People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

Faculty of Arts and Languages

Department of English

Reading and Writing Course for Second Year EFL Students

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L2 Reading and writing

Course description and objectives:

The reading skill is part of the four language skills; it is all the time linked to the writing skill. Through reading, students try to develop some skills like what follows. Basically, through reading students will be able to distinguish between different types of texts, and make differences between what is a fact and what is an opinion. Moreover, a skill which is developed through here is that students get used to reading strategies and how they help and will help them to analyse a text and its constituents.

The writing skill, from another angle, is all the time the students' concern since they find themselves confused between what they know and what academic writing mean. The writing syllabus is based on some skills that our students are supposed to need in their learning process and even later on in their professional and personal lives.

Accordingly, this second year reading and writing syllabus is based on the following objectives. First, it is to prepare students to the process of writing, meaning that starting by defining the essay structure, moving to practising the different parts of the essay: introduction, body and conclusion. Second, through learning how to write an English essay, students will be able to make their outlines passing through the process writing proceeding by brainstorming, moving to outlining, then reaching drafting, revising and editing. Third, through writing in English, students are prepared to write formal academic essays trying to have different types of activities: peer and group work.

Many others skills are also developed through this module. Making relation between one module and the other; that is reading and writing include some if not many grammar details. Through this, students develop spelling, grammar and vocabulary.

As far as the learning outcomes of this syllabus are concerned, students at the end of this term are expected to develop a clear and concise thesis statement. Besides, students will write outlines according to any topic they are given. Mainly in writing, students are expected to practise very well the essay writing. However for reading, many reading strategies are learned so that students use them to decode texts through skimming and scanning and other strategies.

At the end, reading and writing syllabus is an attempt to develop good readers, good writers and even good critical thinkers, without neglecting the importance of feedback which students benefit from.

The teacher's role in here is part of the learning environment. The teacher is an assessor, a guide and a controller is some other cases. By assessor is meant that the teacher gives feedback to students and help them to correct themselves. As a guide, the teacher helps the students to monitor the class and encourage them to fulfil the tasks. Concerning the teacher-controller, he/she states and explains new ideas to students.

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References

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Department of English	**Prepared by Dr OUAZETA**

Lesson 1: Paragraph Writing (Revision)

Time: 1 hour 30 minutes

Lesson objectives:

At the end of this lesson, students will

- **Remember what have already learnt in first year**

Lesson plan:

1. **What is a paragraph?**
2. **Structure of the paragraph**
3. **Types of paragraphs**

3.1. The expository paragraph

3.1.1. Example of the expository paragraph

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3.2. The narrative paragraph

3.2.1. Example of the narrative paragraph

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3.3. The cause-effect paragraph

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3.5. The descriptive paragraph

3.5.1. Example of the descriptive paragraph

3.5.2. Practising the descriptive paragraph

1. What is a paragraph?

The paragraph is a group of meaningful sentences discussing one main idea. The main idea of the paragraph is generally summarized in the topic sentence.

Consider the following paragraph:

An alternative feminist approach suggests that women may stay in violent relationships even when they are not 'weak'. For these women a constituent of being a woman involves

being there for their men and being able to maintain a relationship despite obstacles. These women tried to understand their violent partners and felt duty bound to cope the best way they could. For them, walking out would have been an admission of failure **[1.1].**

Reminder:

- The first sentence of the paragraph is **the topic sentence**; it gives a general idea of the whole paragraph.
- Sentences 2 and 3 are considered as **supporting sentences**, i.e. they give details about the topic sentence and they support it.
- The last sentence is **the concluding sentence** because it is a reformulation of the topic sentence.

2. Structure of the Paragraph

The paragraph in English is commonly based on three parts: topic sentence, supporting sentences and concluding sentence.

Indentation …… Topic sentence …… …… …… …… ……..

……Supporting …… sentences…… ……
……
……

Figure 1: Elements of the paragraph

Reminder

- The paragraph is composed of **the topic sentence** which contains the main sentence of the paragraph; it comes generally at the beginning of the paragraph.
- **Supporting sentences** are sentences that come after the topic sentence. They may be examples, causes, effects, similarities, differences, arguments, etc. all this is according to the type of paragraphs developed.
- **The concluding sentence** is the last sentence of the paragraph; it gives a restatement of the topic sentence as it can be an advice or a suggestion.
- All the previous elements should be preceded by **an indentation** which is the small space left at the beginning of the paragraph.

3. Types of paragraphs:

There are some types of paragraphs according to the topic discussed.

3.1. The expository paragraph:

To expose means to give information; this means that in this type of paragraphs, the writer tries to give a piece of information to inform the reader about a given subject.

3.1.1. Example of expository paragraph:

Logically, shoes should protect and support the feet. An example of such a shoe is the sneaker. Originally an inexpensive canvas, rubber soled version of a leather oxford (a shoe with laces), the sneaker has become increasing popular and has supplanted the oxford for regular everyday use for many students and some adults. Sneakers, like living things, have evolved and branched out. They are now mostly made of leather and have much cushioning to minimize stress on the wearer's joints. They have become specialized into separate sneakers for walking, running, tennis, and basketball. There are sneakers for aerobic classes, and for the eclectic exerciser, there are cross trainers. There is justification for their popularity for they are comfortable and are engineered to properly support the foot during a particular activity. It has also become acceptable to wear sneakers with street clothes because

they just plain feel good. For that, the sneaker remains the friend of many because of its characteristics. (adapted). **[2.1]**

Note:

- Exposition is about giving information, i.e. you have to be explicit and informative.

3.1.2. Practising the expository paragraph: write expository paragraphs about the following topics

- The purposes of internet including that of users and providers**[2.2]**
- How communication has changed in the last 20 years**[2.3]**

3.2. The narrative paragraph

Narration means to set events as they are happened like a story telling. Chronology is very important in narration, so the writer should cite exactly, according to time, how events have happened to have good flow of ideas.

