Noncredit ESL Level Four Writing Workbook

Title V Gateways Grant Winter 2012

Note to User: This manual is a work in progress. Please submit your feedback for improvements and corrections via email to psmayer@glendale.edu
Thank you!

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In-class Exercise #1

Writing about Yourself for a Job Application or Cover Letter 20-25 MINUTE LESSON

Assignment: Give a brief description of your educational background and your relevant work experience. First show the incorrect version on the screen

A. Incorrect Version

Howdy, my name is Deborah Parker and I'm a Texan! I finished both high school and college in Houston, Texas. In 1994 I graduated from Rice University with a B.A. in linguistics immediately afterwards I completed a certificate in Teaching English as a Second Language. That same year I began teaching ESL at Beaumont community college. and I also began graduate studies in Applied Linguistics. Two years later I received my M.A. in Applied Linguistics from the University of Houston, after my graduation I was lucky to receive a Fulbright Scholarship as a Junior Lecturer to Paris, France. I lived and worked there from 1994 to 1995. When I first arrived in Paris, I could not speak more than a few sentences of French I learned first-hand how difficult it is to learn a second language! After my return to the U.S. I moved to California. I taught ESL at community colleges in orange and Los Angeles counties In 1996 I joined Cambridge University press as an ESL Specialist I worked for Cambridge for the next ten years until I returned to teaching in 2006. For the past 6 years I have been teaching at L.A. City college and Glendale Community College.

I have been lucky once again I enjoy my classes at both campuses!

(Go to next page for correct version.)

B. Correct Version

Howdy, my name is Deborah Parker and I'm a Texan! I finished both high school and college in Houston, Texas. In 1994 I graduated from Rice University with a B.A. in Linguistics. Immediately afterwards, I completed a certificate in Teaching English as a Second Language. That same year I began teaching ESL at Beaumont Community College, and I also began graduate studies in Applied Linguistics. Two years later I received my M.A. in Applied Linguistics from the University of Houston. After my graduation, I was lucky to receive a Fulbright Scholarship as a Junior Lecturer to Paris, France. I lived and worked there from 1994 to 1995. When I first arrived in Paris, I could not speak more than a few sentences of French. I learned first-hand how difficult it is to learn a second language! After my return to the U.S., I moved to California. I taught ESL at community colleges in Orange and Los Angeles counties. In 1996 I joined Cambridge University Press as an ESL Specialist. I worked for Cambridge for the next ten years, until I returned to teaching in 2006. For the past 6 years, I have been teaching at L.A. City College and Glendale Community College. I have been lucky once again. I enjoy my classes at both campuses!

Class Activity: Instructor has students (Ss) read two versions and has them indicate which one is easier to read. Looking at the correct version class discusses:

- 1. The use of indentation to signal a body of text as a "paragraph."
- 2. The "framing" of text with margins on all side—to visually organize it.
- 3. The use of periods and exclamation points to mark the end of sentences.
- 4. The use of capital letters to signal a new sentence.
- 5. Having one sentence follow another rather than "list" form (wrap-around text).
- 5. Extra space between lines of text to facilitate editing (used only for working or school drafts).

Class Activity - Reviewing Paragraph Form and Writing Notes

Directions: Pass out the incorrect version to Ss and answer the following questions together. Have Ss make notes/marks on their papers to indicate errors.

- 1. Did the writer indent the first line of her paragraph? YES NO
- 2. Did the writer provide 1-inch margins an all sides of her paragraph? YES NO
- 3. Does each line of the paragraph follow the next line (wrap-around style)? YES NO
- 4. Did the writer leave space in between each line of text? Enough to make comments or corrections? YES NO

Task: Compare your corrections with a partner. Do you have the same number of comments and/or corrections? If not, discuss the differences and make any necessary changes. After your discussion, you and your partner's comments should be the same.

(After activity is finished, the instructor can show the correct version again on the screen to discuss their notes and corrections.)

In-Class Assignment 2 WRITING DESCRIPTIVE PARAGRAPHS: Punctuation and Capitalization

1. Put periods, commas, and capital letters where necessary. There are 19 mistakes and the title is missing. Add a title for the paragraph. Writing Prompt: Describe how something or someone has changed.

(Title])		

in the U.S., life has gotten complicated both parents often work outside the home the children often go to daycare after school so nobody is home during the day the men help their wives in the kitchen and the wives help their husbands with the bills one person's job doesn't pay all the bills the evenings are very busy and the mother and father are both very tired the

kids have homework and they want their parents' attention and time life at home is not as simple as it used to be

2. Next, copy the paragraph on a piece of loose leaf paper.

Remember to:

Position your paper with the margin at the top and the holes on the left.
Put your name, date, and level at the top right corner in three lines.
Put a title in the center on the title.
Capitalize each important word in the title, and do not make a sentence. Underline the
title.
Skip a line, indent, and begin copying the paragraph.
Leave some space for the right margin.
Your teacher will show you what the corrected version should look like.

In-class Exercise #2 (Correct Version)

A Busier Lifestyle

In the U.S., life has gotten complicated. Both parents often work outside the home. The children often go to daycare after school, so nobody is home during the day. The men help their wives in the kitchen, and the wives help their husbands with the bills. One person's job doesn't pay all the bills. The evenings are very busy, and the mother and father are both very tired. The kids have homework, and they want their parents' attention and time. Life at home is not as simple as it used to be.

