise 6, you noticed the expression "for instance". It is very common to have "for example, for instance, like, such as, including" when you give examples. This also means that the mistakes associated with them are also common.

Errors in Giving Examples

- Fragment: There are many citizen journalism sites. For example, Global News Voices and Highway Ukraine Citizen Journalism Online.
- Run-on: There are many citizen journalism sites for example, Global News Voices and Highway Ukraine Citizen Journalism Online are two of them.
- Comma splice: There are many citizen journalism sites, for example, Global News Voices and Highway Ukraine Citizen Journalism Online are two of them.

When you correct the errors, you need to consider:

- 1. Are these expressions followed by a word, a phrase, or a complete sentence?
- 2. How do the punctuation and capitalization change as a result?



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For detailed explanations and practice in sentence structure and punctuation, <u>open Unit</u> <u>7 here.</u>

There are different ways to include examples, and the following can be a good starting point.

Common Ways to Write Examples

Writing Examples with "for Example" or "for Instance"

complete sentence . For example, complete sentence

• There are many citizen journalism sites. For example, Global News Voices and Highway Ukraine Citizen Journalism Online are two of them.

complete sentence; for example, complete sentence

• There are many citizen journalism sites; for example, Global News Voices and Highway Ukraine Citizen Journalism Online are two of them.

complete sentence, for example, words or phrases

- There are many citizen journalism sites, for example, Global News Voices and Highway Ukraine Citizen Journalism Online
 - "For instance" is used exactly the same ways as "for example".
 - There is a comma after "for example" and "for instance".
 - Capitalize the letter "F" in "For" only after a period, not after a comma or semi colon.

Writing Examples with "Such as", "Like", or "Including"

complete sentence + such as + words or phrases

• There are many citizen journalism sites such as Global News Voices and Highway Ukraine Citizen Journalism Online.

complete sentence, + such as + words or phrases

- There are many citizen journalism sites, such as Global News Voices and Highway Ukraine Citizen Journalism Online.
 - "Like" and "including" are used exactly the same as "such as".
 - They are not followed by a complete sentence.
 - The comma before them is optional.
 - There is no comma after them.

For more explanations and examples with periods, question marks, exclamation marks,

commas, semi colons, colons, apostrophes, and quotations marks, please refer to Appendix C Punctuation. <u>Open Appendix C here.</u>

Exercise 7. The writer of the following sentences wants to give specific examples. You can help by filling in the information on the lines. Pay attention to the punctuation and the structure (word, phrase, sentence).

Example:

There are many sources for people to obtain news from. For example, <u>they can read newspapers and</u> <u>magazines</u>.

- 1. They can also learn about news from the social media such as ______
- 2. In my native country, older people prefer TV news programs, such as
- 3. However, most young people receive news from the social media; for instance,
- 4. For me, besides the social media, I also get news from people around me including
- 5. Some news websites like ______ are very popular among the older people.

VII. Unit Review Practice

Exercise 8. The following sentences are about citizen science in some parts of the world. Each sentence contains a fragment, run-on, or comma splice error. Identify each error and correct it. Be careful with punctuation and capitalization.

Example:

Citizen science is going on in different parts of the world. Including Asia, Australia, Europe, and North America.

The second part is a fragment.

Correction: Citizen science is going on in different parts of the world, including Asia, Australia, Europe, and North America.



Webpage of European Citizen Science Association

- 1. If you are interested in a project from Asia. Check its website: <u>https://www.facebook.com/</u> <u>CitSciAsia/</u>.
- 2. Australia has very active citizen science programs, one of the interesting programs in August 2021 was to match caterpillars to moths. For more information, you can check https://citizenscience.org.au/.
- 3. Europe is another huge area for citizen science. The headquarters of the organization is in the Museum für Naturkunde Berlin there are also offices in Brussels and Leiden. For projects and events, you can check <u>https://ecsa.citizen-science.net/</u>.
- 4. In the U.S., many different organizations support and fund¹⁶ citizen science. Including the U.S. government agencies as well as nonprofit organizations¹⁷. The following websites give you more information: <u>https://www.citizenscience.gov/#; https://scistarter.org/citizen-science</u>

Exercise 9. The following paragraph tells a brief history of citizen science. It has one error in fragment, one error in run-on, and one error in comma splice (not including the example). Find the errors and correct them. Be careful with punctuation and capitalization. The first one is an example.

Example:

16. fund: verb, give money to

17. non-profit organization: noun phrase, an organization whose purpose is not to make money

Scientific development has always relied on people in the local communities. Such as school children and retired professionals.

Correction: Scientific development has always relied on people in the local communities, such as school children and retired professionals.

The Beginning of Citizen Science

Scientific development has always relied on people in the local communities. Such as school children and retired professionals. Even though many people have heard about the term "citizen science" only recently. The practice of community involvement started as early as 1800s. According to the National Geographic, Wells Cooke was probably one of the first people, he started a program about bird migration¹⁸. The U.S. government and volunteers started to get involved in collecting information about bird migration patterns. They recorded the information on cards their efforts helped advance¹⁹ scientific research and understanding of birds.

Adapted from <u>https://www.nationalgeographic.org/encyclopedia/citizen-science/</u>. Last retrieved on June 16, 2021.

Exercise 10. The following paragraph about a citizen science project has one error in fragment, one error in run-on, and one error in comma splice (not including the example). Find the errors and correct them. Be careful with punctuation and capitalization. The first one is an example.

Example:

"What's Your Water Level?" is another citizen science project it is very interesting.

Correction: "What's Your Water Level?" is another very interesting citizen science project.

An Interesting Project

It is a global project, it is sponsored by a U.S. government agency called the National Oceanic and Atmospheric Administration (NOAA). The project started on February 2, 2017, and it is still seeking more volunteers. They will be taking photographs and recording data of water levels the information will be used to analyze how the changing water levels affect the roads, homes, and businesses. Of course, a camera is necessary, but like all the citizen science projects, curiosity in science and willingness to

18. migration: noun, move to live in another place19. advance: verb, move forward

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participate will be the key²⁰. If you are interested. You can check the website <u>http://noaa.maps.arcgis.com/apps/MapSeries/index.html?appid=8e4a278576964f47b4fc050e51f344ca</u>.

Exercise 11. Choose one topic from #1-3 and one more from #4-6 to write two paragraphs. In each paragraph, include at least two times total of "for example", "for instance", "such as", "like", or "including". Check for fragments, run-ons, and comma splices in your paragraphs. Be careful with punctuation and capitalization.

- What are the benefits of citizen science for the science, community, and volunteers? For more ideas, you may watch the TEDx video on YouTube "Citizen Science: Everyone Counts", by Caren Cooper. <u>https://www.youtube.com/watch?v=G7cQHSqfSzl&t=17s</u>
- 2. What would be the potential disadvantages of citizen science? Why do you think so?
- 3. Have you ever participated in a citizen science project? If so, describe your project and what you have learned from it. If not, would you be interested in one and why?
- Click on the link and read the short report "Citizen Journalism Provided Glimpses of Mumbai Attacks" from New York Times on November 30, 2008. According to the report, how are ordinary citizens transforming the traditional news media? <u>https://www.nytimes.com/2008/11/30/world/ asia/30twitter.html</u>.
- 5. Do you consider yourself a citizen journalist? If yes, in what way have you been involved in citizen journalism? If not, why not?
- 6. Besides citizen science and citizen journalism, what are other ways for ordinary people to contribute to the global, national, or local communities?

NSNT Practice



Go to **The NSNT Free Writing Approach and Additional Weekly Prompts for Writing** in Appendix A. (*Open Appendix A here.*) Choose two topics that you have not written about. You may start with the NSNT approach. Then revise and edit your paragraphs. Check for errors in fragments, run-ons, and comma splices. You are encouraged to share your writing with your partner and help each other improve.

a pen writing in a notebook



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Vocabulary Review



The words here have appeared in this unit. The best way to learn them is to guess the meaning of each word from the context. Then hover your computer mouse over the number beside each word to check its meaning and part of speech. These words are also listed in the footnote area at the end of each unit.

Here, you can use the flashcards below to review these words.



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Summary

- 1. Three common errors in sentence structure and punctuation are fragments, run-ons, and comma splices.
- 2. A sentence fragment is an incomplete sentence. It could be missing the subject, verb, or both. It also occurs when a period is put in between the dependent and independent clauses in a complex sentence.
- 3. A run-on sentence is two complete sentences written without anything to separate them.
- 4. A comma splice sentence is two complete sentences written with just a comma in between.
- 5. There are different ways to fix a sentence fragment:
- Add a subject, a verb, or both.
- Delete the period between the dependent and independence clauses in a complex sentence. Add a comma if the dependent clause starts the sentence.
- 6. There are different ways to fix a run-on and a comma splice:
- Separate the two complete sentences with a period.
- Combine the two parts into a compound sentence.
- · Combine the two parts into a complex sentence.
- Rewrite the two parts into a simple sentence.
- 7. "For example, for instance, like, such as, including" are often used as follows:
- complete sentence. <u>For example,</u> complete sentence
- complete sentence. For instance, complete sentence
- complete sentence; <u>for example</u>, complete sentence
- complete sentence; for instance, complete sentence
- complete sentence, <u>for example</u>, words or phrases
- complete sentence, <u>for instance</u>, words or phrases
- complete sentence, <u>like</u> words and phrases (The comma is optional.)
- complete sentence, such as words and phrases (The comma is optional.)
- complete sentence, including words and phrases (The comma is optional.)

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Unit 9 Verb Basics in Academic Writing

Learning Objectives

- 1. To understand what a verb is and why it is important
- 2. To differentiate between "Be" verbs and "Do" verbs, action verbs and non-action verbs, helping verbs and main verbs, with their various uses though multiple examples and exercises
- 3. To be aware of the twelve verb tenses and five basic verb forms

I. Pretest



a cat and a dog

The following ten sentences are about pets. Some verbs are bold-faced. Identify what type of verb each one is by selecting one of the two choices. After you finish one sentence, you will get instant feedback on your answer before the next sentence. If you make mistakes, you can retry all the questions or see all the answers at the end of the pre-test.



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II. Definition of a Verb and Its Importance

Each sentence in English must have a verb. A verb expresses an action or shows a state of existence.

Why are verbs important? There are two reasons:

- 1. They appear in every sentence in English.
- 2. Errors in verbs cause serious misunderstanding².

In order to express ideas clearly and accurately, you need to make sure:

- 1. You have a basic understanding of different types of verbs. This is the purpose of this unit.
- 2. A subject and its verb must match each other. For detailed information and practice, please refer to Unit 10 Subject-Verb Agreement. (Open Unit 10 here.)
- 3. A verb tense and its verb form must match each other. There are detailed explanations and practice in verb tenses and forms from Unit 11 through Unit 14 in this book. (Open Unit 11 Present Tenses, Unit 12 Past Tenses, Unit 13 Future Tenses, Unit 14 Mixed Tenses here.)
- 1. existence: noun, being there, being this way
- 2. misunderstanding: noun, understand something in the wrong way



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For detailed explanations and practice in sentence structure and punctuation, <u>open Unit</u> <u>7 here.</u>

Exercise 1. Highlight the verbs in the following short paragraph about pet dogs. (To highlight, you position your computer curser on the verbs and right click.)



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III. "Be" Verbs and "Do" Verbs

"Be" verbs: They look different depending on the subjects and the verb tenses. The most common ones are "am, is, are, was, were". A "Be" verb is often followed by a noun, a pronoun, an adjective, a prepositional phrase, or an expression of age.

- 1. My neighbor's pet <u>is a rabbit. Her name is Bonny.</u> (followed by nouns)
- 2. Bonny is not mine. (a pronoun)
- 3. Bonny's tail is short and cute. (adjectives)
- 4. Bonny <u>is</u> in a cage when my neighbor <u>is</u> at work. (prepositional phrases)
- 5. Bonny was two months old when I first met her. (an age)

"Do" verbs: There are many "Do" verbs: study, get, sleep, wear, have, like, think...

Their forms also change based on the subjects and the verb tenses.

- 1. Bonny <u>stays</u> indoors most days.
- 2. My neighbor <u>prepares</u> special food for her.
- 3. Sometimes I see Bonnie in my neighbor's backyard.
- 4. I <u>played</u> with her yesterday.
- 5. I hope that I can play with her again soon.

A "Be" verb is NEVER followed by the base form of a "Do" verb.

- 1. Bonny <u>is stay</u> indoors most days. X
- 2. Bonny <u>stays</u> indoors most days. $\sqrt{}$
- 3. Most rabbits <u>are stay</u> in a cage. X
- 4. Most rabbits stay in a cage. $\sqrt{}$
- 5. I <u>was meet my</u> neighbor's pet rabbit for the first time last week. X
- 6. I met my neighbor's pet rabbit for the first time last week. $\sqrt{}$

IV. Action and Non-Action Verbs

Action verbs: They show the action of the subject. All action verbs are "Do" verbs.

- 1. In the U.S., many pet owners treat their pets as part of the family.
- 2. Those pets <u>get</u> special food and even regular medical checkups.
- 3. Some of them <u>sleep</u> in their owner's bed.
- 4. They <u>receive</u> toys and often <u>wear</u> festive 3 outfits 4 during holidays.
- 5. Most pets <u>enjoy</u> their good lives.

Non-action verbs: They do not show actions; instead, they show emotional or mental states, five senses, possessions, and others. Non-action verbs are also called stative verbs or non-progressive verbs. "Be" verbs are non-action verbs in most cases.

1. Pets love their owners.

festive: adjective, joyful, about holidays or festivals
 outfit: noun, clothing

- 2. Pets <u>understand</u> how much they are loved.
- 3. Some pets can <u>weigh</u> over fifty pounds.
- 4. Most pets have animal doctors called vets.
- 5. Pets <u>are</u> our good friends.

Common Non-Action Verbs
Emotional/mental state:
 appreciate, believe, detest, dislike, fear, forget, hate, imagine, know, like, love, mean, mind, miss, need, prefer, remember, respect, understand, want
Five senses:
 appear, feel, hear, look, see, seem, smell, taste
Possessions:
 belong, contain, have, own, possess
Others:
• cost, find

Sometimes, the same verb can be both an action verb and a non-action verb, with different meanings and grammatical structures. Discuss the difference between the underlined verbs below.

- 1. What do you <u>think</u> of my kitten? It seems that she is always <u>thinking</u> about playing hide and seek with me. (non-action, action)
- 2. <u>Feel</u> the fur of my kitten. It <u>feels</u> so soft. (action, non-action)
- 3. My kitten <u>measures</u> twelve inches in length 5. I <u>measure</u> her every month to see how

5. length: noun, the noun form of the adjective "long"

much she has grown. (non-action, action)

4. I <u>see</u> some red pots on the kitten's skin. I am taking her to her vet. We are <u>seeing</u> the vet at 3 pm this afternoon. (non-action, action)

Non-action verbs can be used in different verb tenses except progressive tenses, but action verbs can be used in all tenses.

- 1. The kitten has been napping for a long time. He looks (is looking) content⁶ in his sleep.
- 2. Samantha likes (is liking) kittens. She has (is having) two. Right now she is preparing their favorite snacks.

Exercise 2. The following sentences are about color-blindness⁷ of dogs. Some verbs are bold-faced. Highlight if each bold-faced verb is an action verb or a non-action verb. The first one is an example. When you finish the exercise, you can retry or see all the answers. (To highlight, you position your computer curser on the verbs and right click.)



a black dog with a yellow tennis ball in mouth

6. content: adjective, happy and satisfied

7. color-blindness: noun, not able to see the differences in colors



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V. Helping Verbs and Main Verbs

Helping verbs: They are also called *auxiliary verbs*. These verbs "help" the main verbs to

- show verb tense
- make a negative sentence
- ask a question
- change the meaning or tone
- change the voice (from active to passive or passive to active, not addressed in this course)

Helping verbs must work with main verbs to form complete verbs. Common helping verbs include "do, does, did, have, had, had, will".

helping verb + main verb = complete verb

- 1. Mohamod <u>has</u> always <u>wanted</u> to get his driver's license. (helping verb "has" + main verb "wanted")
- 2. He <u>has prepared</u> for this driver's test for several months. (helping verb "has" + main verb "prepared")
- 3. He <u>does</u> not <u>want</u> to carpool with his friend every day. (helping verb "does" + main verb "want")
- 4. He hopes that he will pass the road test. (helping verb "will" + main verb "pass")
- 5. <u>Should</u> he <u>celebrate</u> if he passes? (helping verb "should" + main verb "celebrate")

Modals: Modals are a special type of helping verbs. They mainly show ability, possibility, obligation, advice, and many others. They are followed by the base form of the main verb.

- Every driver in the U.S. <u>must have</u> a driver's license. (modal/helping verb "must" + main verb "have")
- <u>Should</u> he or she <u>buy</u> car insurance, too? (modal/helping verb "should" + main verb "buy")



two people in a car

- 3. Maintaining a car <u>can be</u> expensive. (modal/helping verb "can" + main verb "be")
- 4. Life <u>could become</u> difficult without a car. (modal/helping verb "could" + main verb "become")

For detailed explanations and examples of modals, please refer to Unit 15 Modals. <u>(Open</u> <u>Unit 15 here.</u>)

Exercise 3. The following is a brief account of Jose and his car. Type the helping verb in each sentence in the appropriate boxe. The first sentence is an example. When you finish the entire exercise, you can retry or see all the answers.



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VI. Twelve Verb Tenses

While verbs show actions or states of being, verb tenses indicate the **time** of those actions or states of being:

- $\cdot\,$ in the past, in the present, in the future, or from past to present
- happened just once, happened repeatedly, or is still happening.

There are twelve tenses in English:

	PAST	PRESENT	FUTURE
SIMPLE	l studied. You studied. He studied. They studied.	l study. You study. He studies. They study.	I will study. I am going to study. You will study. You are going to stud He will study. He is going to study. They will study. They are going to study.
PROGRESSIVE	l was studying. You were studying. He was studying. They were studying.	l am studying. You are studying He is studying. They are studying.	I will be studying. I am going to be stud You will study. You are going to stud He will be studying. He is going to be stud They will be studying. They are going to be s
PERFECT	I had studied. You had studied. He had studied. They had studied.	I have studied. You have studied. He has studied. They have studied.	I will have studied. You will have studied. He will have studied. They will have studied

	I had been studying.	l have been studying.	l will have been study
PERFECT PROGRESSIVE	You had been studying.	You have been studying.	You will have been stu
PERFECT PROGRESSIVE	He had been studying.	He has been studying.	He will have been stu
	They had been studying.	They have been studying.	They will have been s

In this course, you will be focusing on using eight of the above tenses in writing: simple present, present progressive, present perfect, present perfect progressive, simple past, past progressive, past perfect, and simple future tenses. You will learn the rest of the tenses in future courses.

VII. Five Basic Verb Forms

In the above chart, the verb "study" appears in different forms – study, studies, am studying, had been studying, will be studying, and some others. These are called verb forms. Verbs have five basic forms:

BASE	PRESENT	PRESENT PARTICIPLE	PAST	PAST PARTI
Ве	am, is, are	being	was, were	been
Do	do, does	doing	did	done
Have	have, has	having	had	had
Study	study, studies	studying	studied	studied
Move	move, moves	moving	moved	moved
Speak	speak, speaks	speaking	spoke	spoken

Always remember that a verb tense and its verb forms must match each other. There are detailed explanations and practice in verb tenses and forms from Unit 11 through Unit 14 in this book. (Open <u>Unit 11 Present Tenses</u>, <u>Unit 12 Past Tenses</u>, <u>Unit 13 Future Tenses</u>, <u>Unit 14 Mixed Tenses</u> here.)

VIII. Unit Review Practice

Exercise 4. The following paragraph about leashing the dog is from a previous unit. Highlight "Be" for "Be verbs" and "Do" for "Do verbs". The first one is an example. When you finish the exercise, you can retry or see all the answers. (To highlight, you position your computer curser on the verbs and right click.)



two dogs on leash



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Exercise 5. The following is a story about two puppies in love. Some verbs are bold-faced. Select what the type of verb each one is. You will get instant feedback after each sentence. If you make a mistake, you may also retry or see the answer.



a dog swimming



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Exercise 6. Take a paragraph you have written in this course. Exchange it with your partner's.

In your partner's paragraph,

- 1. single underline all the "Be" verbs.
- 2. double underline all the helping verbs.
- 3. circle all the non-action verbs.

When you finish, return the paragraph to your partner. Discuss if you agree with each other on all the verbs.

NSNT Practice



Go to **The NSNT Free Writing Approach and Additional Weekly Prompts for Writing** in Appendix A. (*Open Appendix A here.*) Choose two topics to write a paragraph each. You may start with the NSNT approach and then rewrite it. Pay attention to the use of verbs. Be mindful of the verbs you are using: Are they main verbs or helping verbs? Action verbs or non-action verbs? "Be" verbs or "do" verbs? You are encouraged to share your writing with your partner and help each other improve.

a pen writing in a notebook



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Vocabulary Review

dictatorial hks a dictator 2 over orially adv. (Latin TATOR) diction /dik/(a)n/ n. m ciation in speaking or dictio from dico dict- say dictionary /dik/anari book listing (usu. alph book listing (usu. alph explaining the words of giving corresponding w language. 2 reference the terms of a par

a page in a dictionary

The words here have appeared in this unit. The best way to learn them is to guess the meaning of each word from the context. Then hover your computer mouse over the number beside each word to check its meaning and part of speech. These words are also listed in the footnote area at the end of each unit.

Here, you can use the flashcards below to review these words.



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Summary

- 1. A verb shows an action or a state of being and usually comes after the subject in a sentence.
- 2. "Be" verbs include "am, is, are, was, were" and some others.
- 3. There are many "Do" verbs such as "swim, study, eat, drive".
- 4. A "Be" verb is NEVER followed by the base form of a "Do" verb.
- 5. An action verb shows the action of the subject.
- 6. A non-action verb shows the state, condition, or possession of the subject. A non-action verb cannot be used in a progressive verb tense.
- 7. Some verbs can be both action and non-action verbs, with a different meaning.
- 8. A helping verb must be accompanied by a main verb in a sentence.
- 9. There are twelve verb tenses and five basic verb forms. Each verb tense has its own verb forms. Verb tenses and verb forms must match each other in sentences.

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Unit 10 Subject-Verb Agreement

Learning Objectives

- 1. To understand what subject-verb agreement means
- 2. To learn the strategies and ten rules in correctly using subject-verb agreement
- 3. To apply the strategies and rules of subject-verb agreement through multiple examples and exercises

I. Pretest



snow-covered trees and houses

In the following ten sentences are about snow days, some verbs are bold-faced. If the bold-faced part in the sentence is correct, choose "correct". If not, choose the other answer. After you finish one sentence, you will get instant feedback on your answer before the next sentence. If you make mistakes, you can retry all the questions or see all the answers at the end of the pre-test.



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II. Meaning of Subject-Verb Agreement

In English, a subject and its verb must match each other. When the subject is singular, a singular form of the verb is used. When the subject is plural, a plural form of the verb is used.

The subjects are **boldfaced**, and the verbs are <u>underlined</u> below.

- 1. Most students love snow days.
- 2. When the weather is too severe due to snow and ice, schools are canceled.
- 3. When that happens, students have a snow day.

III. Strategies for Subject-Verb Agreement

1. The best way to decide on the correct verb is to look back at the subject. Highlight the subject if necessary, as shown in the above examples.

2. When a subject looks complicated or unclear to you, turn it into a pronoun to see its singular/plural nature. That will help you decide on the verb.

• In Chicago, there <u>are</u> usually **a few snow days** in most winters.

a few snow days → they (plural)

• Though everyone has a day off, some teachers assign extra homework.

everyone \rightarrow he or she (singular) some teachers \rightarrow they (plural)

• The extra homework, like small projects, <u>keeps</u> the students busy and safe at home.

the extra homework \rightarrow it (singular)

3. The ten common rules you will be learning in this unit will help you choose the correct verbs in most situations. Some rules may be different from how people speak in informal situations, but here you are focusing on formal, standard English usage.

- None of my classmates enjoy driving in snow. (informal)
- **None** of my classmates <u>enjoys</u> driving in snow. (formal)

4. Practice, practice, and practice while enjoying your journey of learning. Be conscious of the verbs you are using. It is fun to learn a different language, and it is empowering¹ to have the assurance² that you are using the language correctly in academic writing.

IV. Ten Common Rules of Subject-verb Agreement

Rule One. In general, a subject of singular nature takes the singular form of the verb. A subject of plural nature takes the plural form of the verb.

- 1. We like outdoors, and our puppy loves outdoors, too.
- 2. The cold weather always keeps us all indoors.

1. empowering: adjective, feeling powerful

2. assurance: noun, the feeling of being sure

Rule Two. If a compound subject is used, understand it as "they" and use the plural form of the verb.