3.2.1. Example of a narrative paragraph:

Earthquake!

An unforgettable experience in my life was a magnitude 6.9 earthquake[1]. {I was at home with my older sister and younger brother. ***Suddenly***, our apartment started shaking. At first, none of us realized what was happening. Then my sister yelled, "Earthquake! Get under something!" I half rolled and half crawled across the room to get under the dining table. My sister also yelled at my little brother to get under his desk. ***Meanwhile***, my sister was on the kitchen floor holding her arms over her head to protect it from falling dishes. The earthquake lasted less than a minute, but it seemed like a year to us. ***At last***, the shaking stopped. For a minute or two, we were too scared to move. **Then** we tried to call our parents at work, but even our cell phone didn't work. Next, we checked the apartment for damage. We felt very lucky, for nothing was broken except a few dishes}[2]. However, our first earthquake was an experience that none of us will ever forget[3]. **[3.1]**

1: topic sentence

2: supporting sentences

3: concluding sentence

Note that:

- The author used the past tense to narrate the events.
- He used of connectors of time: suddenly, meanwhile, next

3.2.2. Practicing narrative paragraphs: write a paragraph about the following topics

- We all have that we are afraid of, and sometimes we find ourselves in situations that force us to face our deepest fears. Tell about a time when you had to face one of your greatest fears. **[2.4]**
- Moving can be a very exciting but also difficult time in one's life. Tell about a time you moved and how it affected you. **[2.5]**
- Tell about an experience you had while volunteering your help.**[2.6]**

3.3. Cause-effect paragraph

Cause-effect paragraph is like the name indicates is a paragraph in which the writer sets some of the causes and some of the consequences of the same point. For example, when discussing global warming, the writer may starts defining what is global warming and as a topic sentence he may writes "there are some causes of global warming which in return have some consequences".

In some cases, the cause-effect paragraph is not necessarily contains both the causes and the consequences; it may contain causes only, or effects only.

3.3.1. Example of cause-effect paragraph

Effects resulting from obesity

Just as there are ripples from a stone thrown into the water, there are far reaching and unending effects resulting from obesity[1]. {From a psychological perspective, most obese persons would prefer not to be overweight. Our society glorifies the ultra-thin, so if you are obese you do not fit in with acceptable modes of appearance. We know that children are often cruel about taunting their heavy classmates. All too often we hear friends say, "I've got to lose weight before that trip," or "before the wedding."

However, there are more objective measures of the negative results of obesity. Type 2 (adult onset) diabetes, an illness with serious consequences, including damage to the heart, damage to the eyes and difficulty in healing infections is attributed to obesity. Public health agencies are dealing with the continual rise in this type of diabetes. Asthma is also on the rise as a result of the obesity epidemic as are sleep disorders such as sleep apnea. Recent research indicates a relationship between some types of cancer and obesity. Society pays the price when citizens are ill, are unable to work, and require constant medical care. **[2.7]**

1: the topic sentence

Note:

- The author gave a global image of how obesity damages the human body and the country' economics by siting different expressing examples.

3.3.2. Practising the cause-effect paragraph: write a paragraph about the following topics

- Discuss some causes and consequences of youth delinquency.
- Write a paragraph in which you highlight the causes of school drop-out of young people.

3.4. Comparison- contrast paragraph

In this paragraph, the writer discusses both the similarities and differences of two persons, objects, machines ……etc. like in the cause effect paragraph, the writer might discusses only similarities or differences.

3.4.1. Example a comparison-contrast paragraph

Writers and Ballerinas

On the surface, writers and ballerinas seem to have not in common. In reality, the qualities of good writer mirror the qualities of a good ballerina[1]. One such quality is motivation. Good writers are motivated to learn new and better ways of performing certain movements. ***Another similarity*** between the two is the importance of

dedication. Good writers spend hours each day developing their language skills to enhance their writing. ***Likewise,*** good ballerinas spend countless hours in the gym or studio each week increasing their accuracy and endurance. Finally, people in both professions hope to entertain their audience. Writers choose their themes and language with their audience in mind, and ballerinas consider which movements and which outfits will have the biggest impact on their audience. In sum, few people realize that writers and ballerinas share these common traits.[2] **[4.1]**

1: topic sentence

2: concluding sentence

Note: the author in the paragraph above used some connectors of similarity which are another similarity and likewise.

3.4.2. Practising the comparison and contrast paragraph: write a paragraph about the following topics

- Discuss some of differences between to two friends of yours.
- Write a paragraph in which you contrast two types of cars (classical and a sports car)

3.5. Descriptive paragraph

In this paragraph, the writer gives a written picture of a surface, either a place or a person.

3.5.1. Example of a descriptive paragraph:

In my entire life, I have never witnessed an environmental disaster like the disappearance South Aral Sea, in Central Asia.[1] As I drove on the ***desolate*** road, away from the spine-chilling town of Moynaq and toward the sea, I felt a deep, lingering sadness. This area was once home to a large and bustling fishing community. During the past 40 years, however, it has become a ***ghostly*** desert. There was no greenery anywhere. The only things I could see on the horizon were the old abandoned ships sitting on the dry sea floor. I stared at the rusted and dilapidated structures for what felt like hours. I do not know how long they had been there, but the sight of them filled me with sorrow. How could a place that once ***thrived*** on fishing and other seafaring activities become so dry? My guide told me

that I would have to walk dozens of kilometers on the cracked soil to eventually see the blue water that used to flow to where I was standing. I breathed deeply and tasted the salty remnants of the ocean. The environmental disaster of the South Aral Sea will stay with me forever.[2] **[4.2]**

1: represents the topic sentence

2: represents the concluding sentence

Note:

- The author used very expressive adjectives to describe the place: desolate, thrived and cracked soil.