Writing Assignment 3: Writing a Descriptive Paragraph

Today we are going to work on writing a descriptive paragraph. Your writing prompt is: *Describe a good friend you know*. If you don't want to write about a specific friend of yours, you may write about the characteristics all good friends should have. The first thing you need to have is a sentence that addresses the topic—also known as **a topic sentence**.

The sentence, "My friend has many likeable qualities." works as a topic sentence because it tells the reader what you are going to be writing about and offers an opinion about the topic, which in this case is your friend. Usually the topic sentence in a single paragraph is near the beginning of the paragraph. Notice in the outline below that the topic sentence is followed by **details** that help describe your good friend and explain your opinion, which is why you like him or her. There should also be a **concluding comment** that repeats your points in different words. In our previous lesson about life in the U.S., can you find the topic sentence? What things led you to say it was the first sentence? Notice that it tells us the topic and has an opinion or special focus on the topic.

It's always a good idea to take a few minutes to write an outline before beginning an assignment. Here's a good way to outline a response to the writing prompt: Describe a good friend.

Topic Sentence: My friend has many likable qualities.

Detail #1: He is kind hearted.

A. (Now give examples of his kindheartedness.)

Example: He is very thoughtful and friendly to everyone. He never puts people down and cares about others before himself.

Detail #2 He is funny.

A. (Now give examples of how he is funny and how he helps one laugh at himself) Example: Because he is smart, he knows how to use humor to get his point across without hurting anyone's feelings. He is also familiar with how to use humor to motivate people and how to get people to agree with him.

Detail #3 He is trustworthy and honest. (Example sentences)

(The third detail is usually the most important and is saved for last because it will be the one the reader reads last and remembers most.)

The most important thing I like about my friend is that I know that he would never turn his back on me or my family. He won't lie to me. I feel very lucky to have someone like my friend because I can count on him in many ways. If your car broke down far

away from home in the middle of the night, my friend is the kind of person who would get out of bed to pick you up.

Concluding Comment: (This is a restatement of your topic in different words that includes the details and words that support your topic.) I feel very lucky to have someone like my friend because I can count on him in many ways. I have learned how to treat other people better through watching him, and he has shown me what it means to be honest and trustworthy.

So, when we put the topic sentence, the details, and concluding comment together, the **rough draft** of the paragraph looks like this:

My friend has many likable qualities. He is kind hearted. He is very thoughtful and friendly to everyone. He never puts people down and cares about others before himself. He is funny and helps me laugh at myself. Because he is smart, he knows how to use humor to get his point across without hurting anyone's feelings. He is also familiar with how to use humor to motivate people and how to get people to agree with him. He is trustworthy and honest. The most important thing I like about my friend is that I know that he would never turn his back on me or my family. He won't lie to me. I feel very lucky to have someone like my friend because I can count on him in many ways. If your car broke down far away from home in the middle of the night, my friend is the kind of person who would get out of bed to pick you up. I have learned how to treat other people better through watching him, and he has shown me what it means to be honest and trustworthy.

Notice that too many of the sentences are short and begin with "He." The **contents** of this paragraph are good, but stylistically it is poor. Now it is time to rewrite the paragraph, or what your teacher might call writing a **second draft**. To improve this rough draft, we need to combine these short sentences into larger ones.

Combining Short Sentences by Making Lists

One way to combine sentences is to make a list using commas. Our rough draft has a lot of adjectives. Can you combine the second and third sentences of the rough draft into one by using commas and listing the adjectives?

Exercise 1

Work with a partner and combine the second and third sentences of the rough draft into one sentence by using commas and listing the adjectives. Work on a separate sheet of paper and don't look at the examples below. Try to do this by yourselves.

Hopefully your sentence looks like, "He is kind hearted, very thoughtful, and friendly to everyone."

Combining Sentences by Creating Compound Sentences

Another way to combine short sentences is to write compound sentences. Notice the sentence, "I have learned how to treat other people better through watching him, and he has shown me what it means to be honest and trustworthy" works well because it combines several points into one longer sentence.

Exercise 2

Work with the same partner and combine the two sentences "The most important thing I like about my friend is that I know that he would never turn his back on me or my family. He won't lie to me." into one compound sentence on the separate sheet of paper. For this exercise, remember to use a coordinating conjunction (and, but, so, for, nor, yet) to join the two smaller sentences. Don't peek at the example below.

Like cooking an omelet, there are many possible ways to put these ingredients (two sentences) together. When your teacher tells you to, look at the examples to see possible ways to combine these two sentences. If time permits, try to combine them a second way. Remember to double space so that you can edit your work.

Examples of Possible Compound Sentences

"The most important thing I like about my friend is that I know that he would never turn his back on me or my family. He won't lie to me." The simplest way to combine these two shorter sentences would be to add "and" between them to make, The most important thing I like about my friend is that I know he would never turn his back on me or my family, and he won't lie to me. A better way would be to write, The most important thing I like about my friend is that he won't lie to me, and I know that he would never turn his back on me or my family. Another possible route would be to shorten the second sentence into a phrase to create, "The most important thing I like about my friend is that I know he would never turn his back on me or lie to me or my family." The meaning is a little different in the last one, but it improves the style a lot.

Now we are ready to see what our revised paragraph looks like.

My friend Nick has many likable qualities. He is kind hearted, very thoughtful, and friendly to everyone. Because he is smart, he knows how to use humor to get his point across without hurting anyone's feelings. Nick is also familiar with how to use humor to motivate people and how to get people to agree with him. The most important thing I like about him is that I know he would never turn his back on me or lie to me or my family. I feel very lucky to have someone like my friend because I can count on him in many ways. If your car broke down far away from home in the middle of the night, Nick is the kind of person who would get out of bed to pick you up. I have learned how to treat other people

better through watching him, and he has shown me what it means to be honest and trustworthy.