- 1. A wool scarf and a pair of earmuffs protect us from the biting cold.
- 2. Besides a warm coat, gloves and boots are also essential.
- 3. Both a jumper cable³ and a blanket <u>are</u> necessary to keep in the car.

Rule Three. When "or", "either…or…", or "neither…nor…" is in the subject, look at the part after "or" or "nor" to decide on the verb.

- 1. The GPS navigation or **a detailed map** is very helpful if we are driving to a new location.
- 2. The GPS navigation or **printed directions** <u>are</u> very helpful if we are driving to a new location.
- 3. Either a blanket or **warm clothes** <u>keep</u> us warm during long-distance driving on a wintery day.
- 4. Either warm clothes or **a blanket** <u>keeps</u> us warm during long-distance driving on a wintery day.
- 5. Sometimes neither loud music nor **talkative passengers** <u>are</u> able to keep the tired driver awake.
- 6. Sometimes, neither talkative passengers nor **loud music** is able to keep the tired driver awake.

Exercise 1. The following paragraph is about winter fun in the McCormick Tribune Plaza in Chicago. Choose and highlight the correct verb in each sentence. Look at the subject carefully before you decide on the verb. If necessary, turn the subject into a pronoun to help you. The first one is an example. When you finish the entire exercise, you can retry or see all the answers. (To highlight, you position your computer curser on the verbs and right click.)

3. a jumper cable: noun phrase, a wire to jump start a car when the car battery is not working



person wearing ice skate



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Rule Four. Many indefinite pronouns are singular. When such a pronoun is the subject, use the singular form of the verb.

Common indefinite pronouns include "everybody, everyone, everything, somebody, someone, something, nobody, no one, nothing, either of, neither of, one of, each of, none of".

- 1. **Anyone** in Chicago <u>understands</u> how difficult it is to arrive on campus on time on snowy days.
- 2. **One** of my closest friends often <u>comes</u> fifteen minutes late because he is a new driver. "Better safe than sorry!" He always says.
- 3. Each of our professors allows a few extra minutes for students to arrive at the

classroom.

- 4. **Neither** of my two courses <u>counts</u> attendance as part of the grade.
- 5. One time everyone was late except the professor!
- 6. Last week, **none** of the students <u>was</u> late. The whole class cheered as the professor started the lesson.

Rule Five. When "some", "any", "all", or "most" is in the subject, the subject can be singular or plural. If the noun after these words is singular, use the singular form of the verb. If the noun is plural, use the plural form of the verb.

- 1. Some of the students do not have classes early in the morning, so they can sleep in.
- 2. There are no accidents on the road today as **some of the snow** <u>has melted</u>.
- 3. All of the drivers were safe at their destination this morning.
- 4. All of the snow was gone early this morning.
- 5. Most of the professors <u>encourage</u> extra home study when the classes are canceled due to severe weather.
- 6. Most of the extra work is optional for students.

Exercise 2. The following paragraph is about taking photos of the Bean in the Millennium Park in Chicago. Choose and highlight the correct verb in each sentence. Look at the subject carefully before you decide on the verb. If necessary, turn the subject into a pronoun to help you. The first sentence is an example. When you finish the entire exercise, you can retry or see all the answers. (To highlight, you position your computer curser on the verbs and right click.)



a woman taking photo of the Bean



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Rule Six. When a collective noun is used as the subject and is understood as acting together as one unit in the context, it becomes "it" and is followed by a singular form of the verb. If that collective noun focuses on its individual parts, it becomes "they" and is followed by a plural form of the verb.

Examples of collective nouns include "family", "class", "team", "crowd", "committee⁴", "jury⁵", "choir⁶", "audience⁷", etc.

- 1. The family is very quiet. The school is announcing a snow day on the radio.
- 2. The family are excited to be able to spend some time with each other at home.
- 3. Our team always works hard.

4. committee: noun, a group of people selected to work on a special task

- 5. jury: noun, a group of people in the court to decide whether a person is guilty of a crime
- 6. choir: noun, an organized group of singers
- 7. audience: noun, a group of people watching or listening, such as in a movie theater or sport game

4. When the game was canceled due to snow, **the team** <u>were</u> not disappointed. They were excited to be able to visit each other's homes.

If you are not sure, you can add a word like "members".

Our team members always <u>work</u> hard. However, when the game was canceled due to snow, **they** <u>were</u> not disappointed. **They** <u>were</u> excited to be able to visit each other's homes.

Rule Seven. When a gerund or an infinitive is used as a subject, use the singular form of the verb.

A gerund: verb + ing (It is not the same as the "verb + ing" in progressive tenses.)

An infinitive: to + base verb

- 1. **Reading** is my main activity on a snow day.
- 2. **Postponing** my homework till next week and **dreaming** of another snow day <u>make</u> me feel guilty but happy. (compound subject)
- 3. **Finding** a parking spot close to my classroom building <u>is</u> almost impossible as many spaces are covered by snow and become "unparkable".
- 4. **To secure** a good parking space on campus around 10 am <u>has been</u> my struggle this semester.

Rule Eight. In a "There + a form of be" sentence, the verb depends on the noun after "be".

- 1. There <u>are **many parking spaces**</u> on campus, but the snow blowers usually "park" some of the snow in those spaces.
- 2. Some students have no choice but park their cars in the employee parking areas. This happens more frequently when there <u>is</u> **an important exam** starting within ten minutes.
- 3. There <u>have been</u> times when I am late for an exam just because it takes too long to find parking.

Exercise 3. The following sentences are about winter fun in the Lincoln Park Zoo near Chicago. Choose and type the correct verb in each blank. Look at the subject carefully before you decide on the verb. If necessary, turn the subject into a pronoun to help you. You will get instant feedback on your answer. When you finish the entire exercise, you may retry or see all the answers.



Webpage of Lincoln Park ZooLights

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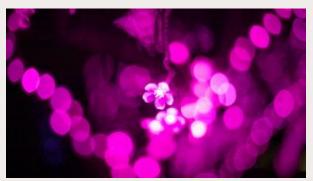
Rule Nine. Some nouns are always singular even though they end with an "s", and some other nouns are always plural. Use verbs according to the nouns.

Always Singular	Always Plural
non-count nouns : air, knowledge, milk, news, politics	apparels : clothes, jeans, pajamas, pants, shorts
school subjects : linguistics, mathematics, physics	groups: people, police
countries : the Netherlands, the Philippines, the United States	tools: glasses, pliers, scissors

Ē

- 1. Cold air is fresh and crisp on a winter morning.
- 2. The United States is a country where I am spending the coldest winter in my life.
- 3. Young people like to venture out and enjoy skiing.
- 4. **Scissors** <u>are</u> indispensable⁸ for a snow-day art project. (**A pair** of scissors <u>is</u> indispensable. Refer to Rule Ten below.)

Exercise 4. The following sentences are about winter fun in the Chicago Botanic Garden. Choose and type the correct verb in each blank. Look at the subject carefully before you decide on the verb. If necessary, turn the subject into a pronoun to help you. You will get instant feedback on your answer. When you finish the entire exercise, you may retry or see all the answers.



Lights in Chicago Botanic Garden



An interactive H5P element has been excluded from this version of the text. You can view it online here:

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Rule Ten. A subject and a verb may not always be side by side. When there is a prepositional phrase between them, cross out that the prepositional phrase.

A prepositional phrase is a phrase consisting of a preposition plus a noun, pronoun, etc.

examples: in the room, from him ...

The prepositional phrases are crossed out below to help you locate the subjects more easily. You can see that the subjects and verbs do not change.

- 1. Many international students often <u>find</u> Chicago winter intolerably long and cold.
- 2. **Many international students** from warm countries often <u>find</u> Chicago winter extremely long and cold.
- 3. A reliable car is essential on snowy days.
- 4. A reliable car with good tires is essential on snowy days.
- 5. A car dealership installs snow tires for customers.
- 6. A car dealership on Golf Road near Harper campus installs snow tires for customers.

Exercise 5. The following sentences are about winter fun in the Chicago Theatre District. Highlight the correct verb in each sentence. Look at the subject carefully before you decide on the verb. If necessary, turn the subject into a pronoun to help you. The first sentence is an example. When you finish the entire exercise, you can retry or see all the answers. (To highlight, you position your computer curser on the verbs and right click.)



rows of red chairs in a theater



https://harpercollege.pressbooks.pub/academic-writing-skills/?p=558#h5p-160

V. Unit Review Practice

Exercise 6. The following paragraph is about museums in Chicago. There are seven more errors in the use of subject-verb agreement (not including the example). Remember to locate the subject first in each sentence. Then Identify the verb error and correct it. The first one is an example.

Visiting Chicago Museums in Winter

Museums in Chicago *is (are)* famous. There is more than sixty of them! They provide numerous educational and recreational indoor activities, especially in winter. There are always something for everyone. People of all ages like to go there and have fun. For example, the Field Museum have displays from ancient cultures to the most modern scientific discoveries. One of the most popular exhibits is the largest Tyrannosaurus rex skeleton Sue. The Museum of Science and Industry is



dinosaur fossil display at Field Museum

another well-known place. Every winter, it have a special exhibit called Christmas around the World and Holidays of Light. This event started in 1942 with one single tree but have expanded into an annual holiday tradition since then. Visitors see a four-story Grand Tree with forty smaller trees around it. The

trees represents celebrations from cultures around the world. No doubt, museums in Chicago keep people warm, safe, and entertained during harsh winters.

Exercise 7. The following paragraph about winter fun at home is adapted from a paragraph in an earlier unit. There are six more errors in the use of subject-verb agreement (not including the example). Remember to locate the subjects first. Then identify the verb errors and correct them. The first one is an example.



Zootopia movie in a home theater

Winter Fun at Home

Winters in some areas of America *is (are)* very cold. Many people have to stay home, but they do not need to miss fun. The first interesting thing they can do is to make home a fun zone. For instance, they can set up a simple but comfortable home theatre with just a TV and a couch. A bag of popcorn and a cup of hot chocolate adds to a feeling of warmth and relaxation no matter how heavily it is snowing outside. Second, they can make household

chores into a competition. Every week, they have a cleaning game. The older child vacuum the carpet, the younger child dust the furniture, and the parents clean the kitchen appliances. They can rotate being the judge and deciding on the prizes. Children are usually happier to do housework when it is fun. Lastly, they can continue with physical activities at home. If they have a treadmill or stationary bike at home, that will be great. However, it is still fine without it. On the Internet, there is many fitness programs with no required equipment, so everyone can choose what he or she like to do. One person can choose aerobics, and another can do tai chi. Winters can be long, but they do not have to be boring. It depend on the people to find fun things to do at home.

Exercise 8. In the following paragraph about winter dining in Chicago, there are ten more errors in the use of subject-verb agreement (not including the example). Remember to locate the subjects first. Then identify the verb errors and correct them. The first one is an example.

Winter Dining in Chicago

As cold as Chicago winters are, there *is* (*are*) always many fun things to do both indoors and outdoors for everyone. Everyone are able to find activities to his or her liking. Young people loves iceskating in the McCormick Tribune Plaza and photo shooting in the Millennium Park. Children delight⁹ in light gazing in the Lincoln Park Zoo and the Chicago Botanic Garden. Many people like to stay indoors. Watching a play in the Chicago Theater District or visiting Sue in the Field Museum guarantee a warm and safe outing. There are also many restaurants in Chicago. Believe it or not, there are outdoor dining in the deep cold. "From heated¹⁰ igloos^{II} to enclosed patios to rooftop bars, there are tons of outdoor dining." One of the restaurants are Beatrix Fulton Market. It offer covered¹² igloos and heated greenhouses. Each greenhouse hold two to two igloos four customers and have a dinning time limit of one



and a half hours. The igloo dining booking fee costs \$150. Neither the food nor the drinks is included in this fee. Eating there is expensive, but the dining experience will be unforgettable. If anyone are interested, it is important to check for updates at https://www.choosechicago.com/blog/dining/openpatio-rooftops-dining-chicago/.

The information about indoor dining, along with the quote, was adapted from the above website. Last accessed on January 15, 2021.

Exercise 9. Choose two of the topics to write a paragraph each. Pay attention to the subject-verb agreement.

- 1. What are different ways you have fun in winter?
- 2. What are popular places in your native country where people like to spend the winter?

9. delight: verb, enjoy

- 10. heated: adjective, warm, with heating on
- 11. igloo: noun, a "house" made of ice and snow
- 12. covered: adjective, having a roof or lid

- 3. What safe winter driving tips would you like to share?
- 4. What are different ways children enjoy snow days?
- 5. Have you had a snow day? If so, what did you do?

NSNT Practice



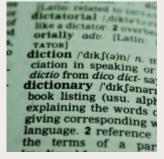
Go to **The NSNT Free Writing Approach and Additional Weekly Prompts for Writing** in Appendix A. (*Open Appendix A here.*) Choose two topics to write a paragraph each. You may start with the NSNT approach. Then revise and edit your paragraphs. Pay attention to the subject-verb agreement in each sentence. You are encouraged to share your writing with your partner and help each other improve.

a pen writing in a notebook



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Vocabulary Review



The words here have appeared in this unit. The best way to learn them is to guess the meaning of each word from the context. Then hover your computer mouse over the number beside each word to check its meaning and part of speech. These words are also listed in the footnote area at the end of each unit.

Here, you can use the flashcards below to review these words.



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Summary

- 1. A subject and its verb must match each other.
- 2. The following strategies will help you use subject-verb agreement correctly:
- Identify the subject first.
- Turn a complicated subject into a pronoun to see its singular/plural nature before deciding on the verb.
- Understand the rules.
- Keep practicing.
- 3. The following are ten common rules in subject-verb agreement:
- In general, a subject of singular nature takes the singular form of the verb. A subject of plural nature takes the plural form of the verb.
- If a compound subject is used, understand it as "they" and use the plural form of the verb.
- When "or", "either...or...", or "neither...nor..." is in the subject, look at the word after "or" or "nor" to decide on the verb.
- When an indefinite pronoun is the subject, use singular form of the verb.
- In sentences with "some", "any", "all", or "most" as the subject, if the noun after these words is singular, use the singular form of the verb. If the noun is plural, use the plural form of the verb.
- When a collective noun is used as the subject and is understood as acting together as one unit in the context, it becomes "it" and is followed by a singular form of the verb. If that collective noun focuses on its individual parts, it becomes "they" and is followed by a plural form of the verb.
- When a gerund or an infinitive is used as a subject, use the singular form of the verb.
- In "There + a form of be" sentences, the verb depends on the noun after "be".
- Some nouns are always singular, and some are always plural. Use verbs according to the singular

or plural nature of the nouns.

• When there is a prepositional phrase between the subject and the verb, cross out that the prepositional phrase when you look for the subject.

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Unit 11 Expressing Meaning in Present Tenses

Learning Objectives

- 1. To learn the principles in using appropriate verb tenses
- 2. To understand the meanings and verb forms of four present tenses simple present, present progressive, present perfect, and present perfect progressive through multiple examples
- 3. To practice using the appropriate present tenses in a variety of writing situations

I. Pretest



currencies from different countries

The following ten sentences are related to the topic of money. Some of the verbs are bold-faced. If the bold-faced verb is correct, choose "correct". If not, choose one of the other two answers. After you finish one sentence, you will get instant feedback on your answer before the next sentence. If you make mistakes, you can retry all the questions or see all the answers at the end of the pre-test.



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II. Principles in Using Verb Tenses

- 1. Always start with meaning. The purpose of communication is to convey¹ meaning. Therefore, it is important to start with the question: What ideas am I trying to express to others?
- 2. Use the appropriate verb tense and verb form as tools to express your meaning. Each verb tense uses a different verb form. The verb form shows which verb tense is being used. These two concepts are connected and must be understood as an inseparable² "pair". For example, if you want to write about current activities, you should use a present tense and should not use a past verb form with an "ed" ending.
- 3. Time words are extremely important. They are like traffic signs to guide you and your readers. Your time words, verb tenses, and verb forms should all match each other in order to express your meaning clearly. For example, If you are describing an event in progress at the moment of speaking, you should not use a time word such as "yesterday".

1. convey: verb, express, show

^{2.} inseparable: adjective, cannot be separated

III. Expressing Meaning in Simple Present

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For detailed explanations and practice in verbs, open Unit 9 here.

Verb Forms in Simple Present

1. When "am", "is", or "are" is the main verb, do not use a "do" verb. In the same way, when the main verb is a "do" verb, do not use "am", "is", or "are".

- Money is important.
- Money is <u>plays</u> an important role in our lives.

2. If "he", "she", or "it" is the subject of a sentence and a "do" verb is the main verb, add an "s" to the end of the main verb.

• Many people <u>save</u> money because it gives them a sense of security 3 .

3. If "he", "she", or "it" is the subject in a question or negative sentence, leave off the "s" at the end of the main verb since you already have the helping verb "does" or "doesn't".

• <u>Does</u> money <u>guarantee</u>⁴ happiness? No, it <u>does</u> not.

Meaning, Common Expressions, and Examples in Simple Present

Meaning #1: facts and truths

3. security: noun, safety

4. guarantee: verb, promise, ensure

Common time expressions and frequency adverbs: always, constantly, frequently, usually, often, generally, sometimes, seldom, rarely, hardly ever, never ...

Examples: Facts and truths about money

- 1. President George Washington's image <u>is</u> on one side of the one-dollar bill.
- 2. One-dollar coins <u>are not</u> very common.
- 3. The Department of Treasury⁵ <u>manages</u> the currency in the U.S.
- 4. <u>Does</u> each state government <u>decide</u> how much tax money to collect?
- 5. How <u>do</u> the states <u>collect</u> tax money from the residents?



the front and back sides of a U.S. **s**: one-dollar coin

Meaning #2: current habits, routines, repeated activities

Common time expressions and frequency adverbs: every day, each night, once a week, twice a day, on Tuesdays ...

Examples: Routine activities and facts

- 1. My sister and I usually <u>go</u> shopping on the weekends.
- 2. The stores <u>are</u> always crowded then.
- 3. My sister tries to save money on many things, but she does not save money on shoes.
- 4. How much <u>does</u> she <u>spend</u> on shoes each year? Only she <u>knows</u>.
- 5. She always <u>says</u>, "I <u>have</u> only 2 feet, but I <u>have</u> only 365 days a year to keep my feet happy!"

Exercise 1. Read the following paragraph about allowance. Find ten additional errors and correct them (not including the example). The first one is an example.

5. Department of Treasury: noun phrase, a U.S. government agency to manage the financial system in the country

Allowance - Beneficial or Not?

Many children in the U.S. *receiving (receive)* some money from their parents once a week or every other week. This type of money is called the allowance. People have different opinions about the allowance. Some children getting it in exchange for doing household chores like washing the dishes and taking care of a younger sibling⁶. However, should helping the family be part of the child's education about responsibilities? Besides, most children does not need to "work" for money. They receive it "for free"! The amount of money start from a few dollars a week and increase as the children grow. According to some experts, the dollar amount can be based on the child's age. For instance, if a child be five years old, the allowance is five dollars a week. The following year, the child will receive six dollars. Many parents are believe that the allowance is help the children learn the value of money. They also learn to manage their money from an early age. However, other parents does not agree. They question, "Why my children need money? I buy everything for them." These parents worry that the allowance will make their kids materialistic. They also do not want their children to use the money for unhealthy snacks or addictive⁷ computer games. It is hard to say which group of parents are right.

IV. Express Meaning in Present Progressive (No Non-Action Verbs)

The present progressive tense usually expresses actions that are going on at the moment of speaking. It is also used to indicate future planned activities. In this unit, you are focusing on the current actions only. For the future planned activities, please refer to Unit 13 Expressing Meaning in Future Tenses. (<u>Open Unit 13 here.</u>)

Verb Forms in Present Progressive: am/is/are + verb-ing

Meaning, Common Time Expressions, and Examples in Present Progressive

Meaning #1: actions or situations happening at the moment of speaking

6. sibling: noun, a brother or sister

7. addictive: adjective, becoming a habit, cannot stop

Common time expressions: now, right now, at the moment, at the current moment, at present ...

Examples: about activities going on in the classroom right now

- 1. The professor is checking our homework now.
- 2. <u>Is Eva sitting</u> next to Maria?
- 3. My two friends and I are not sitting together.
- 4. What are the students discussing?

Meaning #2: Actions or situations happening during the present period of time or over an extended period of time

Common time expressions: currently, today, these days, nowadays, this semester ...

Examples: about the current ongoing situation in extended period of time

- 1. More students are working out in the new fitness center these days.
- 2. With more exercises, everyone <u>is becoming</u> healthier.
- 3. More and more students <u>are paying</u> attention to their health.
- 4. This is good news even though no one is getting younger!

For more information about non-action verbs, please refer to Unit 9 Verb Basics in Academic Writing. (<u>Open Unit 9 here.</u>)

Exercise 2. The following paragraph is about finding a parking space on campus. The writer is looking for a spot right now. There are five more errors in the use of simple present and present progressive verbs (not including the example). Find the errors and correct them. The first one is an example.

Seeking a Parking Space

It is 9:45 am Monday morning. The parking lots at my college **are looking (look)** full. Many students are try to find a parking spot close to their classroom building. I circling around and around from one parting lot to another. I am seeing an empty space right there! Oh no, another car taking it. I am needing

to park my car right away because my class starts at 10 am. There, a car is backing out of a space! I am so glad! It is only steps away from the building entrance. Lucky me! I will not be late today! It is getting harder and harder to find a parking space these days.

V. Express Meaning in Present Perfect

Most people will agree that the present perfect tense is the most challenging of all tenses because it can refer to the past, present, and even future situations. The good news is that your English skills <u>have progressed</u> far enough to be able to understand it. Once you <u>have learned</u> it, the other tenses will look a lot easier!

Have you noticed the three underlined present perfect verbs?

Verb Forms in Present Perfect: have/has + past participle

For a list of verbs with irregular past tense and past participle spelling, please refer to Appendix D Irregular Verbs. (Open Appendix D here.)

Meaning, Common Time Expressions, and Examples in Present Perfect

Meaning #1: an action or a situation that started in the past, continues till present, and may go on into the future

Common time words and other expressions: since, for, recently, lately, so far, to date, till now, in the past/last two weeks, today, these days, this week, all life ...

Examples: about Jiali's stamp-collecting hobby

- 1. Jiali <u>has loved</u> stamps since she was a child.
- 2. <u>Has her collection grown</u> a lot in the last two months?
- 3. Yes, it <u>has</u>. Her friends <u>have sent</u> her their stamps lately.
- 4. How many years <u>has</u> she <u>accumulated</u>⁸ stamps?



Meaning #2: an action or a situation that completed at an unspecified time in the past

two stamps indicating the Year of Rabbit

Common time words and other expressions: already, before, just, never, yet ...(sometimes no time words)

Examples: about Jiali's stamp-collecting hobby

- 1. Jiali has just joined a stamp-collecting club at her college.
- 2. <u>Has</u> Jiali ever <u>received</u> stamp-related gifts?
- 3. Yes, She <u>has</u>. For her birthday next week, her family <u>has already ordered</u> illuminated magnifiers⁹ and stamp tongs.
- 4. The gifts <u>have not arrived</u> yet.

Meaning #3: an action or a situation that was repeated in an unspecified past time or since a past time and may occur again in the future

Common time words and other expressions: once, two times, a few times, many times ...

Examples: about Jiali's stamp-collecting hobby

- 1. How many international stamps has Jiali accumulated?
- 2. So far, she <u>has gathered</u> over five hundred stamps from different countries.
- 3. She <u>has attended</u> the club meeting three times since the beginning of the semester.
- 4. She <u>has traded[footnote]trade: verb, exchange[/footnote] eight stamps with her club</u>
- 8. accumulate: verb, gather, collect
- 9. illuminated magnifier: noun phrase, a tool that can light up and that is made of grass to make things look bigger

Exercise 3. Read the following paragraph about another hobby "toy Voyaging*. Fill in the blanks with appropriate simple present or present perfect tense. The first one is an example. When you complete the entire exercise, you can click "Check" for feedback. You may retry or see all the answers.



three monkey plastic toys holding hands and traveling

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Adapted from https://en.wikipedia.org/wiki/ToyVoyagers. Last accessed on August 5, 2021.

VI. Expressing Meaning in Present Perfect Progressive (No Non-Action Verbs)

The present perfect progressive tense and the present perfect tense are similar in some ways but different in others.

Verb Forms in Present Perfect Progressive: have/has + been + verb-ing

Meaning, Common Time Expressions, and Examples in Present Perfect Progressive

Meaning#1: an action or a situation that started in the past, continues till present, and may go on into the future (same as Meaning #1 in present perfect but with more emphasis)

Common time words and other expressions: since, for, recently, lately, so far, to date, till now, in the past/last 2 weeks, today, these days, this week, all life ...