3.5.2. Practising the descriptive paragraph: write descriptive paragraphs for the following topics

- Describe your best place to study **[4.3]**
- Describe the best features of your smartphone **[4.4]**

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Lesson 2: Essay structure

Time: 1 hour 30 minutes

At the end of this session, students will be able to:

- **Identify the different parts of the essay (introduction, body and conclusion)**
- **To identify the different points that categorise the essay**

Lesson plan:

1. **Definition of the essay**
2. **Parts of the essay**
3. **Elements of the essay**

3.1. Choosing a topic

3.2. The Purpose

3.3. The title

3.4. Word choice

3.5. The audience

4. **Practice**

1. Definition of the essay:

An essay is a group of paragraphs written about a single topic and a central main idea. It must have at least three paragraphs, but a five-paragraph essay is a common assignment for academic writing **[5.1].**

2. Parts of the essay:

The figure below demonstrates the different parts of an English essay. It comprises of an introduction, a body (developmental paragraphs) and a conclusion.

First, the introduction is the first paragraph in the essay; it gives an ample image of the whole essay. The main sentence in the introduction and the essay is called the "thesis statement".

Second, the body (or developmental paragraphs) contains the arguments, illustrations and the examples which support the thesis statement.

Last, the conclusion is the paragraph which finishes your essay; it can be a restatement of the thesis statement, advice or suggestion.

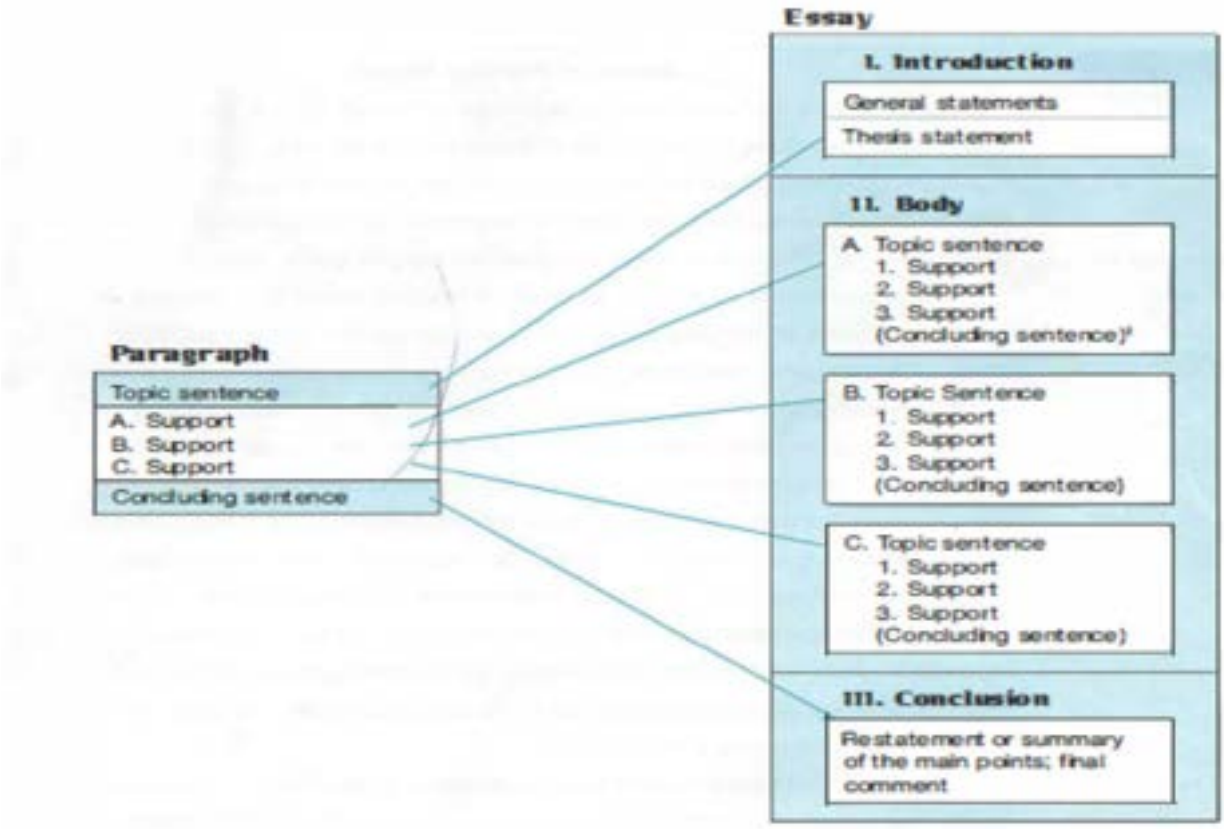

Figure: Parts of the essay [3.2]

3. Elements of the essay:

There are five elements that comprise good essay writing.

3.1. Choice of the topic:

- The best way to find a topic is **to write about something that you know**. With the known subject, it is easier to find appropriate details, to understand what to emphasize and what to skip, and to summarize your position in a thesis.**[6.1]**
- If you do not know about the topic, the best way to write it is **to know what to write**. **[6.2]**
- Your choice of the topic should not be **too broad** or **too narrow**. **[7.1]**

Example: Let's study the following topics:

- High schools in my country
- Popular school clubs
- University entrance exam **[5.2]**

In choosing a topic, you should narrow down the topic, otherwise the topics given are too general or broad that you cannot handle.

- For example, the first topic can be narrowed down as: *"the majority of high schools in my country are free, use the same programs and pupils wear pinafores"* , to make so, the reader will know that the writer (you) is willing to tackle three points.