Notice that the sentences "He is funny and helps me laugh at myself", "He is trustworthy and honest", and, "He never puts people down and cares about others before himself" have been dropped because they are no longer necessary. This process of editing out unnecessary sentences is a major part of editing papers and will help your writing improve. Also, the word "He" has been changed to "My friend", "him" and to "Nick" to vary the flow of the paragraph

Exercise 3

Writing Prompt: Describe Your Favorite Place

Now it's your turn to write on the topic: Describe your favorite place. Before you write, fill out the outline below for a student who has chosen her neighborhood park as her favorite place. Some of it has already been done, but she can't think of a good detail for Detail #2. Can you and a partner help her?

Concluding Comment : (This is a restatement of her topic in different words that includes the details and words that support her topic. Can you help her?)
Exercise 4
Put the topic sentence, details and their supporting sentences down in paragraph form on a separate sheet of paper. Use the skills you practiced in Exercise 2 and 3 of this guide book to rewrite your second draft. After you finish writing your second draft, share your work with a partner and talk about what you like and what you think could be improved with your partner's paragraph. Just like with you paper, check your partner's paper for content , format , and form . Often your instructor will grade on these three criteria. Content refers to the ideas, the format refers to how the paper looks regarding layout (title, indentation, use of margins, etc.), and form refers to grammar, spelling and punctuation. Remember that you don't have to use every editing skill every time. For example, you might not need to write a list, combine sentences or edit out unnecessary sentences with your rough draft. See what your partner thinks. Be sure to let her see both your rough and second drafts. Your teacher will ask you to write this paragraph on the board in groups, or she may do a group write with you on the screen.
*Exercise 5 (Optional In-class or take-home writing assignment)
Now it is your turn to write about one of your favorite places. No fair writing about the park, because we've already done that together. Fill out the outline below and show it to a partner. Check each other's outline for: 1) a good topic sentence with a main idea or opinion, 2) at least three supporting details, and 3) and good concluding sentence. Your teacher might wait to give you this assignment until after you do the next exercise on narrative paragraphs, which also introduces how to work with correction symbols.
Writing Prompt: Describe Your Favorite Place Topic Sentence:
Detail #1: C. (Give example sentences)

Detail #2	
	C. (Give example sentences of)
Detail #3	
Detail 113	B. (Give example sentences of)
	Comment : (This is a restatement of your topic in different words that includes the details nat support your topic. Can you help her?)

Writing Assignment 4: Writing a Narrative Paragraph

In the first lesson we looked at writing about our educational background and work experience. In the second we looked at describing how something or someone has changed. In our last paragraphs we describe someone and then something we liked. Our next assignment is to write a narrative paragraph, which describes a situation that has a beginning, middle and end. In the chart below there are lists of reasons why you might need to write a narrative paragraph.

To get an academic degree:

- to describe a historical event
- to describe a scientific phenomenon like a volcano erupting
- to explain your educational history to an academic counselor
- to write a biography

To get a job:

- to explain your work experience in a letter, interview, or to a job counselor
- to describe an event or a problem at work

To be comfortable in American society:

- to participate in conversations about children, marriage, life history and experiences
- to describe a problem or complaint (landlord, store manager, billing departments, etc)
- to describe your health history to a doctor
- to report a crime or accident

To teach:

- to tell a fable or life experience to a child
- to tell an American to appreciate or realize something about your country (leadership, politics, history, culture, genocide, life experience).

Exercise 4a: Note to teacher: Using the overhead projector, show and read to them the correct version of AMELIA. Before reading it with them, ask them the following pre-reading questions. Remember not to give them a copy of this version until they complete the next three exercises. Pre-reading questions: (5 min.)

- by looking at the title, can students guess who this is about?
- do they know anything about Amelia Earhart?
- -can they name any other famous American women outside of the arts?
- -looking at the chart above, which category does AMELIA fall into?
- what is some vocabulary necessary to read about flying?

fly/flew, flight, pilot, navigator, aviation, aerial

AMELIA (Correct Version)

She took off one morning for one of the most famous flights in aviation history, and then she never returned. Her name was Amelia Earhart. She was born in Atchison, Kansas on July 24, 1897. Her grandparents were leading citizens of their community and her father was a lawyer. Amelia and her younger sister went to private schools. She was a tomboy, good at sports, and a risk-taker. When she was in her teens, her father developed a drinking problem and the family separated for some years. During this time, Amelia trained as a nurse's aide and served in a military hospital during World War I. In 1920, her parents reunited and Amelia moved to California to be with them. It was here, in Long Beach, California that she attended her first aerial show and took flying lessons from a female pilot. Soon after, Amelia was flying and setting new records. In 1926 she became the first woman to fly across the Atlantic, but she was only a passenger on that famous flight. Six years later she made that transatlantic trip again, but this time she flew solo. When she returned to New York, she was cheered in parades and given a medal by President Hoover. In 1935 she decided to fly around the world and circle the globe at the equator. Two years later she departed on that flight with her navigator, Fred Noonan. It was a long and difficult trip. She and Noonan were nearly at the end of their journey when Amelia made her last radio contact on July 2, 1937. Then her plane seemed to vanish somewhere over the South Pacific Ocean. No remains of her, or Noonan, or the plane were ever found. Amelia Earhart flew out of space and into myth on that final flight.