Examples: about Jiali's stamp-collecting hobby

- 1. Jiali <u>has been collecting</u> stamps since she was ten years old.
- 2. <u>Has her collection been growing</u> a lot in the last two months?
- 3. Yes, it <u>has</u>. Her friends <u>have been sending</u> her their stamps lately.
- 4. She <u>has been accumulating</u> stamps for over ten years.



stamps from different countries

Meaning #2: an action or a situation that is still going on without a time expression

Common time words and other expressions: not needed

Examples: about Jiali's stamp-collecting hobby

- 1. With the help of her friends, Jiali's collection has been growing fast.
- 2. The stamp club has been expanding.

- 3. Many friends have been showing interest in Jiali's stamps.
- 4. Jiali's best friend has been planning to join the stamp club.

Exercise 4. Read the following paragraph about Antoni's hobby. Underline the verbs in each sentence. Then with your partner discuss the use of the verb tense and the meaning of each sentence.

Antoni's Hobby

Doing home improvement projects is Antoni's hobby. He has been fixing things for his own family and friends' families for ten years. He has fixed things for his own family and friends' families for ten years. He did this with his brother Jakub for two years, but then Jakub got married and moved out of the state three years ago. However, Antoni's interest in home improvement has not changed all these years. He has cleared sewage blockage¹⁰, replaced roof tiles, and installed new floors for his friends. So a person doing a home improvement project far, he has resolved "house problems" for at least



twenty families. These few weeks, he has been sealing some of the window cracks in his own house. His wife jokes, "Now you are working for me!"

VII. Unit Review Practice

Exercise 5. The following paragraph about a favorite hobby is from a previous unit. Fill in the appropriate verb tenses. The first one is an example. When you complete the entire exercise, you can click "Check" for feedback. You may retry or see all the answers.

10. sewage blockage: noun phrase, a problem where water cannot follow through the pipe because of something stuck in there



a person opening a diary



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Exercise 6. Choose one of the following topics to write a letter. Use appropriate tenses.

- 1. What is your favorite hobby? How long have you been pursuing it? Why do you like it? Do you enjoy it alone or with other people?
- 2. What do you think are some of the reasons why some people do not have a hobby? Can people remain happy without a hobby? Why or why not?

NSNT Practice



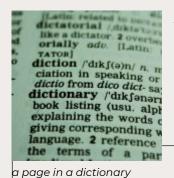
a pen writing in a notebook

Go to The NSNT Free Writing Approach and Additional Weekly Prompts for Writing in Appendix A. (Open Appendix A here.) Choose two topics. You may start with the NSNT approach. Then revise and edit your paragraphs. Pay attention to the use of present verbs, You are encouraged to share your writing with your partner and help each other improve.



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Vocabulary Review



The words here have appeared in this unit. The best way to learn them is to guess the meaning of each word from the context. Then hover your computer mouse over the number beside each word to check its meaning and part of speech. These words are also listed in the footnote area at the end of each unit.

Here, you can use the flashcards below to review these words.



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Summary

- 1. Always focus on your meaning/ideas when you choose verb tenses.
- 2. Time words, verb forms, and verb tenses must match one another.
- 3. A "be" verb (am, is, are) can NEVER be followed by the base form of a "do" verb.
- 4. Non-action verbs cannot be used in progressive tenses.
- 5. The simple present tense is used in expressing
 - facts and truths
 - current routines
- 6. The present progressive tense is used in expressing
 - · actions or situations at the moment of speaking
 - \cdot actions or situations at the present period of time
- 7. The present perfect tense is used in expressing
 - actions or situations that started in the past, continue till now, and may go on into the future
 - \cdot actions or situations that completed in an unspecified time in the past
 - actions and situations that repeated a certain number of times in the past and may happen again in the future
- 8. The present perfect progressive tense is used in expressing
 - actions or situations that started in the past, continue till now, and may go on into the future (with emphasis)
 - actions or situations that are ongoing

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Unit 12 Expressing Meaning in Past Tenses

Learning Objectives

- 1. To understand the verb forms and meanings of three past tenses simple past, past progressive, and past perfect– through multiple examples
- 2. To practice using the appropriate past tenses in a variety of writing situations

I. Pretest



Great Fire of London

In the following account about the Great Fire of London in 1666, the verbs are bold-faced. If the bold-faced verbs are correct, choose "correct". If not, choose one of the other two answers. You will get instant feedback on your choice. If you make mistakes, you can retry all the questions or see all the answers at the end of the pre-test.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

https://harpercollege.pressbooks.pub/academic-writing-skills/?p=593#h5p-173

Adapted from <u>https://en.wikipedia.org/wiki/Great_Fire_of_London</u>. Last accessed on September 21, 2021.

II. Expressing Meaning in Simple Past

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For explanations and examples of "Be" verbs and "Do" verbs, open Unit 9 here.

Verb Forms in Simple Past

1. When "was" or "were" is the main verb, do not use a "do" verb. In the same way, when the main verb is a "do" verb, do not use "was" or "were".

• The Great Fire of London <u>was</u> a serious disaster. It was <u>occurred</u> in 1666.

2. Add an "ed" to the end of a regular "do" verb.

• It <u>destroyed</u> a big part of London

3. After "did" in a question and negative sentence, use the base form (without -ed) since you already have a helping verb "did".

- How long <u>did</u> it <u>last</u>? It <u>lasted</u> almost five days.
- <u>Did</u> it <u>kill</u> many people? No, it <u>did not kill</u> too many people. According to some reports, it <u>killed</u> six people.
- 4. "Used to + base verb" is common for past regular activities.
 - People in London <u>used to talk</u> about this fire in great terror¹.

For a list of verbs with irregular past tense and past participle spelling, please refer to Appendix D Irregular Verbs. <u>Open Appendix D here</u>.

Meaning, Common Expressions, and Examples in Simple Past

Meaning #1: activities or situations that started and completed at a specific time in the past

Common Time Words: yesterday, last night, two days ago, in 2000 ...

Examples: about the Great Chicago Fire

- The Great Chicago Fire <u>occurred</u> on October 8th through October 10th in 1871.
- 2. It <u>killed</u> approximately 300 people and <u>destroyed</u> about 3.3 square miles of the city.
- 3. It <u>damaged</u> 17,500 buildings and <u>left</u> more than 100,000 residents homeless.
- 4. The fire <u>spread</u> quickly because the firefighters <u>received</u> the wrong information and <u>did not come</u> to the right place to rescue².
- 5. It <u>was</u> the biggest fire in the history of Chicago.



Great Chicago Fire

Adapted from <u>https://en.wikipedia.org/wiki/Great_Chicago_Fire</u>. Last accessed on June 1, 2021.

Meaning #2: past routines, past habits, past situations.

Common Time Words and Frequency Adverbs: always, constantly, frequently, usually, often, generally, sometimes, seldom, rarely, hardly ever, never, every day, each night, once a week, on Tuesdays ...

Examples: about a family's past fire prevention routines

- 1. When I was a child, my family tried different ways to prevent house fires.
- 2. My mother <u>used to make</u> sure that the stove <u>was</u> off before she <u>went</u> to bed every night.
- 3. My father <u>used to make</u> sure that all the electronic wires <u>were</u> in good working order.
- 4. Sometimes, we <u>had</u> to use candles.
- 5. Why did we have to use candles? In those years, power outage $\frac{1}{2}$ happened very often.
- 6. My parents <u>did not allow</u> my younger sister to be near the flame, but they <u>let</u> me because I <u>was</u> old enough.

2. rescue: verb, save, put out the fire

3. power outage: noun phrase, lost power, no electricity

Exercise 1. An account of the Great Chicago Fire continues below. Fill in the blanks with the correct simple past verbs. The first one is an example. When you complete the entire exercise, you can click "Check" for feedback. You may retry or see all the answers.

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Adapted from <u>https://en.wikipedia.org/wiki/Great_Chicago_Fire</u>. Last accessed on June 1, 2021.

III. Express Meaning in Past Progressive (No Non-Action Verbs)

Verb Forms in Past Progressive: was/were + verb-ing

Meaning, Common Expressions, and Examples in Past Progressive

Meaning #1: An action was in progress at a specific time in the past.

Common Time Expressions: at this time yesterday, at 9 am this morning, at 4 pm last Tuesday, at that moment, at that time ...

Examples: about encountering⁴ a car accident while driving

- 1. At 9 am on a Monday last December, I was driving to college.
- 2. My friend Angela <u>was sitting</u> in the passenger seat at that time.
- 3. At the same time, we <u>were listening</u> to the news on the radio. We <u>were not talking</u> to each other.
- 4. It was snowing at that moment.

4. encounter: verb, meet, see

Meaning #2: A long action was in progress when a short action happened.

Common Time Expressions: when, while ("when" with simple past for shorter action; "while" with past progressive for longer action)

Examples: about encountering a car accident while driving

- 1. I <u>was driving</u> to our college when we heard on the radio that there was an accident just ahead of us.
- 2. When we heard the news, Angela <u>was drinking</u> her morning coffee in the car.
- 3. While I <u>was driving</u>, we heard on the radio that there was an accident just ahead of us.
- 4. We heard the news while Angela <u>was drinking</u> her morning coffee in the car.



traffic sign slippery road

Meaning #3: Two past actions were both in progress at the same time in the past.

Common Time Expressions: while

Examples: about encountering a car accident while driving

- 1. I was driving while Angela was drinking coffee.
- 2. While <u>we were waiting</u> in the car for the accident to be cleared, many other drivers <u>were also waiting</u> patiently in their cars.
- 3. While Angela and I were chatting in the car, our classmates were getting ready for the morning class at college.

When you include "when" or "while" in your sentence, you are writing a complex sentence.



An interactive H5P element has been excluded from this version of the text. You can view it online here: <u>https://harpercollege.pressbooks.pub/academic-writing-skills/?p=593#h5p-176</u>

Exercise 2. Below is a story about a man and his donkeys. Fill in the blanks with the correct simple past and past progressive verbs. The first one is an example. When you complete the entire exercise, you can click "Check" for feedback. You may retry or see all the answers.



three donkeys

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IV. Expressing Meaning in Past Perfect

Good news - The past perfect tense is much easier than most people think!

Verb form in past perfect: had + past participle

For a list of verbs with irregular past tense and past participle spelling, please refer to Appendix D Irregular Verbs. <u>Open Appendix D here</u>.

Meaning, Common Expressions, and Examples in Past Perfect

Meaning: an action or a situation that had completed or repeated before another past action or situation

Common Time Expressions: by then, by that time, by + a specific past time, by + a past time clause, when, until, as soon as, before, after ...

Examples: About online learning experiences

at a

gloved hands holding a globe with a face mask

- 1. When the semester started in January 2021, many college students <u>had</u> already <u>taken</u> online classes for at least one semester.
- 2. It was hard for new students because many of them <u>had never had</u> an online course before.
- 3. <u>Had</u> all the professors <u>taught</u> virtually before the Covid lockdown in March 2020? No, most of them <u>had not</u>.
- 4. What remote class had you tried before coming to the U.S?

Exercise 3. Write answers to the following questions with past perfect. Discuss the meaning of the questions and answers with your partner.

Example:

What were three of the things you had done by the time you came to class today? Answer: I had eaten my breakfast, driven to Harper, and visited the college library.

- 1. When you began this semester, how many English classes had you taken?
- 2. Before you arrived in the United States, had you ever spoken on the phone in English?
- 3. Before you came to the United States, what food had you never tasted?
- 4. Before you left for the United States, how many times had you been to the consulate in order to get your visa?

V. Unit Review Practice

Exercise 4. In the following paragraph about learning English, some verbs are underlined. In these underlined verbs, find and correct ten more errors in the use of verbs (not including the example). The first one is an example.

A Positive Attitude

I have a positive attitude toward English grammar. When I first came to America, things **gre (were)** different. I have never studied English before, so I <u>am</u> very confused about different verb forms and tenses. As time <u>goes</u> by, my feeling toward the language <u>began</u> to change. I force myself to practice even though it <u>was</u> hard. I <u>write</u> a lot, and I <u>become</u> more confident each time I <u>used</u> the language. Now, although I <u>am</u> more confident about grammar, I still <u>have</u> many problems to overcome. I find that learning a new language takes a great deal of time and that I <u>had</u> to be patient and disciplined in order to be good at it. Sometimes, I <u>was</u> frustrated and impatient. For example, when I <u>try</u> very hard to include wonderful details in my paragraph, my professor and classmates may not understand some of my sentences because of many grammar mistakes. However, most times I think positively about my learning experience. I <u>know</u> that mistakes helped me learn. I <u>been practicing</u> writing with correct grammar since the beginning of this semester. I <u>am</u> sure that with my hard work, my skills in English <u>will get</u> better and better.

Exercise 5. The following paragraph is about a quiz and a joke. Some sentences are correct, but others have verb tense errors. Find ten more errors and correct them (not including the example). The first one is an example.

A Quiz and a Joke

In the reading class last week, we *have (had)* a vocabulary quiz. There are 20 questions about idioms. While we were taking the quiz, one of the students start to laugh loudly. We all stop to see what was going on. That student still laughed. He had forgotten that he was taking a quiz and was supposed to be quiet. Fortunately, he stopped laughing after the teacher signaled to him. After class, we all gather around him to ask why. He told us that the quiz is so easy that it reminds him of something funny:

Question: Why did the students eat their test?

Answer: They ate it because their professor had told them it was a piece of cake⁵!

At the time of our quiz, he wished that the quiz would transform itself into a piece of cake because the quiz was easy for him. Upon hearing this, we were all laughing. A week had passed. I still laughed whenever I remember this incident.



a piece of cake on a plate

Exercise 6. There are fourteen more errors in the use of verb tenses in the following paragraph (not including the example). Find the errors and correct them. The first one is an example.

Childhood Memories

I *am-having (have)* so many wonderful memories of my childhood. When I was five years old, my family move to Florida. My parents told me that we live in Chicago before we moved. For the first two years in Florida, we lived in a small apartment. Then, when it is time for my brother and me to start school, my parents were buying our first house. For the first time, I had my own room and did not had to share with my brother. I was loving that room! My mother was liking to sew, and she made beautiful quilts and matching curtains for each room. Sunday was my favorite day because we went to the beach. We use to pack a big lunch from the food that Mom buy the day before. On the beach, we kids ran, laugh, and play games. Our parents sometimes ran with us, but other times they sitting in the lawn chairs and watching us. We often did not left the beach until dark. I will always member those fun years.

Exercise 7. Choose one of the following topics to write a paragraph. Use appropriate verbs.

- Write a paragraph about your teenage years. What were you like? What did you like to do then? Was there anything that you had experienced in your early childhood to cause you to think or behave the way you did as a teenager?
- 2. Write a letter to your spouse, child(ren), or parent(s) and reminisce 6 about your life together.
- 3. Write about a celebrity⁷. What do you know about his or her life and career? If you can, include a photo of this person.

NSNT Practice



Go to **The NSNT Free Writing Approach and Additional Weekly Prompts for Writing** in Appendix A. (*Open Appendix A here.*) Choose two topics that use past tenses. You may start with the NSNT approach and then rewrite your paragraphs. Pay attention to the use of past verbs. You are encouraged to share your paragraphs with your partners and help each other improve.

a pen writing in a notebook



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Vocabulary Review

6. reminisce: verb, remember past experiences or events

7. celebrity: noun, a famous person

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a page in a dictionary

The words here have appeared in this unit. The best way to learn them is to guess the meaning of each word from the context. Then hover your computer mouse over the number beside each word to check its meaning and part of speech. These words are also listed in the footnote area at the end of each unit.

Here, you can use the flashcards below to review these words.



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Summary

- 1. Always focus on your meaning/ideas while choosing verb tenses.
- 2. Time words, verb forms, and verb tenses must match one another.
- 3. "Was" or "were" and the base form of a "do" verb cannot be used side by side.
- 4. Non-action verbs cannot be used in the past progressive tenses.
- 5. The simple past tense is used in expressing
 - · An activity or situation started and completed at a specific time in the past.
 - past routines, past habits, past situations.
- 6. The past progressive tense is used in expressing
 - An action was in progress at a specific time in the past.
 - A long action was in progress when a short action occurred.
 - Two past actions were both in progress at the same time in the past.
- 7. The past perfect tense is used in expressing
 - \cdot an action or a situation that had completed or repeated before another past action or situation.

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Unit 13 Expressing Meaning in Future Tenses

Learning Objectives

- 1. To understand ways to express meaning in the future with simple future, simple present, and present progressive tenses through multiple examples
- 2. To learn future time clauses
- 3. To practice using the appropriate future tenses in a variety of writing situations

I. Pretest



a robot holding a computer

In the following ten sentences about artificial intelligence¹, some bold-faced verbs are correct in expressing future meaning, but some do not. If the bold-faced part in the sentence is correct, choose "correct". If not, choose one of the other two answers. After you finish one sentence, you will get instant feedback on your answer before the next sentence. If you make mistakes, you can retry all the questions or see all the answers at the end of the pre-test.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

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II. Expressing Meaning in Simple Future

Simple Future Tense verb forms:

- "Be" verbs: will be, am/is/are going to be
- "Do" verbs: will + base "Do" verb, am/is/are going to + base "Do" verb

For explanations and examples of "Be" verbs and "Do" verbs, open Unit 9 here.

Meaning: activities or situations that will happen in the future

Common time expressions: later today, tomorrow, next week, in 2035, soon, in the future, in the near future ...

Examples: about future medical care

1. There will be an increased need for doctors in the remote 2 areas of the world.

artificial intelligence: noun phrase, a technology to make machines act like humans
 remote: adjective, far away

- 2. Medical advances are going to help terminally ill patients 3 .
- 3. <u>Will there be</u> a cure for the common cold in the near future?
- 4. When <u>will</u> medical care <u>become</u> free for everyone?
- 5. Scientists and doctors <u>are going to discover</u> more effective cures for cancers in the next few years.
- 6. More patients <u>will enjoy</u> personalized medical care ten years from now.
- 7. The governments in many countries <u>will provide</u> free medical care to all citizens soon.

"Am/Is/Are Going to + Base Verb" vs "Will + Base Verb"

Meaning	am/is/are going to + base verb	will + base verb
Future prediction ⁴ (same)	There is going to be an increased need for doctors in the remote areas of the world.	There will be an increased need for doctors in the remote areas of the world.
Future schedule (same)	The new doctors are going to begin their medical practice next week.	The new doctors will begin their medical practice next week.
Prior plan	The hospital is going to purchase ⁵ some new equipment with the donated money.	×
A future action based on strong evidence at present	The patient is eating! He is going to recover!	×
Promise, desire, determination	х	No matter how long the surgery will be, this patient will endure ⁶ it.
Decision made at the moment of speaking	×	A: The patient is in pain. Who will get the doctor? B. I will!
Invitation	Х	Will you join us in the new hospital opening ceremony tomorrow?

3. terminally ill patient: noun phrase, a person who is very sick and has no chance of recovery

4. prediction: noun, a guess

5. purchase: verb, buy

III. Expressing Meaning in Simple Present

For verb forms in simple present please refer to Unit 11 Expressing Meaning in Present Tenses. <u>Open Unit 11 here.</u>

Simple present is often used for actions or events that are part of a fixed or an official schedule, such as plane, movie, and semester schedules. Common verbs with this use include "start, begin, end, finish, open, close, arrive, leave, land, take off..."

- 1. The new Children's Hospital opens next month.
- 2. Its affiliated Urgent Care Center <u>starts</u> two months later.

IV. Expressing Meaning in Present Progressive (No Non-Action Verbs)

For verb forms in present progressive, please refer to Unit 11 Expressing Meaning in Present Tenses. <u>Open Unit 11 here.</u>

Present progressive is often used for actions that have already been planned for the future. They can include personal plans. Add a future time expression in the sentence. Common verbs with this use include "go, come, move, see, fly, move, play, meet, buy..."

- 1. Dr. Marcus is flying in from New York this afternoon to perform the heart surgery.
- 2. She is meeting the patient's family afterwards.

Exercise 1. Correct the future verb forms in the following sentences about future houses. The first one is an example.

Example:

What are homes going look like in one hundred years?

Correction: What are homes going to look like in one hundred years?

- 1. Some houses going to be in the outer space.
- 2. Some houses going to float⁷ in mid-air.
- 3. Are some of them going to existing under the water?
- 4. Most houses will still going to be on the ground.
- 5. What will happens to the existing homes?
- 6. A lecture about future homes starting at 9 am tomorrow.
- 7. Many students are go to that lecture.



possible future houses with multicolored roofs

Exercise 2. Choose a topic below and write a paragraph about the future. Use appropriate future verbs.

- 1. Will there be a cure for all types of cancer in thirty years? Why do you think so?
- 2. What will elderly care be like in year 2060?

7. float: verb, stay on the surface of water without sinking

V. Future Time Clauses

A future time clause is a type of dependent clause. It must be used with an independent clause to make a complete complex sentence.

For detailed explanations and examples of complex sentences, please refer to Unit 7 Sentence Essentials. <u>Open Unit 7 here.</u>

A future time clause:

when/while/before/after/until/as soon as ... + subject + main verb in simple present or present progressive tense

In a time clause, simple present or present progressive is used to mean future. Keep the future tense in the independent clause. In other words, when you look at a future time clause, you see a simple present or present progressive verb there, but it means future.



a Santa Claus and a child in mall

Therefore, the look of the verb and its real time reference are different. Try to understand this difference as if you were looking at a Santa Claus. When children sit with him for photos in the mall, he looks like a Santa Claus. However, when he takes off the costume, the real person could be a neighbor or a friend, not a Santa Claus!

When AI <u>replaces</u> more and more human jobs in the future, many people <u>will los</u>e their job.

One of my friends <u>will need</u> to find another job before AI <u>takes</u> over her work in three months.

She will be meeting some business friends while she <u>is</u> traveling next month.

Exercise 3. Combine the following sentences to form complex sentences with the conjunctions given. Each new sentence will contain a future time clause.

Example:

People will retire. They will enjoy more leisure time. (when)

When people retire, they will enjoy more leisure time.

- 1. They will save enough money. They will work hard. (after)
- 2. They will retire. They will not be lonely. (when)
- They will enjoy many conveniences in daily retirement living. There will be more inventions. (when)
- For example, robot pets will keep them company. Robot pets will be available. (as soon as)
- 5. Those pets will make the seniors⁸ happy. They will "adopt" the robot pets. (when)
- The robot pets will even be by their bedside. The seniors will be sleeping. (while)



a robot pet toy

VI. Unit Review Practice

Exercise 4. "Will" and "am/is/are going to" can both be used to make predictions about future. Make predictions about the following statements. Explain why you feel that way. Mark your choices with "yes" or "no" and then share your thoughts with your partner.

Fifteen years later,

- 1. There will be no more war in the world.
- 2. There is going to be a cure for the common cold.
- 3. Every country is going to have free elections.
- 4. Everyone in the U.S. is going to have affordable health insurance.
- 5. The number of homeless people in Chicago is going to be reduced in half.
- 6. Harper College will have on-campus housing.
- 7. College tuition is going to be free for everyone.
- 8. I will enjoy whatever hobby I do not have time for right now.
- 9. I am going to have the kind of family I have always wanted (personality of my spouse, number of my children ...)
- 10. I will run into my professor in another country.



Grey and Black Tunnel Overlooking White Cloudy and Blue Sky

Exercise 5. The following paragraph is about the AI technology in the future. Fill in the appropriate tenses with the given verbs. The first one is an example. When you finish the entire exercise, you can retry or see all the answers.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

https://harpercollege.pressbooks.pub/academic-writing-skills/?p=615#h5p-179

Adapted from <u>https://en.wikipedia.org/wiki/Applications_of_artificial_intelligence#Education</u>. Last accessed on September 22, 2021.

Exercise 6. Correct the six more verb errors in the following paragraph about future online learning (not including the example). The first one is an example.

Online Learning: A Growing Trend

Online learning *will be become (will become)* more popular in colleges in the next few years. Inperson classes will still be dominant on college campuses, but there are going be more and more virtual learning opportunities. While many students probably did not experience this mode of education in the past, they will be grow increasingly accustomed⁹ to remote learning. It is possible that every student will has the experience of remote learning. When this will happen, more students will able to complete their study more easily. It is estimated that in five years all college students going to take at least one course online.

Exercise 7. Choose two of the following topics to write a paragraph for each. Use appropriate tenses. Include at least two future time clauses in each paragraph.

What will _____ become in ten years?

- \cdot education
- job search
- family
- health care
- traveling
- social media ...

What will your life be like in ten years? What will you do to achieve these accomplishments?

- What will you do for a living?
- What kind of family life will you have?
- What hobbies will you enjoy?
- What will your dream trip be like in the future?
- What will you do to help your community? ...

How will the artificial intelligence (or another technology) help the humanity in 2035?

- Will it do all the housework chores for families?
- Will it do all the homework assignments for students?
- Will it replace the employees in companies?
- Will it send people to the outer space?
- Will it eliminate diseases?