3.2. The Purpose:

- There are three main purposes to write: **to inform, to persuade and to entertain. [8.1]**
- Each time you write, you write for a reason. For even the shortest casual message, you have a purpose that prompts you to communicate in text **[9.1].**

3.3. The title

The best essays contain titles, and the best title:

- Is always a few words or a brief phrase, not a complete sentence.
- Does not substitute for thesis statements; never make readers guess about your point once they begin reading your essay.
- Does not repeat your thesis in your title.
- Is composed *after* you have written your essay.
- Does not underline the title or put quotation marks around it. You should, though, capitalize all but small connecting words in the title.
- Skips a space between the title and the first line of the text. **[10.1]**

Example: study the following title and its relation with the paragraph below.

The answer to this question is an unequivocal yes. The future of marriage is, I believe, as assured as any human social form can be. There are, in fact, few human relationships with a more assured future. For men and women will continue to want intimacy, they will continue to want the thousand and one ways in which men and women share and reassure one another. They will continue to want to celebrate their mutuality, to experience the mystic unity that once led the church to consider marriage a sacrament. They will therefore, as far into the future as we can project,

continue to commit themselves to each other. There is hardly any probability that such commitments will disappear and that all relationships between them will become merely casual or transient. The commitment may not take the form we know today, although that, too, has a future. But some form of commitment there will be. It may change its name; people may say they are “pair-bound” rather than married, but there will be such “paired” men and women bound to each other in one way or another. Still, I do not see the traditional form of marriage retaining its monopolistic sway. I see, rather, a future of marital options. **[6.3]**

—Jessie Bernard, “Does Marriage Have a Future?”

The title “Does Marriage Have a Future?” has a direct relation to the paragraph, it means when the reader reads it, he/she may figure out that the paragraph is about arguments that support his point of view.

3.4. Word choice:

Choose your words carefully when you write. Always take the time to think about your word choices rather than simply using the first word that comes to mind. Develop the habit of selecting words that are appropriate and exact for your purposes. Three ways to improve your word choice are by avoiding clichés, slang and wordiness. **[10.2]**

Cliché: an expression that has been worn out through constant use. Example: short but sweet **[8.2]**

Slang: nonstandard language particular to a time and often to a specific locale; acceptable in everyday speech, slang should be avoided in formal contexts and, with few exceptions, in writing. Example: I’m going to have to sweat it out for the next couple of days until the test results are posted would be more appropriately expressed as I’m going to have to wait anxiously for the next couple of days until the test results are posted. **[8.3]**

Wordiness is using unnecessary fancy words to impress the reader, but choosing the right words in your writing results in clear and efficient writing. As much as possible, try to choose simple, one-word substitutes over longer, wordy phrases. **[10.3]**

Instead of this …….	**Say this ……..**
A large number of	many
I personally think	I think

Due to the fact that	because
In actual fact	in fact
Few and far between	rare **[10.4]**

3.5. The audience:

- One of major elements of good writing is to keep the audience in your mind. The term audience refers to the readers. Good writer know who their audience is before they start writing. Good writers keep their audience in mind as they write every sentence in their (texts). **[4.5]**
- There are two points to consider while writing: viewpoint or person and formal or inform writing. For the former, the writer may use "I/we" when he/she talks about personal experiences, e.g. yesterday I went to the beach with my cousin. And in case of using "you", it is the type of writing when the writer addresses a friend (informal writing), e.g. after filling the sink, you must add the detergent. Third and most important, academic writing demands the use of third person (He/she/ it, they, etc.). When you write essays in class, it is better to use third person. E.g. he left quickly and saw them leave the theatre. **[4.6]**

Type of Writing	Person	Level of Formality
1. A paragraph about the importance of voting	Third	Formal
2. A letter to your best friend	First and/or second	Informal
3. A description of your best vacation	First	Formal or informal, depending on audience

Figure: [4.7]

4. **Practice:** let us study the essay below which is about the influence of the African American languages on the English language.

- The essay below is Four-paragraph essay: *an introduction*, *two developmental paragraphs* and *a conclusion*.
- Each paragraph contains a new idea.
- The introduction is the first paragraph; it gives a general idea of the topic of the essay.
- The first body paragraph discusses one example of the words which has influenced the American language which is "OK"

- The second developmental paragraph discusses another example which is “cool”.
- The conclusion is a restatement of the thesis statement (the latter is discussed in the coming lesson)
- As you can notice, all the paragraphs are preceded by an indentation (the small space left before starting a new idea).

Changing English: the African American Influence

If you ask average Americans where their language comes from, they will probably say "England." However, English vocabulary has also been influenced by other countries and groups of people. Some words are borrowed from other languages, such as *typhoon*, which originally came from the Chinese word, "tai-fung," meaning "big wind." *Skunk*, the name of a small, smelly, black-and-white animal, came to English from a Native American language. African Americans, too, have both contributed new words to English and changed the meanings of some existing words.

African Americans, many of whose ancestors were brought to the States as slaves hundreds of years ago, have introduced a number of words to English from languages that they spoke in their native countries. The common English word *OK* is used around the world today, but it was not always part of English vocabulary. One theory is that slaves in America used a phrase in their own language that sounded like *OK* to mean "all right." Americans heard the phrase and started using it. Today, almost everyone in the world uses *OK* to mean "all right." Another good example of a "new" word is the word *jazz*. African American musicians living in the United States began playing jazz music in the city of New Orleans, and they used the word *jass* or *jazz* to describe the music and certain kinds of dancing. No one is sure where the word originally came from, but as jazz music became more and more popular, the word *jazz* became a common English word.