> "A ghost of aviation she was swallowed by the sky or by the sea, like me she had a dream to fly"

Lyrics to Amelia by Joni Mitchell

- 2. After reading they discuss things they learned about Amelia Earhart (5 min.)
 - instructor can ask for the events at the **beginning**, **middle**, and **end** of the story
 - why did the writer add the song lyrics? Is A.E. still present in our imagination?

Class Activity:

Pass out the Correction Symbols handout and focus on the highlighted symbols. These are the only symbols the Ss will work with for this activity.

Correction Symbols*

1. <i>art</i> =	article needed/ or wrong article (a, an, the)
2. $cap/uc =$	should be a capital letter
3. <i>conj</i> =	conjunction (and, but, so, or)
4. $cs =$	comma splice: your sentence is not correct with only a comma
5. f =	fragment (not a complete sentence) needs a subject or verb
6. <i>lc</i> =	should be a small (lower case) letter
7. $pos =$	possessive ('s or s')
8. <i>prep</i> =	preposition (in, on, at, about, etc.)
9. <i>pron</i> =	pronoun needed/ or wrong pronoun (he-him etc.)
10. $s =$	singular noun
11. <i>pl</i> =	plural noun
12. $non =$	non-count noun
13. <i>sp</i> =	spelling
14. <i>vb t</i> =	wrong verb tense (ex. go-went or eats-is eating)
15. $vbf =$	wrong form of the verb (ex: have-has)
16. <i>wc</i> =	word choice (use another word)
17. $wf =$	word form (ex: happy-happiness or boring-bored)
18. wm/mw =	word missing/ missing word (you need to add a word)
19. <i>wo</i> =	word order is incorrect (ex: the coat black instead of the black coat)
20. <i>incomp</i> =	incomplete sentence
21. [awk] =	awkward structure or expression
22. <i>subverb</i> =	subject verb agreement errors
23. $ger =$	gerund
24. <i>infin</i> =	infinitive
25. $comp =$	comparative

* Colored boxes indicate symbols used in this lesson (Amelia).

Exercise 4b: Correct the following narrative paragraph using the correction symbol chart found on page 10

Writing a narrative (a biography)

30-35 MINUTE LESSON

A. Incorrect Version with Correction Symbols (25 errors)

AMELIA vb f art She taked off one morning for one of most famous flights in aviation history, and then she never returned. Her name is Amelia Earhart. She was born in Atchison, Kansas in July 24, 1897. Her grandparents was leading citizens of their community and her father was a lawyer, Amelia and her younger sister went to private schools. She was a tomboy, was good at sport, and a risk-taker. When she was in her teens, her father was developing a drinking problem and family separated for some years. During this time Amelia trained as a nurses aide and served at a military hospital during World War I. In 1920, her parents reunited and Amelia moved to California to be with them. It was here in California, Long Beach that she attended her first aerial show and took [lessons for flying] from a female pilot, soon after Amelia was flying and set new records. In 1926 she became first woman to fly across the Atlantic. But she was only a passenger on that famous flight. Six year later she made that transatlantic trip again, but this time she flew solo. When returned to New York, she was cheered in parades and given a medal by President Hoover. In 1935 she decided to fly around the world circle the globe at the equator, two years later she departed on that flight with his navigator, Fred Noonan. Was a long and difficult trip. [She and Noonan they] were nearly at the end of their journey, when Amelia made her last radio contact on 2 July 1937. Then her plane seemed to vanish somewhere over the South Pacific ocean. No remains of her, or Noonan, or the plane were ever found. Amelia Earhart flew out of space and into myth on that final flight. "A ghost of aviation she was swallowed by the sky or by the sea, like me she had a dream to fly" Lyrics to *Amelia* by Joni Mitchell

Exercise 4c: Individual Activity:	Ss re-write the paragraphs	and put both their	edited copy and
their corrected draft into their portfo	lios.		

Exercise 4d: Individual Activity:	Fill in the chart and answer the questions.
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Now it is your turn to write a narrative paragraph. Don't worry; it doesn't have to be as long as AMELIA. Using one of the reasons listed on the chart on page 13 and 14, answer the questions and fill out the chart below with the key points of the narrative before you write your paragraph.

BEGINNING	MIDDLE	END

What is the TOPIC:	

Topic Sentence: What is the main idea about the topic? For example, if you topic is about your family coming to the U.S., what is your opinion about your family coming here? A topic sentence can also let the reader know the focus of the paragraph and what the paragraph is going to be about. The sentence "My family came to America", is not a good topic sentence. Who can tell the class why? What is it missing? "Coming to the U.S. has been both difficult and very rewarding for my family" is a good topic sentence because it focuses on the main idea of your narrative paragraph.

Concluding Sentence: A concluding sentence reviews the information in you topic sentence and supporting details. Try writing a concluding sentence on the line below.

*Exercise 4e: Read the checklist before you begin writing.

Writing Prompt: Using the outline you filled out above, write your narrative paragraph. Make sure you have all the necessary features of a well-written paragraph.