- Will it better preserve the environment?
- Will it promote world peace?
- Will it improve international cooperation? ...

NSNT Practice



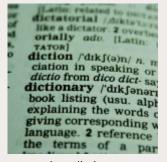
Go to **The NSNT Free Writing Approach and Additional Weekly Prompts for Writing** in Appendix A. (*Open Appendix A here.*) Choose two topics that use future tenses. You may start with the NSNT approach and then rewrite your paragraphs. Pay attention to the use of future verbs. You are encouraged to share your paragraphs with your partners and help each other improve.

a pen writing in a notebook



An interactive H5P element has been excluded from this version of the text. You can view it online here: <u>https://harpercollege.pressbooks.pub/academic-writing-skills/?p=615#h5p-20</u>

Vocabulary Review



The words here have appeared in this unit. The best way to learn them is to guess the meaning of each word from the context. Then hover your computer mouse over the number beside each word to check its meaning and part of speech. These words are also listed in the footnote area at the end of each unit.

Here, you can use the flashcards below to review these words.



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Summary

- 1. Always focus on the meaning/ideas while choosing verb tenses.
- 2. Time words, verb forms, and verb tenses must match one another.
- 3. The verbs in the simple future tense appear as "will be", "am/is/are going to be", "will + base verb", and "am/is/are going to + base verb".
- 4. The simple future tense is used in expressing activities or situations that will happen in the future.
- 5. The simple present tense is used for actions or events with a fixed or an official schedule.
- 6. The present progressive tense is used for actions or events that have already been planned for the future. They can include personal plans.
- 7. In a future time clause, simple present or present progressive is used, and a future tense is used in the independent clause.

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Unit 14 Expressing Meaning in Mixed Tenses

Learning Objectives

- 1. To learn the verb tense shift strategies
- 2. To identify the correlation between time expressions and verb tenses through multiple examples
- 3. To understand and practice tense shifts in a variety of writing situations

I. Pretest



history books

The following ten sentences are about Amy's interests and study. Some verbs are bold-faced. If the bold-faced part in the sentence is correct, choose "correct". If not, choose the other answer. After you finish one sentence, you will get instant feedback on your answer before the next sentence. If you make mistakes, you can retry all the questions or see all the answers at the end of the pre-test.



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II. Strategies in Correctly Switching Verb Tenses

This unit culminates¹ Unit 9 through 13 and serves as a review of what you have learned about verbs.

It is very common to rely on more than one or two tenses in expressing your ideas effectively and in helping your readers understand you clearly. In fact, an integration of present, past, and/or future tenses is often necessary in many forms of writing. Therefore, it is important not only to understand each individual tense well but also to switch between tenses within the same piece of writing. Here are some strategies:

1. Understand the individual tenses.

Study each verb tense and know the differences between different tenses. Review Unit 9 through 13 whenever needed.

1. culminate: verb, reach the final or highest point

2. Match verb tense changes with time expressions.

The verb tense and the time expressions go hand in hand. For example, when you switch from present to past or from future back to present in the middle of your paragraph or essay, you need to switch your time words. Mark your verbs and time words for self check. For instance, you may underline the verbs and highlight the time expressions, as shown in Exercise 1 below.

3. Match verb forms with verb tenses.

Once you decide on the correct verb tense, think what verb form corresponds² to this particular tense. Remember that verb tenses and verb forms also have to match each other.

4. Pay attention to the context.

Sometimes, a time word is omitted to make the flow of ideas more natural. When this occurs, there should be clear in-context clues³ to help the readers follow your thoughts.

5. Imagine that you are the reader.

Think about what you want your readers to understand. Look at your writing from a reader's perspective. Read your writing out loud and listen to yourself. Do you understand the sequence of actions or the flow of logic clearly?

6. Proofread.

Always proofread before submitting your writing. You will be surprised how many errors you are able to catch and fix.

^{2.} correspond: verb, match, fit

^{3.} clue: noun, a hint or an idea to help others understand

Exercise 1. Discuss how many times the verb tense is changed in the following sentences. Then discuss how the verb tenses (underlined) and time words and related expressions (boldfaced) work together to create clear meaning.

- My brother <u>liked</u> history in high school. However, he <u>fell</u> in love with science when he started college. Now he <u>is enjoying</u> physics, chemistry, and ecology courses in addition to a world history class.
- My friend Lucy was a history major in college and has been teaching world history in a local high school for the last four years. She always says that the mankind's best teacher is its own past. I agree, but I like to look ahead and imagine what the future will be like.
- By the time the Internet was invented, students had learned history through books and movies.
 Since the Internet started, YouTube videos have become one of the popular means of learning.

III. Time Words in Switching Tenses

Seasons : Clothes = Time Words: Verb Tenses

The above analogy⁴ will help you understand the relationship between verb tenses and time words. The seasons decide what clothes you wear: In summer, you wear a T-shirt, while a coat is needed in winter. In the same way, time words determine the verb tenses: yesterday for past tenses and tomorrow for future tenses.

Of course, you may prefer out-of-season clothes. In writing, there are also exceptions to the above principle, but they are rare.

Below is a compilation⁵ of times words and tenses. The chart is just for general reference. When you write, focus on your context as well as the following time expressions.

4. analogy: noun, a comparison based on similarities

^{5.} compilation: noun, collection, gathering

Verb Tenses and Forms	Time Words and Related Expressions
Simple Present: "Be" verbs: am, is, are "Do" verbs: work / works Present Progressive:	always, frequently, usually, often, generally, sometin ever, never every day, each night, once a week, on Tuesdays now, right now, at the moment, at the current mom
am/is/are working	today, these days, nowadays, currently, this semeste
Present Perfect: "Be" verbs: have/has been "Do" verbs: have/has worked	since, for, recently, lately, so far, to date, till now, in the already, before, just, never, yet once, two times, a few times, many times, today, these days, this week, all life no time words
Present Perfect Progressive: have/has been working	since, for, recently, lately, so far, to date, till now, in th today, these days, this week, all life no time words
Simple Past: "Be" verbs: was, were "Do" verbs: worked	yesterday, last night, two years ago, in 2000 always, frequently, usually, often, generally, sometin ever, never every day, each night, once a week, on Tuesdays
Past Progressive: was/were working	at this time yesterday, at 9 am this morning, at that when while
Past Perfect: "Be" verbs: had been "Do" verbs: had worked	by then, by that time, by + a specific past time, by + when, until, as soon as, before, after

Simple Future:

"Be" verbs: will be

"Be" verbs: am/is/are going to be

"Do" verbs: will work

"Do" verbs: am/is/are going to work

later today, tomorrow, next week, in 2035 ... soon, in the future, in the near future, ...

Exerciser 2. Use the sentences in Exercise 1 as examples. Underline the main verbs and highlight related time expressions in the following paragraph about the American dream. Then discuss how the verb tenses and time words work together to express clear meaning.



houses in the suburbs

The American Dream

For many generations, the American dream has promised an equal society and material prosperity. For millions of Americans in the 1950s, the American Dream meant the chance to have a house of their own, a car, a dog, and two kids. The Big Three – Ford, General Motors, and Chrysler – began producing more cars. The construction of thousands of miles of high-speed roads started. At the same time, many families decided to have more

children after the Second World War, and the country enjoyed a postwar⁶ baby boom⁷. Meanwhile, thousands of people began to move to the suburbs. With the ability to own a home, many Americans soon enjoyed better living conditions than their parents. Shopping centers and fast food restaurants made the suburban life easier. The American dream had gained⁸ a new meaning by then. Today, suburbs are still attracting people for better schools, fewer crimes, and wider space.

Adapted from "Suburban Growth"

http://www.oercommons.org/courses/american-history-from-pre-columbian-to-the-new-millenniumushistory-org/view. Last accessed on September 22, 2021.

6. postwar: adjective, after the war

7. baby boom: noun phrase, a time when many babies are born

8. gain: verb, get, obtain

IV. Unit Review Practice

Exercise 3. Read the following paragraph about American activism. Based on the underlined time expressions, fill in the blanks with the correct verb tenses. The first one is an example. When you complete the entire exercise, you can click "Check" for feedback. You may retry or see all the answers.



Martin Luther King Jr. and other people



An interactive H5P element has been excluded from this version of the text. You can view it online here:

https://harpercollege.pressbooks.pub/academic-writing-skills/?p=628#h5p-191

Adapted from "Activism in the US". <u>https://www.oercommons.org/courses/activism-in-the-us/view</u>. Last accessed on September 22, 2021.

Exercise 4. The following paragraph is about a famous case "Brown v. Board of Education" in the American history. Based on the underlined time expressions, fill in the blanks with the correct verb tenses. The first one is an example. When you complete the entire exercise, you can click "Check" for feedback. You may retry or see all the answers.



a yellow school bus on the road



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Adapted from https://en.wikipedia.org/wiki/Brown_v_Board_of_Education, last accessed on September 25, 2021.

Exercise 5. Read the following paragraph about Clarence Earl Gideon. There are ten more errors in the use of verb tenses (not including the example). Find the errors and correct them. Use the time words and context as your guide. The first one is an example.

Clarence Earl Gideon

Clarence Earl Gideon was born in a city in Missouri in 1910. He **has (had)** a very hard childhood and ran away from home at age fourteen. He committed robbery, burglary⁹, and other crimes. As a result, he was arrested multiple times. On June 3, 1961, he break into a pool hall in Panama City, Florida. After he was arrested, he has no money to hire a lawyer to represent¹⁰ him in the court. Clarence had to act as his own lawyer. He does not have an education, nor does he have any legal training. Naturally, he lose the case and was sentenced to five years in prison. However, Clarence



a pen and a notebook with the word "lawyer"

believed that the court not give him a fair trial. He did not give up. He appealed¹¹ to the Florida Supreme Court, but the court decision remained the same. He then asked the help of the U.S. Supreme Court¹². The Court appointed a lawyer to represent him. With the help of the lawyer, Clarence had received a new trial, and he was finally set free. Clarence Earl Gideon died of cancer in Florida in 1972.

Clarence did not just help himself. He helped many others. Before his case, the court send many people to Florida jails because they could not afford a lawyer. After his case, those people had new trials, and some of them have been able to go home. Since then, the U.S. courts allow poor people to have legal representation without spending too much money. Now it is the law that every defendant¹³ has a right to a lawyer.

Adapted from <u>https://en.wikipedia.org/wiki/Clarence_Earl_Gideon.</u> Last accessed on September 26, 2021.

Exercise 6. Choose one of the following topics to write one or more paragraphs. Use appropriate time words and verb tenses.

- 1. Write about a social justice issue in your native country or in the U.S.
- 2. Write about an important event in the history of your native country and its causes.
- 9. burglary: noun, a crime of breaking into other people's house to steal things
- 10. represent: verb, to speak for a person and defend that person in the court
- 11. appeal: verb, formally ask a higher court to review the case
- 12. the U.S. Supreme Court: noun phrase, the highest court in the United States
- 13. defendant: noun, a person who is charged with a crime and who appears in a court

- 3. Write about an important event in the world history and its effects.
- 4. Write about a worsening environmental issue, the reasons for it, and its possible solutions.
- 5. Write about a period of your life, for example, your teenage years.

NSNT Practice



Go to **The NSNT Free Writing Approach and Additional Weekly Prompts for Writing** in Appendix A. (*Open Appendix A here.*) Choose two topics that you have not written about. You may start with the NSNT approach. Then revise and edit your paragraphs. Pay attention to the use of verbs and time words. You are encouraged to share your writing with your partner and help each other improve.

a pen writing in a notebook



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Vocabulary Review



The words here have appeared in this unit. The best way to learn them is to guess the meaning of each word from the context. Then hover your computer mouse over the number beside each word to check its meaning and part of speech. These words are also listed in the footnote area at the end of each unit.

Here, you can use the flashcards below to review these words.



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Summary

- 1. Use appropriate time words and related expressions to signal the verb tense shift.
- 2. The verb tense, verb form, and time words must match each other.
- 3. Remember Seasons : Clothes = Time Words: Verb Tenses
- 4. Always proofread before submitting your writing.

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Unit 15 Modals

Learning Objectives

- 1. To understand what modals are and what principles they follow
- 2. To learn the challenges and strategies in using appropriate modals
- 3. To learn the meanings and uses of modals and modal-like expressions through multiple examples
- 4. To practice using modals through a variety of writing situations

I. Pretest



showcase of culture artifacts at entrance of ESL & Linguistics Department at Harper College

The following ten sentences are about some customs from different countries. The modal and main verb are bold-

faced in each sentence. If the bold-faced part is correct, choose "correct". If not, choose the other answer. After you finish one sentence, you will get instant feedback on your answer before the next sentence. If you make mistakes, you can retry all the questions or see all the answers at the end of the pre-test.

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II. Principles of Using Modals

As you have learned in Unit 9 Verb Basics in Academic Writing (<u>Open Unit 9 here</u>), modals are an important part of the verb family. They are considered helping verbs, also called auxiliary verbs. Most modals follow the following principles:

1. They cannot exist by themselves. They are followed by the base form of main verbs to show different meanings and tones.

modal + base form of main verb = complete verb

- In the United States, people <u>should call</u> ahead before visiting someone. (*no "calls, called, calling, to call"*)
- People <u>must not show</u> the "OK" gesture¹ with the thumb and index finger in Mexico.
 (no "shows, showed, showing, to show")

1. gesture: noun, a movement of hands, arms, or another part of the body to express an idea or emotion

2. Contractions are common are in modals, such as "shouldn't" and "mustn't". However, "may" and "might" do not have a contraction form. It is wrong to write "mayn't" and "mightn't".

- Small children mayn't stay (may not stay) alone at home in the United States.
- It mightn't be (might not be) a good idea for children to stay in their friend's home overnight.

3. Some expressions are called modal-like expressions. There is a "to" in them, and the base form of the verb follows the "to". These expressions include: be able to, be supposed to, have to, have got to, ought to, and some others.

- People <u>have to come</u> on time for an appointment in the United States.
- They <u>are supposed to explain</u> the reasons if they are late.



two words "yes" and "no" with "yes" crossed out

4. Some modals and modal-like expressions are often used in conversations only.

- In Thailand, people <u>had better not</u> touch the head of a statue.
- In the U.S. restaurants, customers <u>have got to tip</u> the waiters and waitresses.

Exercise 1. The following sentences are about dining customs in some countries. There are mistakes in the form of modals and main verbs. Identify each mistake by underlining the whole verb (modal + main verb) and then correct the mistake. If the main verb is missing, add it.

Example:

People **can to learn** (can learn) about different customs and traditions when they travel abroad.

- 1. Dinning traditions may the most interesting to most people.
- 2. In Kenya, guests should to wash their hands both before and after the meal. They cannot sitting with their feet and toes pointing toward any of the other guests or the food. Kenyans do not use utensils². They eat with their right hand. They must not to use their left hand during the whole meal.
- 3. Americans and Europeans have opposite dinning etiquettes³. Americans should holds the knife in their right hand and the fork in their left hand, but the Europeans are suppose to hold the knife in their left hand and the fork in their right hand.
- 4. People in Morocco practice communal⁴ eating. This means that they eat from the communal bowl closest to them. A person must eats using his or her right hand. The left hand mayn't be used to get a plate of food with a fork and a knife food. If a bone is taken, the person supposed to suck the marrow⁵ from it.



III. Challenges in Learning Modals and the Strategies in Using Them

Challenges

- 1. The same modal may have different meanings in different contexts.
 - I can drive a car because I have a driver's license. (permission)
 - I can drive a car because I know how to drive. (ability)
- 2. utensil: noun, a dining tool such as a spoon or a fork
- 3. etiquette: noun, a rule or tradition for proper social behavior
- 4. communal: adjective, used or shared by everyone in the group
- 5. marrow: noun, the soft, fatty part inside a bone

2. The same meaning can be expressed with different modals, but the tone or level of strength is different.

- In order to drive in the U.S, a person <u>must have</u> a driver's license. (stronger)
- In order to drive in the U.S, a person <u>has to have</u> a driver's license. (less strong)

3. Some modals have the appearance of past tense, but they have a present or future meaning.

- Most cultural traditions stay for generations, but some <u>might change</u> quickly.
- People <u>had better learn</u> the customs of another country when they travel there.

Strategies:

1. Understand a modal, its meaning, its time (past, present, future), and its form together as a "package".

- In many countries in the past, young people <u>had to follow</u> the custom of the arranged marriage.
- In some countries nowadays and in the near future, some young people still <u>must</u> <u>follow</u> the custom of the arranged marriage.

In both sentences, "had to follow" and "must follow" have the same meaning: obligation, responsibility, necessity.

However, the first sentence shows the meaning in the past, and its form is "had to + follow".

In the second sentence, the same meaning is expressed in present and future sense, and its form is "must + follow".

Therefore, try not to study modals in isolation⁶. Instead, understand them in the context and study the "package".

6. in isolation: prepositional phrase, separately, apart from each other

2. Use the same strategy as in learning other aspects of English: practice, practice, and practice.

IV. Uses of Modals and Modal-Like Expressions

Meaning: advice, suggestions

- 1. In the United States, customers <u>should tip</u> the waiters or waitresses for their service. (present)
- 2. Customers <u>ought to tip</u> the waiters or waitresses for their service. (less common) (present)
- 3. They can tip /could tip 10 20% of the food bill. (present, softer tone)
- 4. Customers <u>should not leave</u> the restaurant without tipping the waiters or waitresses. (present)

Exercise 2. Give at least two suggestions for each of the following situations.

Example:

One of your classmates is going to visit your country as a tourist in summer.

Suggestion #1: You should bring a few extra bottles of sunscreen because my country Colombia is near the equator and the sun is very intense.

Suggestion #2: You ought to try bandeja paisa. It is Colombia's unofficial national dish.

- 1. One of your siblings has found an American boyfriend (or girlfriend)
- 2. One of your relatives is planning to study at Harper College for the first time.
- 3. One of your American friends is going to study at a university in your native country.
- 4. One of your professors is considering studying your native language.
- 5. One of your friends is nervous about meeting his parents-in-law for the first time.

Meaning: abilities

- There are many languages in India. Many people there <u>can speak</u> more than 5 different ones. (present)
- 2. They <u>are able to speak</u> Hindi, English, and some regional dialects. (present)
- 3. The Indian government recognizes twentythree official languages, but most people <u>cannot speak</u> all of them. (present)
- हत्रास्त्रसंपान धनुरुद्धम्यपंगडवः हषीकेरांतदावा क्यमिरमाहमही पनेगजर्जनउनान

A 19th-century illustrated Sanskrit manuscript from the Bhagavad Gita, composed c. 400 BCE – 200 BCE.

- 4.
- People in ancient Indian <u>could speak</u> Sanskrit, one of the earliest languages. (past)
- 6. They were able to speak Sanskrit as early as 2000 BC. (past)

Meaning: permissions

- 1. In Canada, college students <u>can address / may address</u> their professors by the first name. (present)
- 2. In Canada, college students <u>could not drink</u> alcohol in class fifty years ago, and they still <u>cannot</u>. (past, present)
- 3. In Ukraine, college students <u>cannot call / may not call</u> their professors by the first name. It is considered very impolite. (present)

Exercise 3. Finish the following sentences to express ability and permission.

Example:

When I was a child, I could <u>climb a tree</u>. (ability)

- 1. When I was a child, I could ______. (ability)
- 2. When I was a child, I could not ______ (ability)

- 3. Now I am an adult. I can _____ (ability)
- 4. Now I am an adult. I cannot _____. (ability)
- 5. When I was a student in my home country, I could ______ (permission)
- 6. When I was a student in my home country, I could not ______ (permission)
- 7. Now I am a student in the U.S. I can ______ (permission)
- 8. Now I am a student in the U.S. I cannot ______ (permission)

Meaning: necessity, obligation, responsibility

- 1. In Iraqi formal greetings, people <u>must use</u> a person's surname and title, for example, Dr. Kazem. (present)
- 2. Men have to stand to greet a woman when she enters the room. (present)
- 3. A long time ago in Iraq, everyone <u>had to stand</u> when an elderly person arrived. This custom has remained to this day. (past)
- 4. In Iraqi culture, people <u>do not have to kiss</u> each other as a way of greeting. Handshaking is common. (present)

Meaning: prohibition⁷

- People <u>must not whistle</u> inside a Mongolian ger, a round-shaped dwelling. (present)
- 2. In a ger, people <u>must not point</u> their feet to the north end. (present)



three Mongolia gers

Exercise 4. Discuss the following questions. What are the answers in your home country? What are the answers in the United States?

- 1. Must people get married first if they want to live together?
- 2. Do people have to get their parents' permission to get married?
- 3. Must men serve in the military?
- 4. Do school children have to wear uniforms?
- 5. What are the things you must not do on the street?
- 6. What are the things you must not do during a test?
- 7. What are the questions you must not ask a lady?

Meaning: possibilities

- In Japan, parents do not kiss each other in front of their children. They <u>must think / may think / might think / could think</u> it improper⁸ for the children to see their intimacy⁹. (present)
- 2. This custom <u>may change / might change /could change</u> in the near future. The young generation <u>should welcome / may welcome / might welcome / could welcome</u> this change. (future)
- 3. Some words are the same in writing in both Chinese and Japanese. However, the meanings of these words <u>may not be / might not be</u> the same. (present)

Meaning: expectations

- 1. On March 8, the International Women's Day, men <u>are supposed to buy flowers</u> for women in Russia and many other Eastern European countries. (present)
- 2. On that day, women <u>are not supposed to do</u> much housework. They <u>are supposed to</u> <u>take</u> a day off. (present)
- 3. Last year, Natalia's husband was supposed to buy flowers for her, but he forgot. (past)

Meaning: preferences

- 1. In some countries, people prefer arranged marriages. Parents would rather pick
- 8. improper: adjective, not appropriate, not right
- 9. intimacy: noun, a very close, loving relationship

someone as their future son-in-law or daughter-in-law than let their child decide. (present)

2. Some young people <u>would rather not get</u> into a marriage than marry someone they do not love. (present)

Exercise 5. Write sentences according to the instructions.

- 1. Use modals of possibility to write three guesses why seafood is popular on Valentine's Day in the U.S.
- 2. Use modals of expectation to write three things you are supposed to know when you go to an American family for dinner.
- 3. Use modals of preference to write three choices of food on New Year's Eve in your home country.

V. Unit Review Practice

Exercise 6. Read the following sayings. Each contains a modal. Discuss what the saying means and whether you agree with it. Do you have similar sayings in your native language? How do you say them? If you can think of additional sayings with modals, please list them below.

- 1. No man can serve two masters.
- 2. You can lead a horse to water, but you can't make it drink.
- 3. You can't teach an old dog new tricks.
- 4. You can't have your cake and eat it too.
- 5. Beggars can't be choosers.
- 6. People in glass houses shouldn't throw stones.
- 7. Children should be seen, not heard.
- 8. Bitter pills may have blessed effects.
- 9. Be careful what you wish for; you just might get it.
- 10. You should fail in order to understand true success.



a dog balancing a ball



four girls in school uniform doing hand signs

Exercise 7. The following sentences are about school uniforms. The modals and main verbs are underlined. Discuss their different meanings and time references (past, present, future) in the context.

The first one is an example.

- School uniforms <u>could be (possibility, present)</u> an important part of school traditions. Students in some schools <u>must wear</u> the school uniform. They <u>may not attend</u> school without their uniform. The uniform <u>must be</u> important.
- 2. A uniform reflects¹⁰ the school and its reputation. Therefore, students <u>are supposed to be</u> in their best behavior.
- 3. Students with totally different uniforms <u>cannot belong</u> to the same school even though they <u>may</u> <u>be</u> siblings. They <u>must not exchange</u> their uniforms with students from other schools.
- 4. In some schools, uniforms are optional. Students may choose to wear one. They could also wear

10. reflect: verb, show, represent

their own clothes. Some students <u>would rather have</u> the uniform. They <u>would rather not spen</u>d half an hour each morning choosing what to wear.

- 5. In most cases, uniforms are not free. Students <u>have to purchase</u> them. Most families <u>are able to</u> <u>afford</u> them, but some are not. This <u>might increase</u> the financial burden for some families.
- 6. Even though the students <u>must wear</u> their uniform while in school, they <u>do not have to wear</u> one after school.
- 7. <u>Should</u> schools <u>require</u> uniforms? There have been many debates¹¹. If most students do not like them, they <u>may disappear</u> in the near future. Otherwise, they <u>should stay</u> for a long, long time.

Exercise 8. The follow is an essay on how high school students in different countries spend time in the summer. Underlined the modals and their main verbs. Then discuss what they means in the context and whether they express present, past, or future time. The first one is an example.

After you finish reading and understanding the first three paragraphs, write a new supporting paragraph about a person you know who spent last summer vacationing and relaxing. Then write a conclusion for the essay. Include at least five modals and modal-like expressions. You may write in the box below or in your own notebook. (Warning: Once you leave this page, you will lose what you have written in the box.)



sunglasses on sand

How to Spend the Summer?