The meanings of words sometimes change over time. The word *cool* is a good example. *Cool* has been used in English for a long time to describe a temperature that is "not warm but not too cold" or to describe a person who is "calm or unemotional." However, an additional meaning was given to the word *cool* in the past 100 years. Just like the word *jazz*, African American musicians used the word *cool* to describe the music they were playing. For them, *cool* meant "good." As jazz music and other forms of music played by African American musicians became popular, more and more people started to use the word *cool* in conversation. Today, it is still a commonly used word, especially by younger people, to mean "good" or "great." A word with the opposite meaning of *cool* is *square*. Square is, of course, a shape, but it also is used to describe a person who is not cool. This may be because a person who is too old-fashioned and not flexible is like a shape with four straight sides and four corners.

English owes some of its interesting and colorful vocabulary to African Americans. Existing ethnic groups in the United States as well as new immigrants will surely continue to bring new words to English and give fresh meanings to existing words. Who knows what the "cool" words of tomorrow will be?

Figure [5.3]

Homework: study the following essay and discuss its purpose, audience, the title, and the vocabulary used.

Paragraph 1 represents ……

Paragraph 2 represents ……..

Paragraph 3 represents ……

Paragraph 4 represents ……

Paragraph5represents

Figure below **[4.8]**

The Weather in Chicago and Miami

1 People usually have very strong opinions about what **constitutes** good weather, and one person's idea of good weather may easily be another person's weather **nightmare**. In fact, my cousin and I recently had a discussion about whether his hometown, Chicago, or my hometown, Miami, has better weather. Our discussion **centered on** three differences between the weather in our two hometowns.

2 Our first point of discussion was the number of seasons. Chicago is located in the midwestern part of the United States. It is also much **farther** north than Miami is. Chicago has four seasons: summer, fall, winter, and spring. These four seasons are clearly marked by **distinct** weather changes. Miami, on the other hand, is in the southeastern corner of the United States. Because it is much farther south, near the Caribbean Sea and the Gulf of Mexico, Miami is much warmer. Miami has two seasons: a very **mild** winter and a long, hot summer.

3 We also considered the worst temperatures in both cities. The worst weather in Chicago occurs in the winter. On average, the high temperature only reaches around 32 degrees Fahrenheit, and the low each night goes down to about 20 degrees. In addition, frequent high winds drive the **perceived** temperature down even more. This combination of cold and wind, called the wind chill factor, can make life almost **unbearable** in Chicago during the winter months. The problem in Miami is not the cold but rather the heat. In the summer, the temperature reaches 95 degrees in the daytime and drops only to 75 or so at night. Combined with a constant **humidity** of 90 percent or more, the temperature actually feels **significantly** warmer.

4 Finally, our two hometowns have different kinds of severe weather. Chicagoans' biggest weather fear is a **blizzard.** Blizzards can occur frequently during the frigid winter months. When a blizzard hits the city, it can **dump up to** five or six feet of snow in certain areas. The cold and snow **paralyze** the city, making it impossible for people to go to school or work. While blizzards affect Chicago, the biggest weather problem for people in Miami is a **hurricane.** These powerful storms are possible from May through November. **While** hurricanes occur less frequently than blizzards, they can cause much more damage. For instance, Hurricane Andrew destroyed large parts of the city of Miami in 1992.

5 In the end, my cousin and I learned that each of our climates has its unique characteristics. Chicagoans have to live with extreme cold and frequent blizzards that can **upset** their daily routines. Conversely, Miami enjoys warm temperatures while having to **deal with** the **threat** of hurricanes. Deciding which city has better weather proved to be more difficult than we **anticipated.** My cousin does not like hot weather, and I cannot **stand** the cold. Thus, we believe that the definition of perfect weather depends largely on each person's preference.

Lesson 3: The Thesis Statement

Time: 1 hour 30 minutes

Lesson objective

At the end of this lesson,

Students will be able to write a strong thesis statement.

Lesson plan:

1. **Definition of thesis statement**
2. **Parts of the thesis statement**
3. **How to write a strong thesis statement**
4. **Practice**

1. Definition of the thesis statement:

The thesis statement is the main sentence in the introduction and the whole essay. It can be compared to the topic sentence in the paragraph. Generally, the thesis statement is written at the end or near the end of the introduction. **[5.4]**

A good thesis statement is the sentence that tells the readers two things. First, it tells the essay's topic, and second, it presents the writer's attitudes, opinion and idea about the topic. **[8.4]**

Examples:

- Owning a pet has several important benefits. **[8.5]**
- Our company president should be fired for three main reasons. **[8.6]**
- The Internet has led to new kinds of frustration in everyday life. **[8.7]**

2. Parts of the thesis statement:

The thesis statement is composed of a ***topic*** and a ***main point*****.**

Examples:

- **[8.5]:** The topic is owning a pet, the main idea is owning a pet has several benefits.
- **[8.6]:** our company president is the topic; our company president should be fired for three main reasons is the main idea/point.
- **[8.7]:** the internet is the topic and the internet has led to new kinds of frustration in everyday life is the main point.

3. How to write a strong thesis statement?

- The thesis statement should not be a sentence that gives only **a fact about a topic**.

  Example:

  - In the Northern Hemisphere, the summer months are warmer than the winter months. **[9.2]**
- The thesis statement should not be too broad.

  Examples:

  - Insects are fascinating creatures. **[8.8]**
  - Men and women are very different. **[8.9]**
- The thesis statement should not be too narrow.

  Example:

  - A hurricane hit South Florida last summer. **[8.10]**
- The thesis statement should not state two sides of an argument.

  Example:

  - There are advantages and disadvantages to nuclear power. **[5.5]**
- The thesis statement should not be an announcement

  Example:

  - The subject of this paper will be my parents. **[8.11]**

4. Practice:

Practice 1: In these introductory paragraphs, underline the thesis statement. Then circle the topic and draw another line under the main idea in each thesis statement. Share your answers with a partner. **[5.6]**

a. Before I travelled to the U.S. last year, I thought that American food was just hamburgers and French fries, hot dogs, steaks, pizza, apple pie, and cola.