Your paragraph must have the following features:

Content:

1. The paragraph tells a story with a beginning, middle, and end.

Paragraph:

- 2. A topic sentence that states your topic and your main idea about the topic
- 3. Supporting details that list the beginning, middle, and the end
- 4. A concluding sentence that restates the topic and closes your paragraph

Sentences:

- 1. Subject and Verb for every sentence
- 2. Period at the end of every sentence
- 3. Capital letters after every period

Grammar

- 4. Correct use of tenses including simple past and past progressive
- 5. Correct use of time words

Format:

- 6. Correct use of paper with holes on the left side and writing inside the margins
- 7. Name, date, and class in the upper right hand corner
- 8. Indent the first line
- 9. Correct title (Not a sentence, main words capitalized, underlined)

Writing Assignment 5: Writing a Paragraph about a Goal

Today we are going to learn how to write a descriptive paragraph about your goals: But first, a review. Identify the subordinating conjunction (S.C.) and subject (S) and verb (V) of every sentence and clause below. Label each one as a SENTENCE or a CLAUSE.

Ex. I am writing a paragraph about my goal <u>sentence</u>

S V

- Ex. When I reach my goal <u>clause</u> S.C. S V
- 1. My goal is to start taking credit classes in Fall 2011
- 2. Because I want to work as an accountant as soon as possible
- 3. I have to take several steps in order to reach my goal
- 4. First, I have to learn about the requirements for entering the GCC credit program
- 5. If I don't have my residency
- 6. I will have to pay very high tuition
- 7. I need to know what documents are necessary to show that I am a resident
- 8. Second, I need to speak to an academic counselor
- 9. As soon as I get the name and number of a counselor
- 10. I will make an appointment
- 11. I will be sure to know exactly which classes to take
- 12. If I get the advice of a counselor
- 13. Last, I would like to meet an accounting teacher or some accounting students
- 14. If I get permission
- 15. Maybe I can visit an accounting class to see what it is like
- 16. I can talk to some of the students and look at the book
- 17. I will make a plan to follow these steps so that I have a clear and direct pathway to getting my degree in accounting

- 18. I will ask my noncredit ESL teacher
- 19. If I need any advice along the way

Next, copy the paragraph on a piece of loose leaf paper using correct punctuation.

Remember to:

Position your paper with the margin at the top and the holes on the left.
Put your name, date, and class at the top right corner.
Put the title in the center on the title line.
Capitalize each important word in the title, and do not make a sentence.
Skip a line, indent, and begin copying the paragraph.
Leave some space for the right margin.
Do not write the clauses alone. They must connect to a sentence.
Remember the capital, period, and commas.

DO NOT LOOK BELOW UNTIL YOU ARE FINISHED!

Exercise 5a: Correct Version

My Future in Accounting

My goal is to start taking credit classes in Fall 2011 because I want to work as an accountant as

soon as possible. I have to take several steps in order to reach my goal. First, I have to learn about the

requirements for entering the GCC credit program. If I don't have my residency, I will have to pay

very high tuition. I need to know what documents are necessary to show that I am a resident. Second,

I need to speak to an academic counselor. As soon as I get the name and number of a counselor, I will

make an appointment. I will be sure to know exactly which classes to take if I get the advice of a

counselor. Last, I would like to meet an accounting teacher or some accounting students. If I get

permission, maybe I can visit an accounting class to see what it is like. I can talk to some of the

students and look at the book. I will make a plan to follow these steps so that I have a clear and direct

pathway to getting my degree in accounting. I will ask my noncredit ESL teacher if I need any advice

along the way.

1. What is the topic sentence?

2. How many supporting details are there?

3. Circle the transition words. What is the comma rule for transition words?

4. What is the concluding sentence?

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Exercise 5b: Flow Chart

Writing Prompt: Write a paragraph about one of your goals.

PREWRITING #2 (Teacher may use welcome packets)

	NAI	ME:	
MY GOAL: _	What are you goin	DATE:	
	Academic	□ Professional	□ Personal
	/		
Last Step			
Fourth Step			
Third Step			
Second Step			
First Step			
т пы ыср			

TODA	Y: DATE:
	What are you doing? DATE:
	Making a Paragraph Outline
Circle	the goal for each list, and number the steps in the correct order.
2. 3.	Join a club, talk to strangers, make friends, take a fun class Do things on your own, take a conversation class, talk to strangers, be more confident Make an appointment with an academic counselor, enter the credit program, talk to credit students, visit a credit class Take a computer class at Garfield, get a job, visit the Career Center, make an appointment with a job counselor
Now w	write out your goal and the steps on the outline below. Use your Arrow Paper above if necessary:
I.	My Goal:
	A. First Step:
	B. Second Step:
	C. Third Step:

Share your outline with another student. Do you have a goal that is general? Is each step specific, and does it lead to the goal?

*Exercise 5c: Writing Assignment

D. (Last Step):

Writing Prompt: What is a goal you'd like to accomplish within the next two to six years? What steps do you need to take to reach your goal?

Using your listing outline above, write your paragraph. Make sure it includes the features on the next page.

Content:

- 1. The paragraph completely answers the question that the assignment asks.
- 2. The paragraph matches your outline.

Paragraph:

- 1. A topic sentence that states your goal
- 2. Supporting detail that lists each step to reach your goal.
- 3. A transition connector for each step (with a comma)
- 4. A concluding sentence that closes your paragraph

Sentences:

- 10. Subject and Verb for every sentence
- 11. Subordinate Conjunction and S + V for every clause
- 12. Period at the end of every sentence
- 13. Capital letters after every period
- 14. Commas for complex sentences

Grammar

- 1. Correct use of simple present, present progressive, and future tense
- 2. Correct use of action and non-action verbs

Format:

- 1. Correct use of paper with holes on the left side and writing inside the margins
- 2. Indent the first line
- 3. Correct title (Not a sentence, main words capitalized, underlined)

Exercise 5d: Before you turn your paragraph in to your teacher, share your paragraph with a partner and fill out the following check lists.