High school students in different countries *may spend (possibility, present)* their summer very differently. Some might value life experiences by working on a job, some could use the time catching up

with their academic work, and others might consider it an opportunity to relax and have fun. How they spend their summer might reflect some of the customs and values of their cultures.

It is common for many high school students in the United States to work during the summer months. They could work in any type of job: food, travel, secretarial, health care, summer camp, and many others. Last summer, Joan worked as a summer camp activity leader. She was happy that the job provided her with valuable work experience as well as a small income. Both the experience and the money should be helpful in her future college study.

In Korea, however, it is not usual for high school students to hold a job in summer. They are supposed to take extra classes to prepare for university. Last summer, Ji-hoon kept himself busy by taking a few science and English classes in a cram school. Though he was very busy, he had to do so. He was determined to be better prepared for his university entrance exam.



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Exercise 9. Choose two of the following topics and write a paragraph for each. Use proper modals.

- 1. Describe one of the holiday dinning traditions in your native country.
- 2. Describe some customs about naming a baby in your native country.
- 3. Explain one of the taboos¹² for a wedding ceremony in your native country.
- 4. Some people say that elderly parents should live with their adult children. Do you agree or disagree? Why do you think so?
- 5. In America, it is common to "go Dutch" (split the food bill in the restaurant) when people dine out. Is this practice common in your native culture? If not, why not? who usually pays for the meals?
- 6. Write about the joys and challenges of living in two cultures (your native culture and the American culture). What was your biggest cultural shock during your first two weeks in the U.S.?

12. taboo: noun, an unacceptable word or behavior especially in a group setting

NSNT Practice



Go to **The NSNT Free Writing Approach and Additional Weekly Prompts for Writing** in Appendix A. (*Open Appendix A here.*) Choose two topics that involve modals. You may start with the NSNT approach. Then revise and edit your paragraphs. Pay attention to the use of modals. You are encouraged to share your writing with your partner and help each other improve.

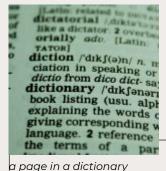
a pen writing in a notebook



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Vocabulary Review



The words here have appeared in this unit. The best way to learn them is to guess the meaning of each word from the context. Then hover your computer mouse over the number beside each word to check its meaning and part of speech. These words are also listed in the footnote area at the end of each unit.

Here, you can use the flashcards below to review these words.



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Summary

- 1. Modals are helping verbs (also called auxiliary verbs). They must be used with a main verb to serve as the complete verb in a sentence: Modal + Main Verb = Complete Verb
- 2. A modal is followed by the base form of the main verb.
- 3. The same modals may mean differently in different contexts, and some others may share similar meanings but have differences in tone and level of emphasis.
- 4. Some modals have their unique forms of past tense. Some of them look like the past tense but mean present or future.
- 5. Do not use "mayn't" and "mightn't".
- 6. A good strategy is to understand modals is by learning each modal, its meaning, its time reference, and its form together as a "package".

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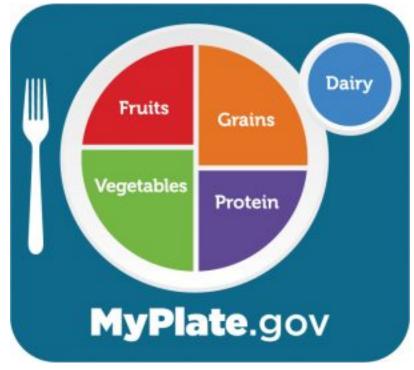
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Unit 16 Nouns

Learning Objectives

- 1. To learn different types of nouns: proper nouns, common nouns, count nouns, noncount nouns, singular nouns, and plural nouns
- 2. To identify and understand the above types of nouns in a variety of contexts through multiple examples
- 3. To apply different rules and uses of nouns through a variety of writing situations

I. Pretest



U.S. government new food plate icon

In the following ten sentences about the U.S. government's new plate food groups, some nouns are bold-faced and may contain mistakes. If the bold-faced part in the sentence is correct, choose "correct". If not, choose the other answer. After you finish one sentence, you will get instant feedback on your answer before the next sentence. If you make mistakes, you can retry all the questions or see all the answers at the end of the pre-test.



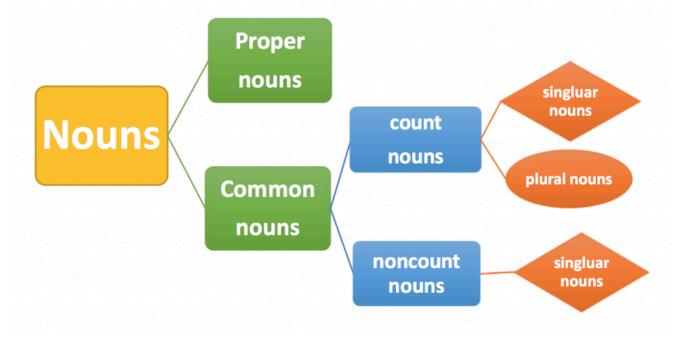
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https://harpercollege.pressbooks.pub/academic-writing-skills/?p=651#h5p-70

Adapted from myplate.gov. Last accessed on April 2, 2021.

II. Types of Nouns

Nouns are names: names of people, names of places, names of things, and names of ideas. There are different ways to classify nouns. A few usual ones are described below.



types of nouns

III. Proper Nouns and Common Nouns

Proper nouns	Proper nouns are usually specific names of people, places, organizations, and others. The first letters are usually capitalized.	Abraham Lincoln, Albert Einstein, Ann, Vrej Central America, Australia, Illinois, Chicago, Michigan Avenue, Grand Park the United Nations, the Department of Agriculture, Harper College, Smoque BBQ, Jewel Osco
Common nouns	Common nouns are general names. The first letters are usually not capitalized.	president, scientist, friends, professors restaurants, organization, office, city, colleges, stores computer, classes, safety

Proper nouns (**bold-faced**) and common nouns (<u>underlined</u>) are often used in the same sentences.

- Gogi and Smoque BBQ are two of the most famous <u>restaurants</u> in Chicago. (https://guide.michelin.com/en/restaurants)
- 2. Harper College offers Culinary Arts Certificate to <u>students</u> interested in becoming <u>cooks</u> or <u>chef's assistants</u>.
- 3. There are many grocery <u>stores</u> in my <u>neighborhood</u> such as **Jewel Osco** and **Whole Foods**.
- 4. The United States government has published Dietary Guidelines for Americans (DGA), 2020-2025. This <u>document</u> provides many <u>guidelines</u> for a healthy <u>diet</u>.

Exercise 1. Read each sentence carefully and identity the types of nouns used in each. The first one is an example.

Example:

Two United States government agencies, the Secretaries of Agriculture and Health and Human Services, publish the Dietary Guidelines for Americans every five years. **Proper nouns**: United States, Secretaries of Agriculture, Health and Human Services, Dietary Guidelines for Americans

Common nouns: government, agencies, recommendations, years

- 1. The Guidelines provide advice on what to eat more and what to eat less in order to stay healthy.
- 2. The Dietary Guidelines for Americans, 2020-2025 offers recommendations for each life stage, from birth through older adulthood
- 3. There are three key principles: choose mainly from the food with high nutrition, select a variety of choices from each of the five food groups, and pay attention to the portion size.
- 4. It is never too early or too late to improve dietary choices for a healthy lifestyle.

Adapted from "Make Every Bite Count with the Dietary Guidelines for Americans".

https://www.dietaryguidelines.gov/sites/default/files/2020-12/ DGA_2020-2025_Infographic_MakeEveryBiteCount.pdf . Last accessed on September 27, 2021.

IV. Singular Nouns and Plural Nouns

Singular nouns	Singular nouns refer to one person, one place, one thing, one idea	one egg, one meal, one supermarket, one computer, one store, one office an egg, an office, a meal, a supermarket, a computer, a store
Plural nouns	Plural nouns refer to two or more people, places, things, ideas	two eggs, three offices, four meals, five supermarkets, several computers, many stores

Singular nouns (<u>underlined</u>) and plural nouns (**bold-faced**) are often used in the same sentences.

- 1. One egg contains many **nutrients**.
- 2. Most **people** eat three **meals** a <u>day</u>, with a <u>snack</u> in between.
- 3. There are many **stores** in my <u>neighborhood</u>. Some sell **computers**, and some sell **groceries**.

Most count nouns follow fixed patterns in forming their plural forms, but some are irregular.

From singular nouns to plural nouns	Examples
For most singular nouns, add "s".	apple – apples, cucumber – cucumbers, grape – grapes
For nouns ending in "ch, sh, x,-s, -ss, z", add "es".	glass – glasses, dish – dishes, brush – brushes, church – churches, bus – buses, box – boxes <i>Exceptions:</i> quiz – quizzes, ox – oxen
For nouns ending in "vowel + y", add "s". (Vowels are a, e, i, o, u.)	day – days, key – keys, boy – boys, toy – toys
For nouns ending in "consonant + y", delete "y" and add "ies".	family – families, lady – ladies, butterfly – butterflies, strawberry – strawberries
For nouns ending in "vowel + o", add "s".	radio – radios, video – videos, zoo – zoos
For nouns ending in "consonant + o", add "es".	hero – heroes, potato – potatoes, tomato – tomatoes <i>Exceptions:</i> piano – pianos, auto – autos, photo – photos, video – videos
For nouns ending in "f" or "fe", delete "f" or "fe" and add "ves":	leaf – leaves, life – lives, knife – knives, shelf – shelves, half – halves, loaf – loaves, wife – wives, wolf – wolves <i>Exceptions:</i> chef – chefs, cliff – cliffs, sheriff – sheriff, roof – roofs, belief – beliefs

For some nouns, their plural forms are irregular:	man – men, woman – women, child – children, person – people (more common than "persons"), foot – feet, tooth – teeth, goose – geese, mouse – mice, crisis – crises, analysis – analyses
Some nouns <i>usually</i> remain singular for both singular and plural forms.	sheep – sheep, deer – deer, moose -moose, fish – fish, shrimp – shrimp
Some nouns always appear in plural forms.	glasses, scissors, jeans, pants, pajamas, shorts

Exercise 2. Choose the singular or plural forms of the nouns to finish the following paragraph about the Dietary Guidelines. Type your choices in the boxes. You will receive instant feedback. When you finish the entire exercise you may retry or see all the answers.

Example:

There are many _____ (idea, **ideas**) to keep us healthy in the Dietary Guidelines for Americans.

An interactive H5P element has been excluded from this version of the text. You can view it online here: https://harpercollege.pressbooks.pub/academic-writingskills/?p=651#h5p-217



V. Count and Noncount Nouns

Count nouns	When people or things can be counted by 1, 2, 3, they are usually count nouns. If there are more than one, use the plural form.	one brother, two sisters one pound, two cups, three eggs
Noncount nouns	Some things cannot be counted or are too small to be counted. They are usually noncount nouns. Noncount nouns are always singular.	water, coffee, snow, rice, sand, salt English, math, biology danger, love, anger

Count nouns (<u>underlined</u>) and noncount nouns (**bold-faced**) are often used in the same sentences or groups of sentences.

- 1. My meal often includes rice, some vegetables, and some seafood.
- 2. In our nutrition <u>class</u>, we are discussing the five food <u>groups</u>. We are surprised that a <u>cup</u> of 100% fruit **juice** is considered a <u>serving</u> of **fruit**.
- 3. Many <u>people</u> read the Nutrition Facts <u>label</u> when they buy **food**. The <u>label</u> tells them a lot of useful **information**.
- 4. Overweight and obesity can cause many diseases.

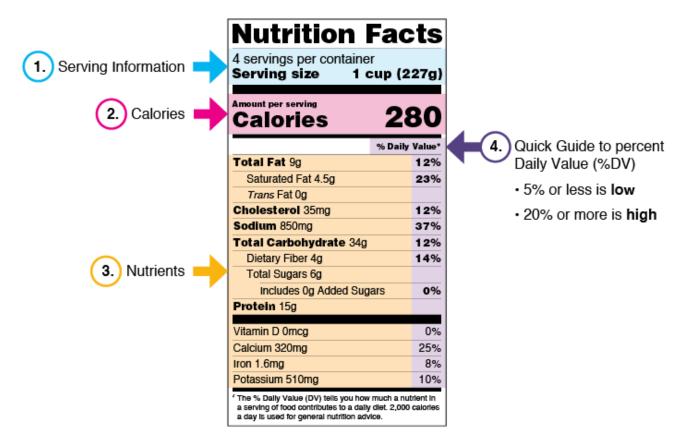
Exercise 3. There is one error in the use of count or noncount noun in each of the following sentences about the Nutrition Facts labels. Find the error and correct it.

Example:

There is a lot of *advices* (*advice*) on leading a healthy life.

- 1. The Nutrition Facts label tells consumers a lot of informations about the food they are buying.
- 2. It lists how many servings there are in the package, how many calories each serving has, and how many gram of nutrients each serving contains.
- 3. In the label for frozen lasagna below, there are four serving in the package, and each serving equals 1 cup, with 280 calories.

- 4. Knowing how many servings we are eating is important. If we have 2 servings of lasagna for dinner, we will eat 2 cup, with 560 calories and 18 grams of fat!
- 5. We should always remember to add vegetables to the dinner plate: tomatoes, peppers, corns, and others.
- 6. Eating healthy seems like a lot of works, but it is worth our time and efforts.



nutrition facts label for frozen lasagna

VI. Rules in Using Nouns

1. Do not put "a/an" or a number (one, two...) in front of a noncount noun. Do not add an "s" to the end of it.

• The restaurant has installed three new equipments: a big-screen TV and two deep

freezers.

- The restaurant has installed <u>some new equipment</u>: a big-screen TV and two deep freezers.
- The restaurant has installed <u>three pieces of new equipment</u>: a big-screen TV and two deep freezers.
- Each customer will receive a free dessert: a large strawberry dipped in a chocolate.
- Each customer will receive a free dessert: a large strawberry dipped in <u>chocolate</u>.

2. Do not put "a/an" in front of a count noun and add an "s" after it at the same time.

- Many children eat an apples every day.
- Many children eat <u>an apple</u> every day.
- Many children eat <u>apples</u> every day.

3. Singular count nouns usually cannot stand alone. They need some kind of "determiners" in front of them. These "determiners" include articles (a, an, the), numbers (one, two...), possessive adjectives (my, his, your...), or demonstrative adjectives (this, that).

- I eat apple every day.
- I eat <u>an apple</u> every day.
- I eat <u>one apple</u> every day.
- Please join discussion on healthy living next Monday.
- Please join <u>our discussion</u> on healthy living next Monday.
- Please join <u>the discussion</u> on healthy living next Monday.
- Label shows how much fat one serving of lasagna has.
- <u>This label</u> shows how much fat one serving of lasagna has.

4. Use the singular form of the verb with a singular count noun. Use the plural form of the verb with a plural count noun. Use the singular form of the verb with a noncount noun. The pronouns also change accordingly.

- A medium <u>tomato</u> has about twenty-two calories and one gram of protein. <u>It</u> does not contain any cholesterol.
- Fresh tomatoes are on sale in the supermarket near my home. They taste great.
- There **are** two <u>slices</u> of bread in my lunch box. I will use <u>them</u> to make a sandwich.
- My <u>sandwich</u> **is** delicious and healthy. <u>It</u> **contains** two slices of whole wheat bread, two pieces of iceberg lettuce, a slice of low-fat shedder cheese, and a piece of grilled chicken breast.

For more explanations and examples of subject-verb agreement, please refer to Unit 10. <u>Open Unit 10 here.</u>

For more explanations and examples of noun-pronoun agreement, please refer to Unit 19. <u>Open Unit 17 here</u>.

5. In the phrase "one of _____", use a plural noun, but use the singular form of the verb because the subject is "one".

- According to the Dietary Guidelines for Americans, 2020-2025, <u>one of the daily goals</u> is to have 85% of our calories from nutrient-dense¹ foods and beverages².
- <u>One of the five food groups</u> **contains** dairy. For children two to three years old, dairy is especially important.
- <u>One of the nutrients</u> from dairy **is** calcium. It helps children build stronger bones.

6. Some nouns are used in the singular form even though they imply plural meaning. This is because they act like adjectives. Adjectives in English are always singular.

- Nutrition 101, also called Fundamentals of Nutrition, carries 3 credit hours at Harper College. It is <u>a 3-credit-hour course</u>.
- 1. nutrition-dense: adjective, full of nutrients
- 2. beverage: noun, a drink

- It is interesting to notice that anyone 9 years or older should take the same amount of dairy: 3 cups a day. This means that <u>9-yearold boys or girls</u> should not take in more diary than 4<u>0-year-old men or women</u>.
- It seems that the daily dairy needs are the same for <u>a growing 12-year- old boy</u> and <u>a</u> <u>mature 60-year-old man</u>.

Adapted from <u>https://www.myplate.gov/</u> <u>eat-healthy/dairy</u>. Last accessed on September 27, 2021.



MyPlate.gov dairy logo

7. Use the singular form of a count noun after "each" and "every".

- Each glass is filled with juice for children and wine for adults.
- <u>Every gues</u>t is having a fun time.

Exercise 4. There is one error in the use of noun or its "determiner" in each of the following sentences about healthy eating. Correct the noun or its determiner. Do not change anything else in the sentence.

Example:

If we are concerned about our weight, drinking skim milk instead of whole milk might help us lose **an extra pounds. (extra pounds or an extra pound)**

- 1. Although juice is a convenient source of vitamin, it is low in fiber.
- 2. It is better to have whole orange than a cup of orange juice.
- 3. One of the problem in the modern diet is having too much sodium.
- 4. When we eat cooked bean from a can, we should dump⁵ the sauce in the can and rinse the beans with water before eating them. That way, we will take in less sodium.
- 5. A five-courses meal may look delicious, but it almost always has too much fat, cholesterol, and sodium contents.
- 6. A two-years-old child should eat about three ounces of grains every day. A child nine years old should eat about five ounces.
- 7. If the children are nine year old, they should eat about five ounces of grains every day.



some oranges and a glass of juice

- 8. We should not forget to drink a water every day.
- 9. One of the best way for us to stay healthy is to watch what we eat and drink daily.
- 10. At last night's party, the hosts⁴ made sure that every dishes was hot and decorated with garnish⁵ made of vegetables.

Some information adapted from <u>https://www.myplate.gov/myplate-plan/results/1000-calories-ages-2-3</u>

and https://www.myplate.gov/your-myplate-plan-1400-calories-ages-9-13.

Last accessed on September 27, 2021.

3. dump: verb, drop, empty out

- 4. host: noun, a person who receives and entertains guests in his home
- 5. garnish: noun, food or drink decoration to increase flavor, color, etc.

VII. Unit Review Practice

Exercise 5. You may often hear sayings about food. Choose a saying below and free write for five minutes whether or not you agree and why you think so. The authors' names are included in the parentheses. If you are interested in them, you can search for their information online later.

- 1. Life is uncertain⁶. Eat dessert first. (Ernestine Ulmer)
- 2. The secret of success in life is to eat what you like and let the food fight it out inside. (Mark Twain)
- 3. All happiness depends on a leisurely⁷ breakfast. (John Gunther)
- One cannot think well, love well, sleep well, if one has not dined⁸ well. (Virginia Woolf, <u>A Room of One's Own</u>)
- 5. There is no love sincerer than the love of food. (George Bernard Shaw, Man and Superman)
- 6. One must eat to live, not live to eat. (Jean-Baptiste Poquelin)
- 7. Take care of your body. It's the only place you have to live. (Jim Rohn)

Exercise 6. The following paragraph is about nutrition needs of vegetarians⁹. In the underlined nouns, find twelve more errors (not including the example). Correct the errors. The first one is an example.

- 6. uncertain: adjective, unsure
- 7. leisurely: adjective, relaxing
- 8. dine: verb, eat
- 9. vegetarian: noun, a person who eats only vegetables



a plate of vegetables

Nutrients for Vegetarians

The American Academy of Nutrition and Dietetics advises vegetarians to meet the daily needs of five important *nutrient* (nutrients). They are <u>calcium</u>, iron, protein, Vitamin B12, and Vitamin D. If some vegetarians do not eat dairy <u>product</u>, they should get their calciums from plant-based foods such as tofu and almond milk. Iron is another essential <u>nutrients</u>, and vegetarians should get it from dark, leafy vegetables like spinaches and chard. One of the iron source is fortified breakfast cereals. For example, a <u>cup</u> of multigrain cheerios provides about 75% daily value of iron. Since vegetarians do not eat meat, protein can be taken from beans, nut, and whole grains. For those who do not eat egg or dairy products, a Vitamin B12 supplements is recommended. Fortified cereals are also a convenient and inexpensive sources. The same cup of multigrain cheerios contains about 75% daily value of Vitamin B12. Another essential <u>nutrients</u> is Vitamin D. Not many foods naturally contain Vitamin D, so it is important for <u>vegetarian</u> who do not eat dairy

products to get adequate sunlights or take a Vitamin D supplement.

Adapted from <u>https://www.eatright.org/food/nutrition/vegetarian-and-special-diets/food-sources-of-important-nutrients-for-vegetarians</u>. Last accessed on September 28, 2021.

Exercises 7. In the following paragraph about my grandmother and me, there are twelve more errors in the use of nouns (not including the example). Find the errors and correct them. The first one is an example.

With My Grandma in the Kitchen

Learning to cook from my grandmother remains one of the sweetest memories in my life. She taught me how to cook while I was living with her during my high school years. At that time, she was in her 60s and had been preparing meals for the family for decades. One of my favorite **dish (dishes)** to make was broccoli apple salad. She would get fresh ingredient from a local grocery stores in the morning, and we would make the salad in the afternoon after I came back from school. There was not a lot of homeworks then, so I was able to enjoy my times with my grandma in the kitchen. **(four more errors in this paragraph)**

When I got home, she had already laid all the ingredients on the kitchen table: a pound of broccoli,

two apple, a small onions... We would wash every apple and every broccoli florets. I even rinsed¹⁰ each walnut piece and every raisins under water as well. The fun part was to make the sauce by mixing mayonnaise, lemon juice, salt, and sugar. *(four errors in this paragraph)*

My grandma would add each ingredients a little at a time to make sure all was mixed perfectly. However, I did not have the patiences, and I was usually hungry by then. I would use a huge spoons to shovel sugar and salt into the mix, which usually turned out to be either too sweet or too salty¹¹. This often led to a loving scolding from my grandma, but I knew that she loved me and would never get upset with me. Many year have passed, but my memories with my grandma in the kitchen have always been dear to my heart. *(four errors in this paragraph)*

Exercise 8. Read the following recipe. There are ten more errors in the use of nouns (not including the example). Find the errors and correct them.



a plate of salmon fillet with vegetables

Baked Soy Ginger Salmon

A plate of baked soy ginger salmon is a weekly fixture¹² on my family's dinner table. It is very easy to make when I follow the following **step (steps)**. The first step is to get all the ingredient ready. I need one pounds of salmon fillet and one teaspoon of each: seasoned salt, cooking wines, and vegetable oil. Besides, I prepare two teaspoon of low sodium soy sauce, half a teaspoon of sugars, and half a cup of water. There are two more dry ingredients: some thin slice of ginger roots and green onions for flavor. When everything is ready, sprinkle seasoned salt

over the salmon fillet and keep it refrigerated for 30 minute. Mix the remaining ingredients in a bowl. At the same time, preheat the oven to 350 degree Fahrenheit. Line a tray with a piece of aluminum foil. The aluminum foil is essential because I will not need to scrub the stains off the tray later. As soon as the oven reaches the desired temperature, place the marinated fillet in the center of the tray and pour the rest of the ingredients over the fillet. Put the tray in the center rack of the oven and bake for 20 to 25 minutes. Put the baked fillet on a plate, garnish with some colorful vegetable. An easy-to-make dishes is created for my family to enjoy!

- 10. rinse: verb, wash lightly by pouring water over something
- 11. salty: adjective, containing too much salt
- 12. fixture: noun, something that is fixed in a place

Exercise 9. Click the weblink below to open "Dietary Guidelines for Americans, 2020-2025". Follow the instructions below.

https://www.dietaryguidelines.gov/sites/default/files/2020-12/ Dietary_Guidelines_for_Americans_2020-2025.pdf

- 1. Turn to page i and ii (Table of Contents) to choose a topic you are interested in. Then go to the given page(s) for that topic.
- 2. Read the information there and highlight all the nouns.
- 3. Free write for five minutes what you have learned from the information on the page you have just read. What is the information? Is it new to you? How will it impact your diet?
- 4. Exchange your work to share ideas with your partner.

Exercise 10. Look for a recipe in the weblink below. Examine the ingredients and the amount of each ingredient. Then look at the Nutrition information and MyPlate Food Groups below the recipe.