These foods are popular in the States, but during my travels, I discovered that there is much more to eating in America. People from every country in the world have made their home in the U.S.A., and they have brought with them their native foods. Even in small towns, you can find restaurants serving the foods of China and Mexico, Italy and Vietnam. The United States can be divided into six general regions that have their own characteristics foods influenced by the cultures of the people who live there.

b. Everybody knows the koala, that cute Australian animal that resembles a teddy bear. Although koalas look like toys, they are actually strong climbers and spend their days in the treetops. Mother koalas carry their babies around from tree to tree in a pounch, or pocket, on their stomach. Although there were millions of koalas in Australia in the past, they are now a protected species of animal. As a result of human population growth, deforestation, and hunting, the number of koalas has declined.

c. Taoism is an ancient philosophy from Asia that places great importance on the natural world. Taoists believe that spirit can be found in every person or thing, living or non-living. For the Taoist, even a mountain or stone contains spirit. Lao Tsu, a writer and philosopher, said “people follow earth. Earth follows heaven. Heaven follows the Tao. The Tao follows what is natural”. For thousands of years in China and other Asian countries, gardens have been an important way to create a place where people can feel the spirit of the natural world. Creating a Taoist garden is an art. No two Taoist gardens are exactly alike, but all Taoist gardens include four essential elements: water, mountains, buildings, and bridges.

Practice 2: Write TN in the space next to the two statements that are too narrow to be developed in an essay. Write TB beside the two statements that are too broad to be covered in an essay. Then, in the spaces provided, revise one of the too-narrow statements and one of the too-broad statements to make them each an effective thesis**. [8.12]**

1. The way our society treats elderly people is unbelievable. ……
2. Enrolment at Freestone State College has increased by 10 per cent. ……
3. California has much to offer to tourist……..

4. I failed my biology course. ……

Homework: write thesis statements for the following topics.

- **Exercise**
- **University study**
- **The Internet (topics[5.7])**

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Lesson 4: Outlining an essay

Time: 1 hour 30 minutes

At the end of this lesson,

- **Students will be able to write an outline.**

Lesson plan:

1. **What is an outline?**
2. **How to outline an essay?**
3. **Practice (evaluating outlines)**

1. What is outline?

Outlining is central to writing a good essay. An outline lets you see, and work on, the bare bones of an essay, without the distraction of a clutter of words and sentences. It develops your ability to think clearly and logically. Outlining provides a quick check on whether your essay will be unified. It also suggests right at the start whether your essay will be adequately supported. And it shows you how to plan an essay that is well organized. **[8.13]**

The outline is like the human's skeleton. Although you don't see it, it supports your body. In the same way, although a reader won't see your outline, making it in

advance will support your essay by providing its structure. In fact, adding more information to an outline is called “fleshing it out.” **[5.8]**

An outline may look like the following. **[3.3]**

I. **Introduction**
   Thesis statement
II. **Body**
   i. **Topic sentence**
   1. **Main supporting point**
      a. **Supporting detail**
      b. **Supporting detail**
   2. **Main supporting point**
      a. **Supporting detail**
      b. **Supporting detail**
   3. **Main supporting point**
      a. **Supporting detail**
      b. **Supporting detail**
   ii. **Topic sentence**
      1. **Main supporting point**
      a. **Supporting detail**
      b. **Supporting detail**
   2. **Main supporting point**
      a. **supporting detail**
      b. **supporting detail**

III. **Conclusion**

2. How to write an outline?

Consider the following outline.

Because the outline is a combination of ideas, and in order to avoid confusion between ideas, use different types of ideas. For example, use

- Roman numbers for the main idea (introduction, body and conclusion);
- capital letters for topic sentences;
- Arabic numbers for supporting points (explanations); and
- small letters for supporting details (examples).

Example: [5.9]

Don't Support Nuclear Energy!

I. Nuclear power is not a good energy source for the world.

II. Nuclear power is

- A. Nuclear fuel is expensive
- B. Nuclear power plants are expensive to build and operate
  1. Cost of construction
  2. Cost of training workers
  3. Cost of safety features

III. Nuclear materials are not safe

- A. Nuclear fuels are dangerous
  1. Mining fuels produces radioactive gas
  2. Working with radioactive fuels can harm workers
- B. Nuclear waste products are dangerous
  1. Very radioactive
  2. Difficult to dispose of or store safely

IV. There is a great possibility of accidents

- A. Nuclear power plants can fail
  1. Three Mile Island, U.S.A. (1979)
  2. Tarapur, India (1992)
  3. Darlington, Canada (1992)
- B. Workers can make mistakes
  1. Chernobyl, U.S.S.R. (1986)
  2. Kola, Russia (1991)
  3. Tokaimura, Japan (1999)
- C. Natural disasters can occur
  1. Earthquake: Kozloduy, Bulgaria (1977)
  2. Tornado: Moruroa, the Pacific (1981)

V. Because of the cost and the danger, the world should develop different types of energy to replace nuclear power.

- The outline is about negative side and aspects of nuclear power.
- The thesis statement is written as a full sentence.

- Main ideas (topic sentences) are put in Roman numbers and in full sentences, too.
- Details are written in phrases and not necessarily in full sentences.

3. Practice: Evaluating the outline

1. Label each statement T for thesis statement, M for main idea, S for supporting point, or C for conclusion. [5.10]

Title: benefits of Yoga

a. Develops clear thinking
b. Physical benefits
c. Improves concentration
d. Reduces fear, anger, and worry
e. Mental benefits
f. Improves blood circulation
g. Improves digestion
h. Helps you feel calm and peaceful
i. Develops self-confidence
j. Practising yoga regularly can be good for your mind, your body, and your emotions.
k. Makes you strong and flexible
l. Therefore, to build mental, physical, and emotional health, consider practising yoga.
m. Emotional benefits.