Your	Name:		
1.	I answer the quest	ion that the assi	gnment asks.
	YES	NO	I DON'T KNOW
2.	I put the holes of t	he paper on the	left and the margin on the top.
	YES	NO	I DON'T KNOW
3.	I indented the first	sentence.	
	YES	NO	I DON'T KNOW
4.	I have a title that i	s not a sentence	, that has capitals letters for the main words, and that is underlined.
	YES	NO	I DON'T KNOW
5.	I use present progr	ressive, simple p	present, and future verbs correctly.
	YES	NO	I DON'T KNOW
6.	I put a subject and	a verb in every	sentence
	YES	NO	I DON'T KNOW
7.	I put a period at th	e end of every s	sentence.
	YES	NO	I DON'T KNOW
8.	I put a capital lette	er for the first w	ord of every sentence and for proper nouns.
	YES	NO	I DON'T KNOW
9.	I use clauses corre	ectly.	
	YES	NO	I DON'T KNOW
10.	I use transition wo	ords correctly.	
	YES	NO	I DON'T KNOW
11.	I use commas corr	ectly.	
	YES	NO	I DON'T KNOW

Partn	er's Name:		
1.	She answers the qu	uestion that the	assignment asks.
	YES	NO	I DON'T KNOW
2.	She puts the holes	of the paper on	the left and the margin on the top.
	YES	NO	I DON'T KNOW
3.	She indented the fi	irst sentence.	
	YES	NO	I DON'T KNOW
4.	She has a title that	is not a sentence	e, that has capitals letters for the main words, and that is underlined
	YES	NO	I DON'T KNOW
5.	She uses present p	rogressive, simp	ple present, and future verbs correctly.
	YES	NO	I DON'T KNOW
6.	She puts a subject	and a verb in ev	very sentence
	YES	NO	I DON'T KNOW
7.	She puts a period a	at the end of eve	ery sentence.
	YES	NO	I DON'T KNOW
8.	She puts a capital	letter for the firs	st word of every sentence and for proper nouns.
	YES	NO	I DON'T KNOW
9.	She uses clauses co	orrectly.	
	YES	NO	I DON'T KNOW
10.	. I use transition wo	rds correctly.	
	YES	NO	I DON'T KNOW
11	. She uses commas of	correctly.	
	YES	NO	I DON'T KNOW

Writing Assignment 6: Writing Multi-paragraph Essays

A. Now let's take a look at the corrected version of the paragraph, "Amelia." A reader might be able to understand the long paragraph better if you separated it into three shorter paragraphs at appropriate places. Since this is a narrative (a biography) you can separate it chronologically or some would say according to the different periods of her life.

AMELIA

- 1. She took off one morning for one of the most famous flights in aviation history, and then she never returned.
- 2. Her name was Amelia Earhart. She was born in Atchison, Kansas on July 24, 1897. Her grandparents were leading citizens of their community and her father was a lawyer. Amelia and her younger sister went to private schools. She was a tomboy, good at sports, and a risk-taker. When she was in her teens, her father developed a drinking problem and the family separated for some years. During this time, Amelia trained as a nurse's aide and served in a military hospital during World War I. In 1920, her parents reunited and Amelia moved to California to be with them. It was here, in Long Beach, California that she attended her first aerial show and took flying lessons from a female pilot. Soon after, Amelia was flying and setting new records.
- 3. In 1926 she became the first woman to fly across the Atlantic, but she was only a passenger on that famous flight. Six years later she made that transatlantic trip again, but this time she flew solo. When she returned to New York, she was cheered in parades and given a medal by President Hoover. In 1935 she decided to fly around the world and circle the globe at the equator. Two years later she departed on that flight with her navigator, Fred Noonan. It was a long and difficult trip. She and Noonan were nearly at the end of their journey when Amelia made her last radio contact on July 2, 1937. Then her plane seemed to vanish somewhere over the South Pacific Ocean. No remains of her, or Noonan, or the plane were ever found. 4. Amelia Earhart flew out of space and into myth on that final flight.
- 1. What would you call underlined sentence #1 in the writing?

2.	. What period of her life does the underlined sentence #2 describe?
3.	. What period of her life does the underlined sentence #3 describe?
4.	. What would you call underlined sentence #4?

B. In the same way, you can separate the (two or three) main supporting ideas in your paragraphs, develop supporting details for each of them, and create a short composition that makes it easier to understand your ideas. Let's look at how you can develop a short composition out of a paragraph this way.

Exercise 6a

THE SHORT COMPOSITION

A short composition states one main idea and develops supporting ideas and details that explain the main idea. It also includes a concluding statement.

I. PARTS OF A SHORT COMPOSITION

Teens and Drugs

Today, when people talk about teenagers taking drugs, they often talk about what the drugs do. However, we should also take a look at why teenagers start taking drugs in the first place; there are two main reasons.

First of all, it is all too easy for many young people to get their hands on drugs. Drugs are available almost anywhere: at a school yard, in line for a movie, or at a football game. To find drugs, teens do not have to risk going to the seedy parts of town or deal with shady characters on street corners. Often times, they are offered free drugs by their friends. Also, because many teens have parents who work, they have too much free time. They tell their parents that they are at the library in the afternoon, when they are really at their friend's house or at the park. Thus, while their parents are busy and hard at work, their children are becoming addicted as well.