Write a review of this recipe. In what ways do you like or dislike about it? You can submit your review right there on the website.

https://www.myplate.gov/myplate-kitchen/recipes

Exercise 11. Discuss or write a paragraph for each of the following topics.

- 1. What is your favorite food from your native country? What food group does it belong to? Why is it your favorite? Is it available in stores in the U.S.? Share a picture and a recipe if possible.
- 2. Choose two food items that you eat on a regular basis. Search for their Nutrition Facts labels online (for example, google.com). Discuss the serving size, number of servings, number of calories, grams of fat, etc. Then discuss whether or not these items contribute to a healthy diet.

NSNT Practice



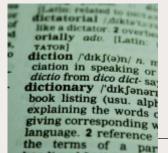
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a pen writing in a notebook



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Vocabulary Review



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Here, you can use the flashcards below to review these words.

a page in a dictionary



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Summary

- 1. Nouns are names of people, places, things, ideas, etc. There are different types of nouns.
- 2. Proper nouns are specific names of people, places, and organizations. Common nouns are general names.
- 3. Count nouns are in their singular forms when referring to one and in their plural forms when referring to two or more. Noncount nouns are always singular.
- 4. The following uses about nouns are important:
- Do not put "a/an" or a number (one, two...) in front of a noncount noun. Do not add an "s" to the end of it.
- Do not put "a/an" in front of a count noun and add an "s" after it at the same time.
- Singular count nouns usually cannot stand alone. They need a "determiner" in front of them, such as articles (a, an, the), numbers (one, two...), possessive adjectives (my, his, your...), or demonstrative adjectives (this, that).
- Singular nouns are followed by the singular forms of verbs and pronouns. Plural nouns are followed by the plural forms of verbs and pronouns.
- In the phrase "one of _____", use a plural noun, but use the singular form of the verb.
- Some nouns like the word "year" in "a <u>ten-year-old</u> boy" are used in the singular form when they are part of an adjective.
- Use the singular form of a count noun after "each" and "every".

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Unit 17 Pronouns

Learning Objectives

- 1. To learn personal, indefinite, and demonstrative pronouns
- 2. To understand the common uses of pronouns as in subject, object, possessive, and reflexive forms
- 3. To apply the noun-pronoun agreement rule and other uses of pronouns through multiple examples and a variety of writing situations

I. Pretest



people moving around on street

In the following ten sentences about the world population, some pronouns and their related verbs are bold-faced and may contain mistakes. If the bold-faced part in the sentence is correct, choose "correct". If not, choose the other answer. After you finish one sentence, you will get instant feedback on your answer before the next sentence. If you make mistakes, you can retry all the questions or see all the answers at the end of the pre-test.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

https://harpercollege.pressbooks.pub/academic-writing-skills/?p=673#h5p-5

Statistics from https://www.worldometers.info/world-population/. Last accessed on May 15, 2021.

II. Personal Pronouns and Their Uses

All pronouns are words to represent nouns. They can help avoid¹ repeating the same nouns and make the language more concise². When you write a pronoun, you are using it to replace a noun in the previous sentence or previous part of the sentence.

1. **The Worldometer** is an organization located in the U.S. <u>It</u> provides real time statistics to everyone in the world.

• "It" refers to "the Worldometer".

2. **Some people** might think that 3,000 was not significant. <u>They</u> might be expecting a much larger number.

• "They" refers to "some people".

^{1.} avoid: verb, keep away from

^{2.} concise: adjective, clear, without unnecessary words

There are different types of pronouns depending on their functions in sentences. Pronouns that refer to people are called **personal pronouns**: I, you, he, she, we, they, herself, etc. "It" also belongs to this group.

Pronouns	Subject Pronouns	Object Pronouns	Reflexive Pronouns
Singular	l	Me	Myself
	You	You	Yourself
	He	Him	Himself
	She	Her	Herself
	It	It	Itself
Plural	We	Us	Ourselves
	You	You	Yourselves
	They	Them	Themselves

Pronouns	Possessive Adjectives (Although these are adjectives, they are related to pronouns.)	Possessive Pronouns
Singular	My Your His Her Its	Mine Yours His Hers (none)
Plural	Our Your Their	Ours Yours Theirs

A subject pronoun is used as the subject of a sentence. In most cases, it is placed before a verb.

- 1. There are many people in the world. <u>They</u> live in different parts of the globe.
- 2. <u>It</u> is interesting to know that the population is growing faster in developing countries than in developed countries.

An object pronoun is used as the object of a sentence or the object of a preposition. It is used after a verb or after a preposition.

- 1. When my niece was born, my whole family celebrated the event. We celebrated <u>it</u> with a big party.
- 2. The baby was able to $crawl^3$ at three months old. We were very proud of <u>her</u>.

^{3.} crawl: verb, move along with hands and legs

A reflexive pronoun is used while referring back to the subject. It is also used with "by" to mean "independently" or "without help".

- 1. My niece was able to feed <u>herself</u> at ten months old.
- 2. Children like to try out new things by themselves.

A possessive adjective is followed by a noun to show ownership.

- 1. When my uncle came to the U.S. to work a few years ago, he brought his whole family.
- 2. My aunt was very happy with <u>her</u> new life here.

A possessive pronoun is used to replace the "possessive pronoun adjective + noun" already mentioned. It is also used in phrases like "a friend of mine" and "a coworker of hers".

- 1. Our company hires foreign workers, but Vishal's company hires more. His company hires more foreign workers than <u>ours</u>. (ours = our company)
- 2. The population in each country changes. Many years ago, there were more people in my country than in Nina's. Now, <u>hers</u> has more than <u>mine</u>. (hers = her country; mine = my country)
- 3. My new co-worker is also a friend of <u>mine</u>. I am a friend of <u>his</u>.

Exercise 1. Read the following information about migrant workers. Some pronouns are boldfaced. Highlight the closest noun that each underlined pronoun refers to. Highlight only one noun for each pronoun. When you finish the entire exercise, you can retry or see all the answers. (To highlight, you position your computer curser on the verbs and right click.)



The first sentence is an example:

"They" refers to "people".

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excluded from this version of the text. You can view it online here: https://harpercollege.pressbooks.pub/academicwriting-skills/?p=673#h5p-6

three migrating birds

Adapted from https://en.wikipedia.org/wiki/ Migrant_worker#:~:text=A%20migrant%20worker%20is%20a,region%20in%20which%20they%20work. Last accessed on July May 20, 2021.

III. Indefinite Pronouns and Their Uses

Indefinite pronouns refer to people, things, or ideas in general and can be the subject or object of a sentence.

for people	everyone, everybody, anyone, anybody, someone, somebody, no one, nobody	Use these words the same way as "he" or "she".
for things and ideas	everything, anything, something, nothing	Use these words the same way as "it".

Indefinite pronouns are singular. The easiest way to remember them is to think of them as he/she/it. Therefore, the verbs and other pronouns related to the indefinite pronouns must take the singular form as well.

- 1. <u>Everyone</u> is doing <u>his/her</u> best for the family.
- 2. Everything is ready for the family reunion. Everybody is excited to see his/her family again.

3. <u>No one</u> needs to bring a gift for the reunion.

Repeating "he or she", "his or her", or "himself or herself" can be awkward⁴, especially when it is used multiple times in the same piece of writing. Therefore, it is very common to turn an indefinite pronoun or a noun to its plural form.

- 1. All people are doing their best for the family.
- 2. All <u>things</u> are ready for the family union. All <u>members</u> are excited to see <u>their</u> family again.

Exercise 2. Choose and highlight the correct form of pronoun for the blanks in sentences 1-3. Choose and highlight the correct form of verb for the blanks in sentences 4-6. When you finish the entire exercise, you can retry or see all the answers. (To highlight, you position your computer curser on the verbs and right click.)

Examples:

When a migrant worker works elsewhere, there are both positive and negative effects on _____ (*hi s/her*, their) family.

A migrant worker often _____ (have, **has**) to adjust to a new environment.



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IV. Demonstrative Pronouns and Their Uses

There are four **demonstrative pronouns**: this, that, these, those.

Demonstrative pronouns	Close by	Far away
Singular	this	that
Plural	these	those

- 1. This is the money from Joe. It will help the family tremendously 5 .
- 2. Joe is working in construction in another city. <u>That</u> is hard work for him.
- 3. Last year, Joe was able to have a two-week vacation. He was very excited about that.
- 4. Joe went on two short trips with his family. <u>Those</u> were happy trips.

"This" and "that" can also be used to mean the idea or situation just mentioned.

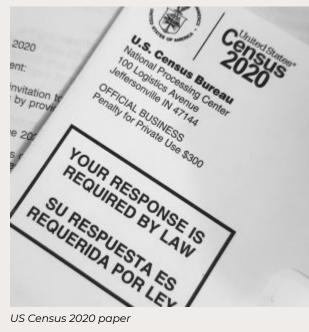
- 1. Joe was coming home for a two-week vacation. <u>This</u> made the whole family very excited.
- 2. Joe had not been home for two years. <u>That</u> was hard for the family.

This = the idea or situation that Joe was coming home for a two-week vacation

That = the idea or situation that Joe had not been home for two years

Exercise 3. The demonstrative pronouns and their related verbs are bold-faced in the following sentences about census. Click "True" for correct sentences and "False" for the wrong ones. You will get instant feedback on your answer. If a sentence is wrong, you will also see the correct answer and explanation in **blue.**

5. tremendously: adverb, very much



US Census 2020 paper



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Adapted from <u>https://www.pbs.org/newshour/nation/3-ways-that-the-u-s-population-will-change-over-the-</u> <u>nextdecade#:~:text=The%20U.S.%20population%20today%2C%20at,just%20under%201.4%20billion%2C</u> <u>%20respectively</u>. Last accessed on May 20, 2021.

V. Noun-Pronoun Agreement

Noun-pronoun agreement means that whenever a pronoun is used, it must match the noun it refers to in number and gender.

Agreement in number: A singular pronoun must match a singular noun, and a plural pronoun must match a plural noun. In the following sentences, the underlined pronouns refer to the nouns in **bold**.

- 1. When my niece was born, my whole family celebrated **the event**. We celebrated <u>it</u> with a big party. (singular)
- 2. There are **many people** in the world. <u>They</u> live in different parts of the globe. (plural)

Agreement in gender: A masculine pronoun should match a masculine noun, and a feminine pronoun should match a feminine noun. A gender-neutral pronoun should match a gender-neutral noun. In the following sentences, the underlined pronouns refer to the nouns in **bold**.

- When my uncle moved to the U.S. a few years ago, <u>he</u> brought <u>his</u> whole family. (masculine)
- 2. My niece could walk steadily at age one. We were very proud of <u>her</u>. (feminine)
- 3. Many children have to take care of themselves at an early age. (gender-neutral)
- 4. They love the U.S. for its better educational and career opportunities. (gender-neutral)

When you read the sentences you have already studied earlier in this unit, you will see that all the pronouns follow the noun-pronoun agreement rule.

Exercise 4. Here is the paragraph from the pretest of this unit. This time, fill in the correct pronoun for each blank. When you finish the entire exercise, you can click "Check" for feedback. You may also retry or see all the answers.



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VI. Other Rules in Pronouns

1. When there is already a subject in the sentence, do not add a pronoun as part of the subject.

- My neighbors they migrated to the U.S. last year to work as data analysts.
- <u>My neighbors</u> migrated to the U.S. last year to work as data analysts.
- Sanjay he is working in a trading company downtown.
- <u>Sanjay</u> is working in a trading company downtown.

2. Do not use "me and my...".

- Me and my cousin live in the same city.
- <u>My cousin and I</u> live in the same city.
- Our grandparents visit me and my cousin every year.
- Our grandparents visit my cousin and me every year.

3. Make the pronoun and the noun it refers to very clear. If the pronoun causes confusion, write the noun instead.

- Sanjay told Guang that he was happy about his job. (Who is "he", Sanjay or Guang?)
- Sanjay told Guang, "I am happy about my job."
- Sanjay told Guang, "I am happy about your job."
- Sanjay was happy about his job, and he told Guang so.
- Sanjay was happy about Guang's job, and he told him so.

4. Change the pronouns used in the reported speech if needed to keep the meaning of the sentence logical.

- When I asked my friend about the 2020 Census results, he said that you should check them online.
- When I asked my friend about the 2020 Census results, he said, "<u>You</u> should check them online."
- When I asked my friend about the 2020 Census results, he said that <u>I</u> should check them online.
- My grandmother always reminds me that you must take good care of yourself in the new country.
- My grandmother always reminds me, "<u>You</u> must take good care of <u>yourself</u> in the new country."
- My grandmother always reminds me that <u>I</u> must take good care of <u>myself</u> in the new country.

5. Do not be confused by the following:

they are = they're ≠ their

you are = you're ≠ your

it is = it's ≠ its

- The computer and medical fields provide a lot of employment. Their very popular among migrant workers.
- The computer and medical fields provide lot of employment. <u>They are (They're)</u> very

popular among migrant workers.

- The job application has started. Your welcome to apply.
- The job application has started. You are (You're) welcome to apply.
- The new position is out of town. Its 100 miles away from home.
- The new position is out of town. <u>It is (It's)</u> 100 miles away from home.
- It's location is not convenient, but it's salary is good.
- <u>Its</u> location is not convenient, but <u>its</u> salary is good.

Exercise 5. The following paragraph is about census in other countries. There are six more errors in the use of pronouns (not including the example). Find them and correct them. The first one is an example.



people on boats in Bangkok, Thailand

What about Other Countries?

A census helps a country know how many people there are and how policies can be adjusted⁶ to best serve *it (them)*. The U.S. it is not the only country that has a census every ten years. Other countries such as China and Thailand do the same. Some countries like Japan and Canada they have a census every five years. Whether in our native country Thailand or in the U.S., me and my family participate in the census every time it happens. My parents always say that you should not miss any census because the government will use it's results

to better manage the country. My parents are model citizens. Their always doing their best.

VII. Unit Review Practice

Exercise 6. Read the following paragraph about foreign-born workers. Choose and highlight the most appropriate pronouns in the blanks. When you finish the entire exercise, you can retry or see all the answers.

The first sentence is an example:

When migrant workers go to another country instead of another city of _____ (they, their) own country, they are often called foreign-born workers.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

https://harpercollege.pressbooks.pub/academic-writing-skills/?p=673#h5p-49

Adapted from https://www.bls.gov/opub/ted/2020/foreign-born-workers-made-up-17-point-4-percent- of-labor-force-in-2019.htm, U.S. Bureau of Labor Statistics, May 29, 2020. Last accessed on June 1, 2021.

Exercise 7. Fill in the blanks with the most appropriate pronouns in the following paragraph about a going-away party. You will get instant feedback on your answers. At the end of the exercise, you may retry or see all the answers.

The first sentence is an example:



a bunch of colorful balloons

The party for Yuko was fun. Yuko, Elena, and I met in our ESL class two years ago. Since then, we have become good friends.



An interactive H5P element has been excluded from this version of the text. You can view it online here: https://harpercollege.pressbooks.pub/academicwriting-skills/?p=673#h5p-2

Exercise 8. Read the following paragraph about Americans teaching English overseas. There are six more errors in the use of pronouns (not including the example). Find them and correct them. The first one is an example.

Teaching English Overseas⁷

Many Americans go overseas to work. *He* (*They*) can work in a U.S.-based company or in a company of the foreign country where their living. One of the most popular overseas jobs is teaching English as a foreign language (EFL). Native English speakers are very welcome because they not only teach English but also share different cultural perspectives⁸. Its also a great learning experience for the American teachers themselves. Of course, it will be extremely helpful if the EFL teachers can speak the local language. However, there are many opportunities for them to learn when their overseas. EFL teachers can teach in all types of settings –



a person with a toy plane on a world map

kindergartens, elementary schools, high schools, colleges and universities, and even companies. Depending on the country and type of setting, the qualifications and benefits may be different. For example, for most positions in elementary and high schools, an American teacher needs to have a bachelor's degree, a teaching certificate or something similar, and some related work experience. It will be better if he or she has taught in another similar overseas program. Naturally, if someone accepts the job, they must have a passport and a working visa before leaving the U.S. The benefits usually include a reasonable salary, housing, and travel expenses. Some Americans apply for an overseas position directly by himself because the process might be more direct. Some others like to use an agency to help them as it can provide useful resources and tell them what to do. If anyone is interested in teaching overseas, they can find a lot of information online.

Exercise 9. Choose one of the following topics to write a paragraph. Pay attention to the use of pronouns.

- 7. overseas: adverb, across the ocean
- 8. perspective: noun, an idea or a thought

- 1. What do you think of leaving home to work in a far-away city or country? What would be the advantages and disadvantages for you and your family?
- 2. Does your native country conduct⁹ a census regularly? If so, how often? How are the census results used?
- 3. Have you ever participated in a census? If so, where was it? When was it? Were there any questions that you found interesting or surprising?
- 4. The following is from U.S. and World Population Clock <u>https://www.census.gov/popclock/</u>. Is any of the information below surprising or interesting to you? Why do you think so?
 - At 3:30 pm on May 17, 2021
 - 332,339,884 people in the U.S.
 - One birth every 8 seconds.
 - One death every 12 seconds.
 - One net¹⁰ international migrant every 670 seconds.

NSNT Practice



Go to **The NSNT Free Writing Approach and Additional Weekly Prompts for Writing** in Appendix A. (*Open Appendix A here.*) Choose two topics that you have not written about. You may start with the NSNT approach. Then revise and edit your paragraphs. Pay attention to the use of word forms. You are encouraged to share your writing with your partner and help each other improve.

a pen writing in a notebook



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9. conduct: verb, have, perform, do

10. net: adjective, related to the leftover after deductions

Vocabulary Review	
dictatorial dictatorial dictatorial dictatorial dictatorial orially adv. [Latin TATOR] diction /dikj(ə)n/ n. m ciation in speaking or dictio from dico dict-sat dictionary /dikjənərri book listing (usu. alph explaining the words of giving corresponding w language. 2 reference	The words here have appeared in this unit. The best way to learn them is to guess the meaning of each word from the context. Then hover your computer mouse over the number beside each word to check its meaning and part of speech. These words are also listed in the footnote area at the end of each unit. Here, you can use the flashcards below to review these words.
a page in a dictionary	An interactive H5P element has been excluded from this version of the text. You can view it online here:

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- 1. A pronoun refers to a noun.
- 2. Subject pronoun as the subject of a sentence, usually used before a verb.
- 3. Object pronoun as the object of a verb or a preposition, usually used after a verb or a preposition.
- 4. Possessive adjective to show who or what owns it, followed by a noun.
- 5. Possessive pronoun to replace the "possessive adjective + noun" already mentioned.
- 6. Indefinite pronoun to represent people, things, and ideas in general. All indefinite pronouns are singular and must take a singular form of the verb and the singular form of other related pronouns (he, she, it).
- 7. Demonstrative pronoun to point to a close-by or a far-away person, thing, or idea. There are four such pronouns: this, that, these, those.
- 8. Pronoun rules include:
- All pronouns must follow the noun-pronoun agreement rule; that is, they must match the noun

they are referring to in number and gender.

- Do not use a subject pronoun when there is already a subject of the sentence.
- Do not use "me and my...".
- $\cdot \;$ When the use of pronoun causes confusion, use a noun instead.
- $\cdot \;$ Change to appropriate pronouns in a reported speech.
- they are = they're \neq their; you are = you are \neq your; it is = it's \neq its

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Unit 18 Word Forms

Learning Objectives

- 1. To learn the word forms of nouns, verbs, adjectives, and adverbs as well as the strategies in using them correctly
- 2. To identify the different positions where nouns, verbs, adjectives, and adverbs are located in sentences
- 3. To learn the common suffixes of nouns, verbs, adjectives, and adverbs
- 4. To differentiate the uses of "-ing / -ed" ending adjectives as well as comparative/superlative nouns, adjectives, and adverbs
- 5. To understand and practice the different word forms through multiple examples and a variety of writing situations

I. Pretest



Facebook and other apps on a phone screen

In the following ten sentences about the social media, some words are bold-faced and may contain mistakes in word form. If the bold-faced part in the sentence is correct, choose "correct". If not, choose the other answer. After you finish one sentence, you will get instant feedback on your answer before the next sentence. If you make mistakes, you can retry all the questions or see all the answers at the end of the pre-test.



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II. Strategies in Using Correct Word Forms

All words in English have their parts of speech, and the most common ones are nouns, verbs, adjectives, and adverbs. Word forms are associated with parts of speech. For example, a "-tion" ending word is usually a noun, and an "-ly" ending word is usually an adverb.

Using the appropriate word form will ensure that the sentence is correct and that its meaning is clear. Here are some strategies:

1. Always learn vocabulary from the context.

Some words have multiple forms or parts of speech, with or without change in meaning. For example, the word "present" can be a verb and a noun with totally different meanings. Do not try to learn the word form in isolation; instead, put it in sentences so that you understand its meaning accurately.

2. Try not to translate the words into your native language.

Many words like "success, succeed, successful, successfully" may be used in similar ways

in some languages but not in English. Therefore, understanding these words as they are positioned in English sentences is crucial in learning how to use them correctly.

3. Practice writing sentences with different word forms.

Consider them as word families. For example, take "success, succeed, successful, successfully" as one word family. Notice the changes in their suffixes¹. In addition, if you try to write these sentences based on your own life stories, you may understand and remember them better.

4. As in studying any language, read as much as you can.

If possible, read out loud to listen to yourself, feel the movement of your tongue in the mouth, and hear what an English sentence sounds like. This will help improve the dexterity² of your tongue while articulating³ sentences in English. It will also help you get more familiar with the sound of English.

III. Positions of Different Word Forms

The following are common places to find nouns, verbs, adjectives, and adverbs in sentences.

Nouns – names of people, places, things, and ideas

- 1. Before a verb (as the subject of the verb)
 - Facebook is a social media site.
- 1. suffix: noun, something such as "ly" or "er" added to the end of a word
- 2. dexterity: noun, the ability to move freely and naturally
- 3. articulate: verb, speak clearly

- 2. After a verb (as the object of the verb)
 - More and more people are using <u>Facebook</u> to post stories and opinions.
- 3. After a preposition
 - On Facebook, there are many images and videos.
- 4. After another noun
 - People like to show their birthday on the timeline page.
- 5. After an adjective
 - New features such as dark mode are very popular among young people.
- 6. After a determiner (article, possessive noun, possessive adjective, etc.)
 - One of the <u>features</u> is having three-dimensional images.
 - My cousin's posts are full of gaming videos. His videos are especially interesting.

Verbs - to show actions or states of being

1. After the subject (as the main verb of the sentence)

- Some people <u>like</u> Facebook, and some others <u>prefer</u> Instagram.
- 2. After "to" (to + base verb, called infinitive)
 - Many people use both Facebook and Instagram to <u>post</u> their news.



Instgram 3D icon concept

3. After some causative verbs like "make, let, get"

• Parents do not always let their young children <u>use</u> the social media.

Adjectives – to describe nouns

- 1. Before a noun
 - Instagram is becoming a more <u>popular</u> site for <u>young</u> people.
- 2. After a linking verb
 - Instagram is <u>full</u> of images and videos.
 - This is one of the reasons Instagram has grown popular.

Adverbs - to describe verbs, adjectives, other adverbs, or the whole sentences

- 1. Before or after a verb
 - News on the social media can <u>quickly</u> spread. It travels <u>fast</u>.
- 2. Before an adjective
 - There is both very good news and very bad news on the social media.
- 3. Before another adverb
 - My cousin's videos are posted <u>extremely</u> frequently on Facebook.
- 4. Before or after a whole sentence
 - <u>Unfortunately</u>, not everyone in my family likes my cousin's posts.
 - I do not always like his posts, <u>either</u>.

Exercise 1. Identify and highlight the part of speech required for each paragraph. Pay attention to their position in

the sentence. Highlight only one word at a time. When you finish the entire exercise, you can retry or see all the answers. (To highlight, you position your computer curser on the verbs and right click.)



two words: social media

The first sentence is an example: Long before the social media...



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IV. Word Suffixes

Besides the location in a sentence, the suffix provides another way to show whether a word is a noun, a verb, an adjective, or an adverb. Here are some common suffixes.