2. Arrange the ideas in practice 1 above into an outline. Compare your finished outline with a partner. [5.11]

3. Write an outline for the following topics: [10.5]

- Cell phones are essential to personal safety.
- Independence has numerous challenges.
- There are several ways in which students can earn extra cash.

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Lesson 5: Writing an introduction

Time : 1 hour 30 minutes

Lesson objectives:

At the end of this lesson, students will be able to

- **Write a strong introduction**

Lesson plan:

1. **What is an introduction?**
2. **The importance of the introduction**
3. **Types of introductions**
4. **Practice**

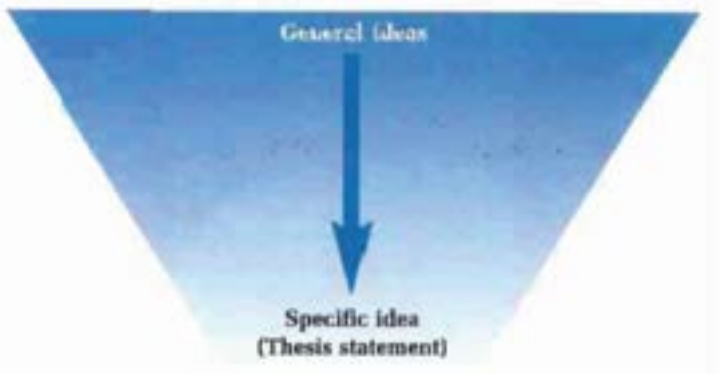
1. What is an introduction?

The introduction is best seen as a microcosm of the essay as a whole (and usually needs the most re-writing) in which you must at the very least answer a question and give the reason for your answer. **[7.2]**

The introduction is the first paragraph which is: **[8.14]**

- Usually five to five to ten sentences,
- Catches the reader's interest,
- Gives the general topic of the essay,
- Gives background information about the topic,
- States the main point (the thesis statement) of the essay.

The introduction is written from general to specific and the most specific idea is the thesis statement. **[8.15]**

Figure [8.16]: 

shape of the introduction (from general to specific)

2. **The importance of the introduction:**

The introduction is the first paragraph in the essay. Its importance lies in being the mirror of the writer to show and to attract the attention of the reader. Without an introduction (and a conclusion), the essay is just a group of paragraphs. **[8.17]**

3. **Types of introductions:**

There are many types of introductions: ***anecdote*** (short story), ***quote*** (like the name indicates is to give a quote which is related to the topic discussed) or ***turn-about*** (gives an opposite opinion about the one mentioned in the thesis statement), but in academic writing, the ***funnel*** type is by no means the most used types.

A funnel introduction has two parts: **several general statements** and **one thesis statement**. The general statements give the reader background information about the topic of the essay. They should lead your reader gradually from a very general idea of your topic to a very specific idea. The first general statement in a funnel introduction just introduces the topic. Like the lens of a camera moving in for a close-up picture, each sentence that follows becomes more and more focused on a specific topic. The thesis statement is normally the last sentence in an introductory paragraph. It has three purposes:

- It states the specific topic of the essay.
- It may list the subtopics of the main topic.
- It may also mention the method of organization. **[3.4]**

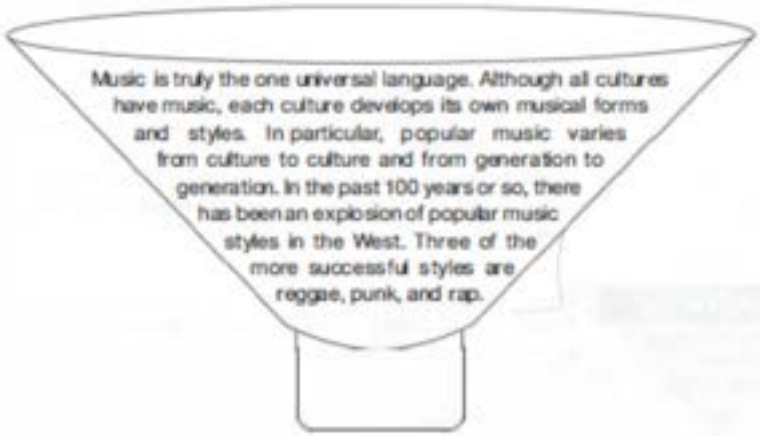


Figure [3.5]: example of the funnel introduction

4. Practice:

1. **Read the following introduction s and say whether are strong or weak introductions [8.17]**

a. Family structure has changed a lot in the last fifty years in Asia. The decrease in the number of extended families and nuclear families has cause several social changes.

b. The number of businesses using the Internet for selling products has increased greatly in recent years. Shoppers, too, are using the Internet in greater numbers to buy all types of products, such as books, cameras and clothing. Although e-business has become popular, there are certain risks involved in Internet shopping that are a common concern for both business and consumers.

c. Stargazing- looking at the stars- is something everyone should try. I love it. When looking at the night stars, most people observe that the moon, planets, and the stars move from the east side of the sky to the west over a period of several hours. In fact, this movement is actually the movement of the Earth rotating on its axis. In addition, as the Earth revolves around the sun throughout the year, different stars are visible at different times.

d. When the first recordings of country music were made in the 1920s, the only people who listened to them were people who lived on farms and ranches or in small towns in rural America. That's why they called it country music. The farms raised sheep, goats, cows, and a variety of grains, such as corn and wheat. By

the middle of the twentieth century, things had changed. You might even have heard a country band in New York City. New York was already becoming a very popular tourist destination. The Statue of Liberty was favourite place to visit. Today, you'll hear American country music in Tokyo and Tapei, Bangkok and Brussels, Moscow and Munich. Nowadays, country singers like Garth Brooks and Shania Twain are known around the world. With its roots in the folk music of Europe and the traditional songs of America, country music has become a global phenomenon.

e. Adjusting to another culture's food can be a challenge for many travellers. The geography of a country can greatly affect the typical foods that are eaten by its people.