Most importantly, teenagers have enormous pressure to conform—to behave the same way their peers behave. Teenagers often have close friends or best buddies with whom they share everything, including drugs. They also tend to go to a lot of parties and other social events where it is most important to be one of the crowd, to be "cool." Even the most mature teen may be tempted to do drugs at a party rather than risk being called names and treated as an outsider. For all these reasons, getting involved with drugs is a growing problem for teenagers.

1. What is the topic sentence of the composition? What is the main idea?				
2. How many supporting ideas are there? What are they?				
3. How are the supporting ideas introduced? What transitions connect them?				

4. V	V hat	is t	he	concl	luding	statement?
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Exercise 6b

II. THE FIRST STEP: PREPARING TO WRITE THE FIRST DRAFT

A. The Topic Sentence and Main Idea

A strong main idea sentence has a topic and a comment. The comment is the writer's opinion about the topic. Sometimes, the comment lists and summarizes the main supporting points.

Topic: Learning to write in English

Comment: It can be a frustrating experience for many international students.

Main Idea: Learning to write in English can be a frustrating experience for many ESL students.

Topic: Disadvantages of living in a big city

Comment: It can be crowded, polluted, noisy, and expensive.

Main Idea: It can be crowded, polluted, noisy, and expensive to live in a big city.

Write three main supporting ideas for the following topics or main ideas.

1. Three popular kinds of weekend entertainment:

2. Benefits of living in a small town:

3. My ideal job:

4. Three goals/plans for the future:

5. My favorite city or place/My hometown (reasons):

6. Three of my interests:
7. Reasons for living in southern California:
8. My favorite (friend or family member):
9. An excellent/terrible (restaurant or store name):
10. An awful/a wonderful vacation:
11. Two of my pet peeves:
Exercise 6c: Your Turn: The simple outline a. Choose one of the topics above, and write your main idea (thesis statement) here.
b. Now, write topic sentences for your two paragraphs that will support your main idea. 1
2

В.	Tran	ısition	Signal	ls
			~	-~

Transition signals introduce supporting ideas and other points.	. They tell the reader how your ideas are
connected and prepare him/her for what is coming next.	

The first is	First,
First of all,	To begin with,
The second is	Second,
Third,	Next,
Another is	To make it worse,
The main is	The worst part is
The most important is	Finally,

1. The Advantages and Disadvantages of Traveling by Train

We get around using many different forms of transportation. In places with good public transportation, taking the train is common and offers many advantages and disadvantages.

First of all,	Also,	for example,	On the other hand,				
	traveling by train has its advantages. There are no rush-hour traffic jan						
to deal with, and trains are usually fast and comfortable. While on the train, you can use your time							
freely, not stressing out of	over driving. You	can just sit and read, or	look out the window while the world				
passes by. You can do so	ome of your office	e or paperwork, so the tr	rain becomes you office!				

However,	First,	Second,	For example,	
In spite of the disadvantages,		ges,	because	

______, traveling by train also has some disadvantages. Getting on the train is not cheap, and sometimes they are crowded, or have technical problems and are delayed. You have to go by the train schedule, and unlike a car, they cannot take to your door. You will have to find a way to get to and from the train station: take a bus, subway, or taxi, or get a ride. I would rather take the train than drive anytime. When I get to where I want to go, I am not as stressed out. I am calm and relaxed.

a. First, put the transition signals in the box in the correct places in each paragraph. Sometimes you will need to change the punctuation.

Class Activity: Introducing the parts of a three-paragraph composition

- 1. What two elements are in the first paragraph.
- 2. Why do you think the main idea follows the first part.
- 3. What is the purpose of the first part of the first paragraph?
- 4. What are the two parts of the main idea (topic sentence)?

b. Now, looking at the chart above use the correct transition to introduce each main supporting idea or point. Also, underline the other kinds of transition signals.

2. The Worst Neighbors

A few months ago, some new neighbors moved in next door. Since then, my home is no longer
quiet and peaceful. In fact, life at home has become an unbearable nightmare.
they have this pack of dogs, and they do not
control them at all. I used to have beautiful plants and flowers in my yard but no more. At first, I did
not know what was happening. Then, one day I heard all this noise in my yard, so I looked out the
window. I saw the dogs digging holes and rolling around in my garden. My neighbor's dogs really
need dog training before they destroy more valuable property and get them sued!
is that they have loud parties almost every
night. They must be really popular or have many friends and relatives. To make it worse, they turn up
the music, and my bedroom window faces their house, so it is impossible to fall asleep. Then, after
having drunk all evening, they begin arguing. A few nights ago, another neighbor could not take it
anymore and called the police on them because they were fighting in front of his house. My
neighborhood was a calm and peaceful one before these people arrived. I hope that enough neighbors
complain, so they change or move out, and we can have our quiet neighborhood back.
Exercise 6d: Your Turn: The simple outline with transition words
Your Turn: Continuing the simple outline
a. Choose one of the topics above, and write your main idea (thesis statement) here. Before the thesis, put some background information that will catch the readers' interest. You can look at some of essays on the following pages to get some ideas. (Background information) + Main Idea
(Thesis)