Common Noun Suffixes

Suffixes	Examples
(people)	
-er/-or	employer, dancer, doctor, teacher
-ee	employee, interviewee ⁴ , mentee, refugee ⁵
-ist	artist, dentist, pianist, scientist
-ian	electrician, mathematician, musician, physician
-ant	accountant, assistant, consultant, immigrant
-ance/-ence	assistance, importance, difference, excellence
-cy	accuracy, consistency, democracy, efficiency
-hood	brotherhood, childhood, motherhood, parenthood
-ion/-tion/-sion	application, decision, communication, religion
-ment	achievement, argument, encouragement, government
-ness	darkness, happiness, politeness, sadness
-ship	dictatorship ⁶ , friendship, relationship, scholarship
-ty	activity, ability, beauty, possibility

Common Verb Suffixes

- 4. interviewee: noun, the person being interviewed
- 5. refugee: noun, a person who has to leave his or her country because of politics, religion, war, natural disaster, etc.
- 6. dictatorship: noun, a form of government where the leader has absolute control

Suffixes	Examples
-ate	activate, create, graduate, investigate
-en	darken ⁷ , lighten ⁸ , strengthen, threaten
-ify	identify, notify, simplify ⁹ , verify ¹⁰
-ize	criticize, hospitalize, realize, socialize

Common Adjective Suffixes

7. darken: verb, make or become dark

8. lighten: verb, make or become light

9. simplify: verb, make something simple

10. verify: verb, check, confirm

Suffixes	Examples
-able/-ible	acceptable, comfortable, responsible, valuable
-al	educational, equal, legal, social
-ant/-ent	dependent, different, efficient, important
-ary/-ery	angry, elementary, primary, secondary
-ful	beautiful, careful, helpful, useful
-ic	allergic, historic, electric, magic
-ing/-ed	amazing/amazed, boring/bored, exciting/excited, interesting/interested
-ish	childish ¹¹ , foolish, greenish, selfish
-ive	active, competitive, creative, expensive
-less	careless, helpless, selfless, useless
-ly	daily, friendly, lonely, silly
-ous	curious, dangerous, famous, religious
-у	funny, healthy, scary, rainy

Common Adverb Suffixes

Suffixes	Examples
-ly	carefully, comfortably, happily, sadly
others	frequency adverbs: always, often, sometimes, never others: very, late, hard, fast, quite, well

The above charts show only the common suffixes and words you often use. There are many exceptions in English. It is not uncommon for the same suffix to be used for different parts of speech.

For example, not all words with the "-ly" ending are adverbs, and not all adverbs end with "-ly". The best approach is to look at the context.

- 1. It is hard to catch up with all the <u>daily</u> posts from my friends on the social media, so I do not read everything <u>daily</u>. (adjective, adverb)
- 2. My cousins update their information on Facebook <u>fast</u>; however, I am not a <u>fast</u> reader. (adverb, adjective)

Exercise 2. The following paragraph about the social media is taken from the pretest of this unit. Some words are bold-faced. Choose and highlight the part of speech related to each bold-faced word. Pay attention to its suffix and location in the sentence. When you finish the entire exercise, you can retry or see all the answers. (To highlight, you position your computer curser on the verbs and right click.)

The first sentence is an example:

On February 4, 2004, Mark Zuckerberg and his friends **launched** (noun, **verb**, adjective, adverb) Facebook successfully.



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V. Difference Between "-ed" and "-ing" Ending Adjectives

"-ed" ending adjectives describe someone's feelings

- 1. The young players were <u>excited</u> during the soccer game yesterday.
- 2. The parents were <u>amused</u> by the children's behaviors. Some children were running in the wrong direction, and some were kicking the ball into their opponents¹², goal.
- 3. A mother in the audience was holding a baby. The baby was <u>frightened</u> by the loud noise from the soccer field. He certainly had no idea what was going on.

"-ing" end adjectives describe the person or thing that produces those feelings

- 1. The soccer game was very <u>exciting</u> yesterday.
- 2. The children's behaviors were <u>amusing</u>.
- 3. The loud noise from the soccer field was <u>frightening</u> to the baby.
- 4. All in all, the game was very interesting, and everyone was interested except the baby!

Exercise 3. One of the parents watching the above soccer game posted the following in her family Facebook chat group later that day. Select the correct word for each blank. When you finish the entire exercise, you can retry or see all the answers.

The first sentence is an example:

First of all, the weather was _____

(amazing , amazed).

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toddlers playing soccer

VI. Comparisons

Using nouns, adjectives, and adverbs in comparison is common. The following chart shows different word forms used in comparison.



a happy family in the kitchen

Comparisons	Examples
Showing similarity	 the same + noun + (as) My sister and I have the same hair color. My hair has the same color as my sister's. as + adjective/adverb + as My hair is as long as my sister's. My hair grows as quickly as my sister's.

	n
Comparing between 2 (comparative forms)	<pre>more + plural count noun/singular noncount noun + than fewer + plural count noun + than less + singular noncount noun + than . My brother watches more soccer games than my sister My sister watches fewer soccer games than my brother My brother has more time playing sports than my sister My sister has less time playing sports than my brother. 1 - syllable adjective/adverb -er + than . My sister is <u>shorter than</u> my brother My brother runs faster than my sister. 2-syllable adjective ending in "y" -ier + than (Delete "y".) . My brother is <u>heavier than</u> my sister. more/less + 3-syllable adjective + than . My brother is <u>more athletic than</u> my sister My brother is <u>more athletic than</u> my sister My sister swims <u>more slowly than</u> my brother My sister is <u>less passionate</u> about sports <u>than</u> my brother.</pre>
Comparing 3 or more (Superlative forms)	 the most + plural count noun/singular noncount noun My sister collects the most stamps in my family. My sister has the most patience of us all. the + 1-syllable adjective/adverb -est My sister is the shortest of all in my family. the + 2-syllable adjective ending in "y" -iest (Delete "y".) My sister is the easiest to talk with in my family. the + most/least + 3-syllable adjective the + most/least + adverb with "ly" My sister is the most interesting of all the people I know. My sister is the least athletic in my family.

Exceptions	bad – worse – worst good / well – better – best far – farther / further – farthest / furthest little – less – least many / much – more – most · I can speak English <u>as well as</u> my brother. · I speak English <u>the best</u> in my family. · I live <u>farther</u> from our childhood home <u>than</u> my brother.
	 I speak English the best in my family.

Exercise 4. The following sentences compare Android phones and iPhones . Choose the right word form for each sentence. You will get instant feedback on your answers. You may also retry the sentence or see the answer.



a pile of cell phones



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VII. Unit Review Practice

Exercise 6. Choose and highlight the correct word form to complete each sentence about young children learning their heritage language. When you finish the entire exercise, you can retry or see all the answers.

Example:

Many young children do not receive much _____ (encourage, encouragement) to speak their heritage language at home.

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"I love you" in different languages

Exercise 7. Choose the correct word form in each group of sentences. Drag the correct answer to the box. You will get instant feedback on your choices. After each set of questions, you may retry or see all the answers.

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Exercise 8. Find and correct eight more word form errors in the following paragraph about housing (not including the example). The first is an example.

A Condo or a House?

At certain point in their lives, many people need to decide: to buy a condo or to buy a house? Which choice is **best (better)** for them? It can be hard to decide. A condo offers many convenient. It is often more cheap than a house, and it usually has an association office to help the residents with various issues. Besides, some condos have a swimming pool and a children's playground. These facilities help families meet each other and have fun together. On the other hand, a house is definite larger and more comfortably than a condo. Each person in the family can enjoyment more privacy as well. Most houses have a backyard, too. People also have the free to keep pets in their house, but pets may not be allowed in a condo. A condo or a house? This could be a difficulty choice. It depends on what people think is most suitable for them.

Exercise 9. Follow the examples to write your own sentences with the words given.

Examples:

Lying on the beach on a summer evening is **relaxing**. I feel **relaxed** when I lie on the beach on a summer evening.

boring/bored, disappointing/disappointed, embarrassing/embarrassed, confusing/confused, surprised/surprising, tiring/tired, fascinating/fascinated

Exercise 10. Choose one of the topics and write at least eight sentences of comparison. .

- 1. two or more social media sites
- 2. two or more phones
- 3. two or more members of your family
- 4. two or more vacations you have had
- 5. two or more books you have read.
- 6. Two or more kinds of food

NSNT Practice



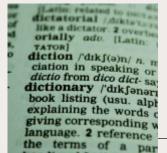
Go to **The NSNT Free Writing Approach and Additional Weekly Prompts for Writing** in Appendix A. (*Open Appendix A here.*) Choose two topics that you have not written about. You may start with the NSNT approach. Then revise and edit your paragraphs. Pay attention to the use of word forms. You are encouraged to share your writing with your partner and help each other improve.

a pen writing in a notebook



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Vocabulary Review



The words here have appeared in this unit. The best way to learn them is to guess the meaning of each word from the context. Then hover your computer mouse over the number beside each word to check its meaning and part of speech. These words are also listed in the footnote area at the end of each unit.

Here, you can use the flashcards below to review these words.

a page in a dictionary



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Summary

- 1. Word forms are associated with nouns, verbs, adjectives, and adverbs.
- 2. Each word form has some common suffixes.
- 3. Some of the strategies in using word forms correctly are:
 - Learning from the context.
 - Do not translate into native languages.
 - Practice writing sentences with different word forms.
 - Read as much as possible.
- 4. Nouns are names of people, places, things, and ideas. They usually appear:
 - Before or after a verb
 - After a preposition
 - Before or after another noun
 - After an adjective
 - After a determiner

5. Verbs are used to show actions or states of being. They usually appear:

- After the subject
- After "to"
- After some causative verbs
- 6. Adjectives describe nouns. They usually appear:
 - Before a noun
 - After a link verb

7. Adverbs describe verbs, adjectives, other adverbs, or the entire sentences. They usually appear:

- Before or after a verb
- Before an adjective
- Before another adverb
- Before or after the whole sentence
- 8. Adjectives with an "-ed" ending usually describe a person's feeling.
- 9. Adjectives with an "-ing" ending usually describe the person/thing that causes the feeling.
- 10. Different word forms are used in comparison.
 - To show similarity: the same ... as, as...as
 - Compare between the two: -er than, more ... than
 - Compare among three or more: the -est, the most ...

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Unit 19 Word Orders

Learning Objectives

- 1. To learn the word orders in basic sentences, time and location expressions, frequency words, adjectives, and embedded questions
- 2. To understand and practice different word orders through multiple examples and a variety of writing situations

I. Pretest



a computer with lines of codes on a desk

In the following ten sentences about the MOOCS, some parts are bold-faced and may contain mistakes in word order. If the bold-faced part is correct, choose "correct". If not, choose the other answer. After you finish one

sentence, you will get instant feedback on your answer before the next sentence. If you make mistakes, you can retry all the questions or see all the answers at the end of the pre-test.

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II. Importance of Word Order

Word order refers to the arrangement of words in a sentence. While the word order in some sentences can be flexible, there are certain rules to show the proper sequence of words. If such rules are not followed, the sentences may sound very strange.

- Always MOOCs are online. **X**
- \cdot MOOCs are always online. \checkmark
- Students spend every week about two to three hours. ${\bf X}$
- \cdot Students spend about two to three hours every week. \checkmark

III. Basic Word/Sentence Orders

You have studied basic sentence patterns in Unit 7 Sentence Essentials. For review, <u>open</u> <u>Unit 7 here</u>. Those patterns also show the basic word orders:

subject + verb + direct object

1. MOOC stands for Massive Open Online Course.

- 2. MOOCs cover different areas such as natural sciences, business, linguistics, computer science, engineering, and many more.
- 3. Many of them take three to ten weeks to complete.
- 4. Many world-class universities offer MOOCs.

subject + verb + indirect object + direct object

- 1. My friends gave my sister and me some information on MOOCs yesterday.
- 2. The information showed us the courses in computer science.

subject + linking verb + subject complement

- 1. MOOCs are open and free to everyone
- 2. Some of them are at very low cost, below \$100 each.
- 3. MOOCs are self-paced¹.
- 4. They have grown more and more popular.

IV. Order of Time and Location Words

Time and location words can be placed in the beginning or end of a sentence. The general principle is to order them from a smaller unit to a larger one. If there are both time and location words in the same sentence, the location usually comes before time. Another option is to place one of them in the beginning and the other in the end of the sentence.

- 1. <u>Next week</u>, my friend and I are starting a new MOOC course in Spanish.
- 2. We are starting a new MOOC course in Spanish <u>next week</u>.
- 3. The last time it was offered was in <u>January 2021</u>. (month before year)
- 4. We are able to choose the course from <u>the Universitat Autònoma de Barcelona in</u> <u>Spain</u> or <u>the Metropolitan Autonomous University in Mexico</u>. (*university before country*)
- 5. We are starting our Spanish MOOC course from <u>the Metropolitan Autonomous</u> <u>University in Mexico next week.</u> (place before time)
- 6. Next week, we are starting our Spanish MOOC course from the Metropolitan

<u>Autonomous University in Mexico.</u> (time expression in the beginning and location expression in the end)

V. Order of Frequency Words

Frequency words and expressions are common, but their positions in a sentence can be confusing. The following charts shows some general rules.

Frequency words	Beginning of Sentence	Middle of Sentence: Before "do" verbs After "be" verbs Between helping verb and main verb	Enc Sen
Always	х	\checkmark	х
Usually	\checkmark	\checkmark	х
Often	Х	\checkmark	\checkmark
Frequently	V	\checkmark	\checkmark
Sometimes	V	\checkmark	\checkmark
Occasionally	\checkmark	\checkmark	\checkmark
Seldom	√*	\checkmark	x
Rarely	√*	\checkmark	x
Never	√*	\checkmark	x
Every day	\checkmark	x	\checkmark
Every other week		x	√
Once every three months		×	√
Twice a year	√ √	x	

*A helping verb is required before the subject.

Yellow areas: The 1-word frequency words can be placed in the middle of a sentence – before a "do" verb, after a "be" verb, or between a helping verb and a main verb.

For detailed explanations and examples of "do", "be", helping, and main verbs, please refer to Unit 9 Verb Basics in Academic Writing.<u>Open Unit 9 here</u>.

- 1. Students always like to take interesting online classes.
- 2. For working students, MOOCs <u>are often</u> more convenient than in-person classes.
- 3. Many students had never taken an online class before the Covid19 pandemic.

With gray checkmarks $\sqrt{}$: Frequency adverbs like "frequently, sometimes, occasionally" can be placed in the beginning, in the middle, or at the end of a sentence.

- 1. Some working parents <u>frequently</u> take MOOCs.
- 2. <u>Sometimes</u> MOOCs charge a small fee for students who want to have a certificate upon completion.
- 3. Some of my friends take MOOCs <u>occasionally</u>.

Green areas: When "seldom, rarely, never" are used to begin a sentence, there should be a helping verb before the subject.

- 1. <u>Seldom do</u> full time students take extra courses outside of their college because they are already very busy.
- 2. <u>Rarely are parents and their adult children studying in the same college, but the trend</u> is growing.
- 3. <u>Never will</u> there be a time when MOOCs disappear, I hope.

Purple areas: Most frequency expressions with 2+ words are usually placed in the beginning or at the end of a sentence, not in the middle of a sentence.

- 1. Some MOOCs are offered <u>several times a year</u>.
- 2. <u>Every week</u>, students study for certain hours.
- For example, CS50's Introduction to Artificial Intelligence with Python is offered free by Harvard University. It takes seven weeks to finish. Students will study <u>ten to thirty</u> <u>hours a week</u>. (<u>https://online-learning.harvard.edu/course/cs50s-introduction-</u> <u>artificial-intelligence-python?delta=0</u>. Last accessed on October 3, 2021.)

Exercise 1. The following sentences are about taking MOOCs. Some words are bold-faced. Mark "True" for the sentences with the correct word order and "False" for the sentences with the wrong word order. If you make a mistake, you can retry the sentence. The corrections for the wrong sentences are provided in **blue.**



computer screens showing "MOOC"

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Exercise 2. Below are links to some MOOC courses offered through Coursera² by the University of Illinois at Urbana-Champaign, Yale University, and University of Michigan. Open the links to see the course information. Would you be interested in any of them now or in the near future?

Course #1: Writing and Editing: Structure and Organization

https://www.classcentral.com/course/writing-editing-structure-19554

• Course #2: Introduction to Classical Music

https://www.classcentral.com/course/introclassicalmusic-2987

- Course #3: Fundamentals³ of Accounting
 - https://www.coursera.org/programs/coursera-for-illinois-gp2ja/ browse?authProvider=illinois&productId=2zesAZFiEeaDSw63XnFBtQ&productType=course&que ry=accounting&showMiniModal=true
- Course #4: Cloud Computing⁴ Concepts Part 1

https://www.coursera.org/programs/coursera-for-illinois-gp2ja/ browse?authProvider=illinois&productId=op_vMOGiEeWr4g7T_DyXNw&productType=course&qu ery=computer+science&showMiniModal=true

Course #5: Essentials of Global Health

https://www.classcentral.com/course/essentials-global-health-7337

For more information, check <u>MOOC.org</u>. (*Links last accessed on July 20, 2021*)

VI. Order of Adjectives

Adjectives describe nouns and are placed before nouns. Adjectives give more specific and

- 2. Coursera: noun, an online course provider that works with many universities. https://en.wikipedia.org/wiki/Coursera
- 3. fundamentals: noun, basics
- 4. cloud computering: the delivery of computer services such as servers and storage https://azure.microsoft.com/en-us/overview/what-is-cloud-computing/

interesting information such as shape, smell, taste, color, and other qualities. When using more than one adjective in succession 5 , it is important to know which one comes first and which one comes next.

- 1. The baby is sleeping in <u>a quiet beautiful room</u>. X
- 2. The baby is sleeping in <u>a beautiful quiet room</u>. \checkmark
- 3. He is covered with <u>a cotton square blanket</u>. X
- 4. He is covered with <u>a square cotton blanket</u>. $\sqrt{}$

Determiner	Opinion	Size	Age	Shape	Color	Origin	Religion	Material	Purpose	Nou Adj
a/an/the a lot of a few each/every many/some my/your one, two several	useful difficult friendly happy 	big short small tall 	1-year-old old teenaged young 	oval round square circular ⁶ 	blue green black red 	American Colombian Turkish Ukrainian 	Buddhistic Catholic Christian Hindu Jewish Islamic 	cotton silk silver wooden 	bowling (ball) hiking (boots) ⁷ paring (knife) ⁸ picnic (table) 	cold (pei grod (sto kitc (sin offic (bui

Adjectives usually follow the order below:

5. in succession: prepositional phrase, one after another

- 6. circular: adjective, round, like a circle
- 7. hiking boots: noun phrase, boots that people wear when they are hiking
- 8. paring knife: noun phrase, a small knife for kitchen tasks like cutting, chopping, and slicing

Exercise 3. Drop the given adjectives and nouns in the right order in each sentence about a baby and his room. You will get instant feedback on your choices. After each question, you may retry or see the answers.



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VII. Order in Embedded Questions

Sometimes there is a question inside a sentence or inside another question. That is why it is called an "embedded⁹ question". It is common to hear some people incorrectly say or ask:

- We would like to know where is the childcare center.
- Could you tell us which room should my child go to?

In such "embedded questions", the question part should not follow the usual question order. Instead, it should be:

question word + subject + verb

The correct way:

- We would like to know where the childcare center is.
- Could you tell us which room my child should go to?

Study more examples:

- 1. "What time is the childcare center open?" (direct question)
- 2. Please tell me what time the childcare center is open. (embedded question)
- 3. "Who is my child's teacher?" (direct question)
- 4. Do you know who my child's teacher is? (embedded question)
- 5. "How many children are there in one class?" (direct question)
- 6. The teacher has not told us <u>how many children there are in one class</u>. (embedded question)
- 7. "What time must we pick up our child?" (direct question)
- 8. I want to be certain what time we must pick up our child. (embedded question)

Exercise 4. Choose the correct word order in the following sentences with embedded questions about a day care center. You will receive instant feedback. You may retry the sentence or see the answer after you complete each question.

9. embedded: adjective, located in the middle of something



a kindergarten classroom



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VIII. Unit Review Practice

Exercise 5. Choose the correct word order for the following sentences about a pet dog. In the right order, drag the words or phrases to the boxes. You will receive instant feedback. After each question, you may retry or see the answers.

Example:

friend, Teddy, dog, good, my, pet, is My pet dog Teddy is my good friend.



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Exercise 6. The following paragraph about two puppies in love is adapted from a previous unit. Arrange the given words in the right order and type them in the boxes. Type only one word in each box. You will get instant feedback on your answers. When you complete the entire exercise, you may retry or see all the answers.

The first sentence is an example:

The story happened on a small Japanese (Japanese, small) island Aka in the 1980s.



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a dog jumping from ocean

Exercise 7. Choose one of the following topics to write a paragraph. Include some adjectives and frequency words.

- 1. Whom do you love the most? Describe him or her.
- 2. What is the best gift you have received? Describe it.
- 3. Which is your favorite room in your house or apartment? Describe it.
- 4. What has been the most exciting scene you have seen? (for example, a parade¹⁰, a party, a ceremony, etc.) Describe it.

NSNT Practice

10. parade: noun, a large public procession to celebrate an important event, usually with music



Go to **The NSNT Free Writing Approach and Additional Weekly Prompts for Writing** in Appendix A. (*Open Appendix A here.*) Choose two topics that you have not written about. You may start with the NSNT approach. Then revise and edit your paragraphs. Pay attention to the word order. You are encouraged to share your writing with your partner and help each other improve.

a pen writing in a notebook

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Vocabulary Review

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The words here have appeared in this unit. The best way to learn them is to guess the meaning of each word from the context. Then hover your computer mouse over the number beside each word to check its meaning and part of speech. These words are also listed in the footnote area at the end of each unit.

Here, you can use the flashcards below to review these words.



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Summary

- 1. Word order means the sequence of words in a sentence.
- 2. The basic word/sentence orders are:
 - Subject + verb + direct object
 - Subject + verb + indirect object + direct object
 - Subject + link verb + subject complement
- 3. When there are time words and location words,
 - They can be placed in the beginning or end of a sentence.
 - Arrange the time or location from a smaller unit to a larger unit.
 - Location words usually come before time words.
- 3. Frequency adverbs and expressions may be placed:
 - in the beginning of a sentence
 - in the middle (before an action verb, after a "be" verb, or between a helping verb and a main verb)
 - at the end of a sentence

4. With more than one adjective in succession, arrange them in proper order: determiner, opinion, size, age, shape, color, origin, religion, material, purpose, noun as adjective.

5. An embedded question needs to follow the order: question word + subject + verb.

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Unit 20 Editing / Grammar Review



a typewriter typing "rewrite...edit..."

This unit aims to give you a broad review of the editing / grammar skills covered in this book. You may find the corresponding information from Unit 7 through Unit 19.

The materials in this unit are adapted from the work written by former ESL intermediate level (Writing III) students at Harper College. The errors represent typical mistakes in student writing. Anything that identifies the student writers, such as their names and native countries, has been removed.

I. Suggestions for Completing the Unit

1. Unlike those in previous units, the sentences in this unit are unrelated. Therefore, you can work on each sentence individually without worrying about the context.

2. You may do the exercises under each topic as you finish the related editing / grammar unit(s) in the previous part of this book. For example, you can do "Review Sentence Structure and Punctuation" after completing Unit 7 Sentence Essentials and Unit 8 Three

Common Errors in Sentence Structure and Punctuation. The links to the related editing units are provided.

3. You may also do all or some of the parts in this unit before your major tests. However, allow yourself enough time to finish the exercises and to study your weak areas if necessary.

4. As you work though Unit 20, grow more mindful of the common errors and ways to fix them. Try to avoid those types of errors in your writing. In fact, the best approach to improvement is through writing and then editing your own writing.

II. Review Sentence Structure and Punctuation

For the corresponding editing / grammar units, click:

Unit 7 Sentence Essentials

Unit 8 Three Common Errors in Sentence Structure and Punctuation

Correct the error(s) in each sentence below. All the mistakes are related to sentence structure and punctuation. There may be more than one mistake in some sentences.

- 1. I have a lot of writing homework, also I have tons of reading homework.
- 2. When I saw the horse I was surprised and happy.
- 3. When you go to Building A, on the first floor you'll see a very big place, that is our cafeteria.
- 4. First you will do the job well with only a bit training.
- 5. The fish is very beautiful but it's hard to feed.
- 6. I think, that collecting marine fish is an exciting hobby.
- 7. I go to class on time, and finish my homework on time.
- 8. The best type of job for me, is to be a travel agent.
- 9. Dogs are helpful, they can help blind people on the street.
- 10. In my opinion she has a bad character.
- 11. Also she likes traveling alone.
- 12. When he went to work he took the cell phone with him.
- 13. When I opened the door I saw my husband.
- 14. Although, it was windy, we finished our daily walk.

- 15. Even though, it was hard to get my visa I got it after two months.
- 16. My wife does not like sports, nor she likes gardening.
- 17. In the end, we did not work in the garden, nor we did not go out.
- 18. Everybody enjoyed the game because of the weather was so nice.
- 19. During we were having our writing class, it started snowing. My first time to see snow.
- 20. The food in the school canteen was very tasty, it still makes my mouth water whenever I think of it.
- 21. I hope, I could get a chance to go back and enjoy these things again.
- 22. As soon as I have the opportunity to go there I will gladly go.
- 23. I love this boy he gives me power in my life.
- 24. I will see her in a few weeks, she will come to Chicago.
- 25. Many of us went through many experiences some of them are interesting and happy and others are difficult and sad.
- 26. Is rich in vitamin C.
- 27. That why I think that dogs are better than cats.
- 28. People like cats because they quieter than dogs.
- 29. I love her big brown eyes. And long black hair.
- 30. When my friends come to my house, they do not ask for me, ask for my mom because she always invites them to eat.
- 31. My mom the most important member of my family.
- 32. During this uncertain trip went twenty hours.
- 33. Whenever, a storm comes, I remember that difficult winter day.
- 34. I do not like to go out even the weather is nice.
- 35. Elderly parents should live with their family because is the last part of their lives and is very important that they feel love, respect, and enough attention from their adult children.

III. Review Verbs

For the corresponding editing / grammar units, click:

Unit 9 Verb Basics in Academic Writing

Unit 10 Subject-Verb Agreement

Unit 11 Expressing Meaning in Present Tenses

Unit 12 Expressing Meaning in Past Tenses

Unit 13 Expressing Meaning in Future Tenses

Unit 14 Expressing Meaning in Mixed Tenses

<u>Unit 15 Modals</u>

Appendix D Irregular Verbs

Correct the error(s) in each sentence below. All the mistakes are related to the use of verbs. There may be more than one mistake in some sentences.

- 1. The teacher do not wanted to put much pressure on his students.
- 2. Weightlifting will helps your muscle get stronger.
- 3. My younger son had sick.
- 4. If you have a car, it can helps you a lot.
- 5. Nobody have enough time to do everything.
- 6. There is a lot of benefits of having a car in the U.S.
- 7. Many people wants to have a car to protect themselves from the bad weather.
- 8. In the U.S., going someplace by bus or train take more time than by car.
- 9. In my country, most people lives near the coast because the interior is too dry.
- 10. Doing exercises help us have a healthier life.
- 11. This supermarket have fresh and frozen products.
- 12. Walmart supply not only food but also home appliances.
- 13. Everyone perceive and feels things differently.
- 14. Lake Michigan is a very big lake, and it surrounding a half of Chicago.
- 15. If someone like to visit Chicago, it is the perfect place. It have a lot of skyscrapers.
- 16. Most of the customers is fine and friendly.
- 17. They were really likes her cartoon book.
- 18. He doesn't afraid to do or try anything new or strange.
- 19. She is pray to god.
- 20. She is always help me.
- 21. Lack of grammar cause many problems.
- 22. I have never studies psychology in my life.
- 23. In the beginning, I thought that it will not be that hard to study.
- 24. My mom generally go to buy groceries in Fresh Market.
- 25. A good supermarket should has fresh products.
- 26. She enjoy her school work.

- 27. He like to read journals and romantic books.
- 28. He always ask me if I want to buy something.
- 29. Every week he collect the garbage and take it out of our house.
- 30. She love to cook, and she is making delicious food too.
- 31. She always prepare lunch for me.
- 32. My mom take care of my family.
- 33. She wake up early in the morning.
- 34. Household chores makes me tired.
- 35. There are no dirt on my carpet or my bed.
- 36. She committed suicide because she were a victim of bullying.
- 37. There is lots and lots of books in the library.
- 38. My classmates and I felt relaxed and was able to say anything we wanted to.
- 39. Doing household chores are a waste of time.
- 40. She was well educated because both of her parents was teachers.
- 41. We tried to hold each other and decided to go back because moving forward through the bridge were more dangerous.
- 42. Last weekend, there was so many people in the mall, and I cannot find my parents.
- 43. We went swimming together when my husband come home.
- 44. I couldn't imagine that we were survive and everything went well.
- 45. I took a shower and then was go down for breakfast.
- 46. Everybody should to work hard.
- 47. Teenagers must to learn how to take care of themselves.
- 48. Suddenly something happened, and I must take a look.
- 49. The dress maybe mine.
- 50. Everyone should has a textbook.
- 51. If I can to get an A in this class, I very happy.
- 52. I was able to go to school and to go grocery shopping as many times as I need to.
- 53. In my high school, they never have conversation with me about how I feel or if I need help with my classes.
- 54. When I arrived in Los Angeles, I see smog and not sunshine.
- 55. You may think you never visit the supermarket again.
- 56. I was afraid that we may have to use a different pharmacy.
- 57. Since that day, I going to Mariano's regularly.
- 58. I thought that he probably isn't a nice person, so I stayed away from him and play with other children.
- 59. Since that day, I learned that we should check the weather before going anywhere.
- 60. Two police officials came up to me and asked what happen. I told them everything.
- 61. She is helping me every time I need her.
- 62. I feel like someone just used a big eraser and clear my brain.

- 63. Another car crash her car; as a result, she came back home late and feel frustrated.
- 64. Twelve people have died in the shooting last weekend.
- 65. If you late, you will miss part of the lesson.
- 66. Some students afraid about their school life.
- 67. You must go to your class on time and don't absent.
- 68. You will never bored because Chicago has a lot of amazing sites.

IV. Review Nouns

For the corresponding editing / grammar unit, click: Unit 16 Nouns

Correct the error(s) in each sentence below. All the mistakes are related to the use of nouns. There may be more than one mistake in some sentences. In some cases, when the noun is corrected, the verb needs to be changed as well.

- 1. When I was a child, I enjoyed three thing.
- 2. Tree climbing was my favorite activities.
- 3. They are the main reason to make my childhood complete.
- 4. The third things I liked was football.
- 5. Every kids wanted to win this competition.
- 6. All of them gave me a good presents.
- 7. We read a lot of history book and novels.
- 8. I remember my childhood for several reason.
- 9. I remember my parents' advices.
- 10. They fed some chickens, gooses, cows, and planted different vegetable on the farm.
- 11. We entered the store and saw a lot of new phone.
- 12. I chose six phone, but I needed to buy just one.
- 13. I waited ten minute in line.
- 14. I really wanted to grow up to be a beautiful women.
- 15. I saw a lot of beautiful view.
- 16. We had ten minute of break between two classes.
- 17. It was one of the happiest day of my life.
- 18. I liked to draw differents kind of horse.
- 19. The smell of my grandmas perfume is wonderful. It smells like mix of different kind of

flowers.

- 20. Sometimes we can give an advice to each other.
- 21. A benefit in a good job is a good money.
- 22. The president of the U.S. is one of the most famous person in the world.
- 23. A travel agents learn about each airports.
- 24. Cats eat less than dog.
- 25. Some cat are good hunters.
- 26. Cats are very smart animal.
- 27. Dogs can be a real friends for us.
- 28. Several of my friend are also student at Harper College.
- 29. The most common language in the country are Igbo and Yoruba.
- 30. I do not have enough vocabularies for many different reason.
- 31. There are many psychologist in the world.
- 32. In all those three semester, Psychology 101 was the most difficult class for me.
- 33. The unit just includes all the main point and some definition.
- 34. After one and a half hour, we get five minutes break.
- 35. I never saw any dust on the shelfs or any papers on the floor.
- 36. We can see different products in every supermarkets.
- 37. Not all supermarket have quality products.
- 38. For family with small children, Chicago has many schools to choose from.
- 39. When you work in a big city, you are surrounded by many peoples. This crowd can mold you in different way.
- 40. I could not say we were good friend, but at least we understood each other.
- 41. I cannot forget one of my American friend.
- 42. After I worked there for three month, they realized that I was a fast learner.
- 43. As an adults, we should not tolerate any violence from the kids even if they are our kids.
- 44. If we see or hear something, it is not OK to just be witness and do nothing.
- 45. Outside my building, I see a lot of tree, grass, and flower.
- 46. Their son is eight year old.
- 47. They have an eight-years-old son.
- 48. When I got to the mall, I saw a new stores.
- 49. Homeworks are essential in reinforcing what we learn in class.
- 50. Many woman has a large family and a lot of houseworks.
- 51. Everyone has a lot of works to do.
- 52. He's holding two job to make ends meet.
- 53. The newspapers provide a lot of informations to the readers.
- 54. The defense lawyer presented a facts that the defendant was innocent.
- 55. My brother gave me two suggestion about what kind of car to buy.

- 56. I had chickens for dinner yesterday.
- 57. Hurricane Sandy killed many life.
- 58. I spend a lot of times doing my homework every week.
- 59. Do you have free times today?
- 60. I must wear my glass when I drive at night.
- 61. When my daughter was a 14 days infant, a very severe snow storm started .
- 62. We played so many game and enjoyed every single one.
- 63. I hope that in the future more vacation and some good adventure will be waiting for us.

V. Pronouns

For the corresponding editing / grammar unit, click: Unit 17 Pronouns

Correct the error(s) in each sentence below. All the mistakes are related to the use of pronouns. There may be more than one mistake in some sentences.

- 1. Every country has their own beauty.
- 2. Each student should bring their own book.
- 3. Cats are better pets than dogs because it is very clean.
- 4. Me and my friend, we came back to our home after shopping.
- 5. Me and my husband just came to the U.S.A., and he started working right away.
- 6. She especially wants to go to Italy because this country is a living museum.
- 7. The parents should not live with their adult children because they are so busy.
- 8. Old people are not able to take care them self.
- 9. We were enjoying and continued singing songs.
- 10. In class, some classmates tried to talk with me, but I did not give him a response.
- 11. I was very excited about the gifts, but my mother did not allow me to open it.
- 12. I and my cousins played some games.
- 13. I was afraid to take those rides, but my friends forced me to take it.
- 14. In one ride, it took me so high that you could see the whole city from there.
- 15. One ride it was so fun we took that ride three times.
- 16. All my friends and cousins we ate the leftover cake.
- 17. This experience has taught me that you must be more careful and prepared when you

travel to a foreign country.

18. There are three things I miss the most about my native country, and that is my parents, my friends, and my city where I was born.

VI. Review Word Forms

For the corresponding editing / grammar unit, click: Unit 18 Word Forms

Correct the error(s) in each sentence below. All the mistakes are related to the use of word forms. There may be more than one mistake in some sentences.

- 1. Playing in a musical group was very excited to him.
- 2. Sports make people happy, fun, and interest.
- 3. Dogs are more friendly and smart than cats.
- 4. Adopting a cat is easy than adopting a dog.
- 5. Cats are more smaller than dogs.
- 6. For some students, writing is more easy than reading.
- 7. She is beautiful and middle age.
- 8. Her jokes make her students laugh, so they do not feel boring.
- 9. When I saw the horse, I was surprise and happy.
- 10. The nursing home really smelled bad, but it was interested to me.
- 11. The thunder sounded really scared.
- 12. I was so scare.
- 13. My mother and grandmother have a deeply regret.
- 14. The interview started good.
- 15. It was excited to learn something new.
- 16. People judge others very fast and easy.
- 17. It was a really disappointed shopping trip.
- 18. Studying English will be very benefit to my career.
- 19. Students in this class are allowed to speak free.
- 20. That gentleman treated us kind.

VII. Review Word Orders

For the corresponding editing / grammar unit, click: Unit 19 Word Orders

Correct the error(s) in each sentence below. All the mistakes are related to the use of word order. There may be more than one mistake in some sentences.

- 1. She is a person very energetic.
- 2. The teacher always is smiling and trying to learn something about the students.
- 3. That cell phone I had for many years.
- 4. I every afternoon do my homework.
- 5. He comes frequently late to class.
- 6. She frequently is late to class.
- 7. Always the tutors are very helpful.
- 8. Our math teacher was a young tall man, about 25 years old.
- 9. He was driving a Chrysler new pickup truck.
- 10. The bride had a white elegant gown.
- 11. Our family every year goes to the Taste of Chicago.
- 12. My brother eats often the most, every two hours.
- 13. When my son is hungry, he eats a meal very big.
- 14. On the first day of class, we did not know where was the classroom, so we went to the ESL office to ask how could we find it.
- 15. Could you tell us what time is it?

VIII. Mixed Editing

The sentences below contain multiple errors in sentence structure and punctuation, verbs, nouns, pronouns, word forms, and/or word orders. Some other types of errors may also exist. Improve each sentence by correcting the errors so that the meaning is clear.

- 1. I love my son very much, he is my older son, he is twenty years old.
- 2. When she say something, people wants to listen her.
- 3. Another class students asked why your class always funny?

- 4. I was in the military two years ago, and I was having a vacation time.
- 5. People in my native country is expert in making clothes and jewelries.
- 6. The man chased us, and he said that "why do you take my daughter?"
- 7. On that day I decided, I will never be scared. However if I ever got scared, then I will start praying.
- 8. With the cell phone, I was able to call whenever I needed. For example, to know that my husband is working longer today.
- 9. The worker said my name, girl with pink dress and white cap was lost.
- 10. One day, he went to his friend's house by his bike . About three hours later, he hit against a car on a drive way while he was riding the bike home.
- 11. My favorite hobby is running in the park. When I wake up in the morning, always I feel so refreshed and good. Usually in the morning, I go running outside, I run for thirty minutes.
- 12. On Monday, at 5pm in the evening, me and my friend went mall for shopping. We visited mall and bought some clothes and shoes. After that, when we were coming back on the bus, suddenly, weather changed to windy and stormy.
- 13. As soon as we were going up, we both were panicking and stop watching down. We closed our eyes and then we heard a voice of an attractive boy who was singing a song.
- 14. The most experiences that learned me a lot that not to judge people quickly through appearances and specific attitude or behavior.
- 15. Sisters help to cope with everyday problems and to reduce stress, promoting happiness, and optimism.
- 16. During the study if some fails exam, it could be a still to study more for strong person, when weak person could leave it..
- 17. As we are the best helper for our babies, so we who are our parents' daughter or son are best person to help them.
- 18. Respecting people are an important factor in creating a good and strong relationship among the members of the community. People should not without looking or caring on their races, religious, or clothings.
- 19. We don't know exactly how another person feels even if they tell us what they are experiencing, we still do not fully understand what is going on inside the other person.
- 20. One day, when my cousin go to buy the things she need for dinner, she park in the wrong place because she not saw the yellow lines.
- 21. I want to work independently by myself. Therefore, I choose interior design for my profession. I eventually went to a school, and I got a license. Now I enjoy my career.
- 22. My parents pass away, and I make a decision to bring my brother and sister to U.S. because we didn't have any opportunities in our country.
- 23. My company send me to work in the U.S. for one year. After one year, I have to decide

to go back or stay here. It's hard for me to decide, but I decide to stay in the US. I am going tell my manager this afternoon.

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PART FOUR APPENDICES

Appendix A Non-Stop Non-Translation (NSNT) Free Writing with Additional Weekly Prompts



a pen writing in a notebook

I. Non-Stop Non-Translation (NSNT) Free Writing

- Do you often translate from your native language to English when you think, write, and speak?
- Do you find it hard to write your paragraphs and essays without translating from your native language?
- Have you had challenges in making other people understand you?

If your answer to any of these three questions is a yes, you may want to learn to think and write in English through <u>the Non-Stop Non-Translation (NSNT) free writing approach</u>. It is one of the most effective ways to <u>practice thinking and writing without translating</u>. Free

writing may serve different purposes, such as generating ideas and expressing viewpoints. However, in this NSNT approach, the goal is to help you think and write in English. As you gradually train yourself not to rely on your native language in your thinking, you will be able to speak, read, AND write more naturally in just English.

II. Importance of Thinking in English While Writing

1. As you learned from Unit 1 Introduction to Academic Writing, (<u>Open Unit 1 here.</u>) in the very beginning of this course, the purpose of writing is to communicate your ideas accurately and effectively. As no two languages are exactly the same, your meaning usually gets lost or misinterpreted to some degree during direct translation from one language to the other. Consequently, your writing may confuse the readers or cause misunderstanding.

2.. When you formulate ideas in your native language and then translate them into English, the process takes longer than when you deal with only one language. As you prepare for your academic study in the U.S., you will be required to read and write a lot. You will not have enough time to complete them within the time frame set by your professors if you have to translate most of the times.

3. Old habits die hard. This saying means that it is hard to break an old habit. The longer you rely on translating, the harder it will be to quit the habit. At this intermediate level of English, you are in a good position to START switching the language in which you normally think when you are writing in English: from your native language to English.

III. Steps in NSNT Free Writing

1. Prepare a notebook just for this practice. If you choose to type, set up a special folder or file on your computer. Record the date. You need to write or type in English *nonstop* so that you will have *no time translating* from your native language to English. Try three minutes, four times a week, and then gradually increase the duration and frequency as you feel more comfortable. Set your timer if needed.

2. You may decide on your own topic or choose one of the topics provided to get started.

If you start rambling or end up writing something totally different, it is OK! The most important is that there is only *one language – English –* in your mind.

3. If you run out of ideas, just keep writing. You may write "Oh, I don't know what more to write. Need ideas... 2 more minutes..." If you are really stuck, just write "Monday, Tuesday...", or "January, February ...", or even "one, two, three..." *Do not let the tip of your pen leave your notebook page, or do not stop typing.*

4. Do not worry about grammar and spelling. Do not stop to check your dictionary. The purpose is not to produce perfect writing, but to think in English. If you want to correct mistakes, do so after you complete the NSNT practice for that day.

Example:

1/15/2022

My first time to write like this. teacher said no stopping, it's hard, but I'll try. The first topic my feelings about this new semester. I feel writing is hard, but important. I want to take college classes after ESL. I want to practice good writing. What else? No stop now, keep writing. One, two, three, four, five, Oh, yes, writing. I took writing II last semester, I did well. I want to learn more and take this class. what else to write? no stopping, no translate, it's hard, no native language, keep writing, writing. My language different from english, no translate is hard. Many mistakes but teacher said don't worry about spelling, grammar, just keep writing. I feel uncomfortable with mistakes. Teacher say no stopping and no translate most important.

The above is a very typical example in the first few days or even weeks of your NSNT practice, but soon you will feel much more comfortable and have more ideas to write about, all in English!

It takes time to acquire this new skill, but if you keep practicing, you will be well on your way to thinking and writing in English. It may take some students a semester or even a year or more, so do not feel discouraged if you do not see progress right away.

Just like working out, it takes consistent efforts to strengthen muscles.



three people lifting barbells

IV. Weekly Writing Prompts

To get you started, here are some suggested topics for each week of the semester. You can modify them as you wish.



An interactive H5P element has been excluded from this version of the text. You can view it online here: <u>https://harpercollege.pressbooks.pub/academic-writing-skills/?p=817#h5p-66</u>

V. Links to Additional Topics

The following websites lead you to images and additional topics.



An interactive H5P element has been excluded from this version of the text. You can view it online here: <u>https://harpercollege.pressbooks.pub/academic-writing-skills/?p=817#h5p-193</u>

The journey to good writing continues...



sailboat on water near island

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- <u>three people lifting barbells</u> © Photo by Sven Mieke on Unsplash
- <u>sailboat on water near island</u> © Photo by Szelei Robert from Pexels

Appendix B Capitalization



some capital letter cutouts in a box

Capitalization in English may be different from that in other languages in many ways. Before you start, remember that it is wrong to write a whole piece of writing in all capital letters. Instead, you should capitalize letters only when appropriate.

I. Capitalization Rules

1. Capitalize the first letter of the first word in a sentence.

- **Books** are expensive here.
- Two textbooks cost me over a hundred dollars.

2. The pronoun "I' is always capitalized when referring to oneself.

- I am a student.
- You and are both students.

3. The first letters of all the words related to specific names of continents, countries, nationalities, ethnicities, and languages are always capitalized.

- My classmates come from Asia, Europe, Africa, North America, Central America, and South America.
- They are from Korea, India, Ukraine, Egypt, Mexico, Guatemala, and Peru.
- They are Korean, Indian, Ukrainian, Egyptian, Mexican, Guatemalan, and Peruvian.
- They speak Korean, Gujarati, Ukrainian, Arabic, and Spanish.

4. The specific names of the months and days of the week are always capitalized.

- The fall semester usually runs from late **August** to mid-**December**, spring from mid-**January** to mid-**May**, and summer from early **June** to end of **July**.
- Most classes run on Mondays and Wednesdays, or Tuesdays and Thursdays.

5. Capitalize the first letter of each word in the proper nouns (except prepositions, articles, coordinating conjunctions, and "to" in an infinitive).

Proper nouns are specific or exact names of people, places, companies, colleges, cities, countries, nationalities, religions, holidays, product brands, school courses, etc. Do not capitalize the common names unless they are the first word in a sentence.

Please refer to Unit 16 Nouns for more explanations and examples about common nouns and proper nouns. (<u>Open Unit 16 here.</u>)

Common Nouns (General Names)	Proper Nouns (Specific or Exact Names)
There are many international students in American colleges.	In Spring 2016 , there were 107 international students at Harper College.
Those international students came from 26 different countries.	They came from Brazil,Congo,China , Quatar,Moldova , etc.
Of course, many languages were represented by those students.	Those languages included Portuguese , French, Chinese,Arabic, Romanian , etc.
They also believed in different religions.	Some of the religions were Christianity,Islam,Buddhism , and Hinduism .
At Harper , some international students take ESL reading and writing courses for one or two semesters.	The advanced ESL courses are Reading V and Writing V .
All the courses are taught by experienced professors.	They are usually taught by Professor Nelson and Professor Garcia .
Of course, textbooks are required.	In Reading V, the textbook is " Reader's Choice ".
Other international students take classes in computer, business, and science.	Some of the popular courses are CSC 121, ACC 101 , and Bio 160 .
The fall and spring semesters are 16 weeks long, while the summer semester is only 8 or 10.	In Summer 2021 , ESL students took their writing class in 10 weeks and reading class in 8 weeks.
Most international students plan to transfer to other universities after they finish their study at Harper .	Many Harper students transfer to University of Illinois at Chicago and University of Illinois at Champion-Urbana.
The student clubs at Harper help them meet friends.	The International Students Club provides games, prizes, and snacks besides the opportunities to meet friends.
Most student clubs meet once a week.	The International Students Club meets every Thursday afternoon.
The clubs hold their regular meetings in one of the buildings on campus.	A few clubs meet in Building D .
Sometimes, the college president comes to greet the students.	Dr. Proctor, Harper 's current president, has been very impressed with what the clubs are doing.

Many international students love the museums, parks, and lakes in Chicago .	Their favorite places are Museum of Science and Industry, Millennium Park, and Lake Michigan.
During the holidays, Chicago hosts many celebrations and events.	On 4 th of July , American's Independent Day , there are usually fireworks. Taste of Chicago also attracts many people.

The number of international students and their countries of origin are taken from <u>http://dept.harpercollege.edu/international/documents/GoingGlobalFebruary2016.pdf</u>

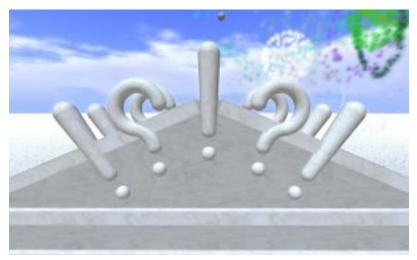
II. Capitalization in Titles

- 1. Capitalize the first letter of all major words (nouns, verbs, adjectives, adverbs, and pronouns)
- 2. Do not capitalize articles (a, an, the), prepositions (in, on, from, etc.), and coordinating conjunctions (and, but, or, etc.). However, capitalize them if they are the first words in the titles.
- 3. Do not capitalize "to" in an infinitive unless it is the first word in the title.
- The Best ESL Program
- The Story of Our Mother and the Little Cat
- My Reasons for Taking a Writing Course
- Five Interesting Ways to Make a Living

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Appendix C Punctuation



a group of question marks and exclamation marks

I. Common Punctuation Marks

Period	Question mark	Exclamation mark	Comma
•	?	!	,
Semi colon	Colon	Apostrophe	Quotation marks
		1	<i>u n</i>
,	•		

punctuation marks

II. Rules for Punctuations



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Appendix D Irregular Verbs



an arrow on target

Below is a chart of verbs with irregular past tense and past participle forms.

Base Form	Simple Past	Past Participle
be	was, were	been
beat	beat	beat/beaten
become	become	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
bring	brought	brought
break	broke	broken
build	built	built
burn	burned	burned

buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten

fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fit	fit	fit
flee	fled	fled
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got

give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	head
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid

lead	led	led
leave	left	left
lend	lent	lent
let	let	let
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
рау	paid	paid
put	put	put
quit	quit	quit
read	read	read
ride	rode	ridden

ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shoot	shot	shot
show	show	shown
shut	shut	shut

sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
spread	spread	spread
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
strike	struck	struck/stricken
swear	swore	sworn
sweep	swept	swept

swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	waken
wear	wore	worn
weep	wept	wept
win	won	won
wind	wound	wound

withdraw	withdrew	withdrawn
write	wrote	written

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 $\cdot \,\, \underline{\text{an arrow on target}}\, \mathbb{O}$ Photo by Ricardo Arce on Unsplash

Appendix E Answer Key to Some Non-Interactive Exercises

Please check with your professor about the answer key.