b. Now, write topic sentences for your two paragraphs that will support your main idea.				
(P2) <u>transitional</u>				
(P3)transitional				
(1 3)transitional				
C. Specific, Supporting Details Specific details, examples, and facts are often used to explain the topic sentence and main supporting ideas. Details may also be from the five senses: sight, sound, touch, smell, and taste.				
Sight:	I used to have beautiful plants and flowers.			
Sound: Touch:	I heard all this commotion in my yard. Some dogs have long, soft fur.			
Smell: Taste:	On weekends, they often smelled their neighbors barbequing fish. The freshly baked bread made me salivate.			
Exercise 3 With your partner, compositions. Use	provide details to support 1) the reasons and 2) the examples in the following your imagination!			
	1. A Difficult Decision			
Moving to	another country is never an easy change for anyone. For me, the decision to			
emigrate to the U.S	S. was a difficult one for these reasons.			
First of all,				
However, t	he most important reason I had trouble leaving my native country			

future now. We can look forward to having more opportunities in this country. 2. Reckless Driving In southern California, we usually have to drive a lot to get anywhere, and it is amazing that get home safely every day, given the millions of cars on the road. Most people go by the rules or try not to get caught, but some are just downright dangerous drivers. For example,
In southern California, we usually have to drive a lot to get anywhere, and it is amazing that get home safely every day, given the millions of cars on the road. Most people go by the rules or try not to get caught, but some are just downright dangerous drivers.
get home safely every day, given the millions of cars on the road. Most people go by the rules or try not to get caught, but some are just downright dangerous drivers.
not to get caught, but some are just downright dangerous drivers.
For example,
Another example
is

defensively these days.

Exercise 6e: Your Turn: Add details to you outline to support paragraphs 2 and 3. You use the essay "Why Attend a Community College" as a guide.

Your Turn: Continuing the simple outline a. Background + your main idea (thesis statement) here.		
b. Now, add details	that support your topic sentence for each paragraph.	
PH2.transitional,		
	+support	
PH3.transitional,		
	+support	

D. The Concluding Statement(s)

The conclusion gives closure to the composition in many ways:

- A restatement of the topic sentence
- A summary of the supporting ideas
- A look to the future: recommendations or predictions
- An opinion or feelings about the topic

Exercise 6f: Write conclusions for the following compositions. Discuss with a partner the possibilities.

Use a transition to signal your conclusion:

Indeed,	All in all,	As you can see,
To sum up,	In summary,	••
To conclude,	In conclusion,	••••

1. Why Attend a Community College

In this country, students have a few choices of school when they are ready to get some higher education. A lot of them, however, choose to attend a community college before they transfer to a university for several good reasons.

First, there are more community colleges than four-year colleges and universities. This means that most people can easily find a community college near where they live. When the school is closer to home, students can save on transportation and housing. They can avoid wasting concentrate on their studies more than wasting time commuting to school. Also, they do not have the added stress of being away from home for the first time, especially for the younger students who are fresh out of high school.

Second, fees or tuition is generally lower at a community college than at a university. For
example, a student may have to pay at least five or six times more the amount they pay to attend a
four-year college or university. Thus, there is more of a possibility that a student can afford to go to a
community college than a university. When they are not burdened by the cost of attending college like
Steve Jobs, the founder of Apple Computers, was, students feel freer to stay in school longer to explore
subjects and discover interests they might not even have thought
of

2. Hawai'i: A Dream Come True

A lot of people dream of going to Hawai'i at least once in their lifetime. This dream of taking a trip to Hawai'i finally came true for me almost twenty years ago when my sister got a job on one of the islands. It was just as I had imagined it to be.

First of all, my sister's place was in the heart of Honolulu, so places I wanted to get to were very conveniently accessible. I could explore the famous Waikiki Beach even though it was very touristy, or the less crowded, Ala Moana Beach next to it, used more by the locals. The grocery store was literally in her backyard. Moreover, the movie theater was a mere five-minute walk from her apartment block. If I felt like a little more "culture," I could hop on a bus and be at the Bishop Museum in twenty minutes in non-rush hour traffic. Downtown, I could also view King Kamehameha's statue, which was always draped with lei's, and the palace where the Queen was imprisoned after Hawai'i became the 50th state.

However, the most lasting impression of Hawai'i is the clear, deep blue Pacific Ocean water around the islands. Everywhere I went I could see this panoramic view of blue ocean water: Hanauma

Bay, once the crater of a volcano; Hawai'i Kai, the home of multi-million dollar beachfront properties;
the mountains of Crouching Lion meeting the ocean; and Chinaman Hat island. When it is summer and
not surfing season, the north shore waters of the infamous pipeline, Sunset Beach, and Waimea are
"flat" and perfect for swimming for miles. Swimming and lying on the clear, warm Hawai'ian waters
was heaven on earth for me
*Exercise 6e: Your Turn
Look at your outline again, and add a concluding sentence to it. Use the correct transition signal.
details, and the concluding statement. Put these sentences together in a three-paragraph format composition using the correct transitions. Think of a suitable title for your composition.
(Transitional),

(Transitional),	
	_

Exercise 6f: In-Class Test

Take out a piece of paper, choose a topic from the list on pages 30-31, and write a threeparagraph essay response. You have thirty minutes and you may not use a dictionary.

(Optional) Essay Writing Check List I have brainstormed and categorized my ideas and put them into the outline that my instructor has provided me in the Writing guide.
My partner and I have gone over each other's outlines before the weekend.
I've written my essay in either black or blue ink and remembered to double space each line.
My partner and I have corrected and signed each other's papers and turned them in.
My partner and I have corrected our own mistakes in a different color ink (blue on black or visa versa). We have looked at each other's papers and have commented on the corrections each of us has made.
I have tried to correct each mistake that has a correction symbol nearby. My partner and I have looked at each other's paper (yet again), paying special attention to the corrections our instructor has written in each square.