2. **Rewrite the wrong introductions in practice 1.**
3. **Write introduction for each of the following topics; use the funnel type. topics [4.9]**
   a. Causes of the war
   b. The damaging effects of Tsunami
   c. How graduating from college changed my life
   d. Some common reasons for quitting a job
4. **Homework: write introductions for each of the following topics**
   a. Practicing sports
   b. Your favourite hobby
   c. Excess use of social media

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Lesson 6: Writing a conclusion

Time: 1 hour 30 minutes

Lesson objectives:

At the end of this lesson, students will be able to

- **Write a strong conclusion to the topic**

Lesson plan:

1. **What is a conclusion?**
2. **The importance of the conclusion**
3. **Practice**

1. What is a conclusion?

The conclusion is the last paragraph written in the essay. You should not add any new ideas in the conclusion; rather, you may summarise the main points or repeats the thesis statement in different words. Second, you may add a final comment. This is the place to express your opinion, make adjustment, or give a recommendation. **[3.5]**

- End with a summary and a final thought**[10.6]**
- Answer any questions your lead-in or introduction asked **[10.7]**

2. The importance of the conclusion

The good concluding paragraph is the one which:

- signals the end of the essay
- reminds the reader of your points, and
- leaves the reader with your thoughts on the topic **[3.6]**

Example:

In short, Mr Smith had several qualities of a great teacher. He was well informed about his subject, and his enthusiasm for it rubbed off on1 his students. Furthermore, his lectures were well organized, and he returned papers and tests promptly. His classes were always interesting, and he told funny stories to keep even the sleepiest student awake and engaged in learning. Mr Smith taught more than just history; he also taught us to love learning. **[3.7]**

- The expression ***in short*** signals the end of the essay.
- Sentences **2**, **3**, and **4** remind the reader of the different points discussed in the essay.
- **The last sentence** is the writer point of view of the main point, i.e. **final comment**.

3. Practice:

1. **Match each of these introduction thesis statements with its rewritten version for a conclusion. [5.13]**

a. Supermarkets are the best places to buy food because of their convenience and lower prices	1. People can learn many things by traveling to other countries.
b. Traveling abroad is a valuable learning experience.	2. Despite the challenges, being an entrepreneur can offer more benefits than other types of employment.
c. Learning to play a musical instrument is very beneficial for children.	3. The fact that larger grocery stores offer cheap prices and a large selection of products

	makes them the best place for shoppers.
d. Creating and owning a business offers more advantages than working as an employee in a company.	4. The World Wide Web gives access to a huge amount of knowledge, but users shouldn't believe everything they read there.
e. More houses should be adapted to use solar energy because it is clean and renewable.	5. When children are exposed to music and are taught to play instruments such as the piano or violin, there are many positive effects.
f. The World Wide Web can be very useful for research, but it also contains a lot of incorrect information.	6. The sun gives a constant, free supply of clean energy, which more homes should take advantage of.

2. Study the following introductions; then select the most appropriate concluding paragraph. [3.8]

a. Introduction

Advertising

Unless you live on an uninhabited island in the middle of a big ocean, you cannot escape advertising. People in the modern world are continually exposed to ads and commercials on the radio, on television, on billboards, in their mailboxes, and on their computers. However, advertising is not a modern phenomenon. Advertising has been around for a long time, as a review of its history shows.

Possible conclusions:

(1) As we have seen, advertising has been a part of merchandising for at least 5,000 years. From the carved signs above doorways in ancient Babylonia to the annoying pop-ups on modern computer screens, advertising has been a part of daily life. Its form may change, but advertising will undoubtedly be with us for a long time to come.

(2) It is clear that advertising is useful for both buyers and sellers. It helps sellers by informing the public about their goods and services. It helps buyers by allowing them to comparison shop. Its form may change, but advertising will undoubtedly be with us for a long time to come.

b.

Compulsory Attendance in College

On my first day of class in an American university, I discovered that there are many differences between universities in the United States and in my country. One difference hit me immediately when the professor walked into the classroom dressed in casual pants and a sports shirt. Then he sat down, and I received a second shock. He sat down on the desk, not behind the desk. The biggest shock happened when he passed out a piece of paper listing the requirements of the class. I learned that I was not allowed to miss any classes! In my country, professors do not know or care if students attend lectures, but in the United States, professors actually call the roll2 at the beginning of each class meeting. In my opinion, compulsory attendance in college is completely inappropriate for two reasons.

Possible conclusions:

(1) To summarize, attendance in college classes should be optional. Students may already know the material that the professor will cover. Sometimes the professor lectures on material that is in the textbook, so students can read it on their own time. Therefore, in my opinion, compulsory attendance in college classes should be abolished.

(2) To summarize, college students are mature enough to take charge of their own learning. Furthermore, they may have family or work problems once in a while that cause them to miss a class. They should not be penalized for this. Therefore, in my opinion, compulsory attendance in college classes should be abolished.

c.

Goals

Everyone needs goals. Having goals makes you more successful because they keep your mind on 'what is really important to you. However, goals can change at different times in your life. Your goals when you are ten are very different from your goals at fifteen or twenty. My major goals this semester are to get a part-time job and to master the use of the English language.

Possible concluding paragraphs:

(1) In conclusion, it is important to have goals. When you have clear goals, it is easier to stay focused and not let small things side track you. I hope I succeed in reaching my goals this semester.

(2) In conclusion, finding a job and using English well are important to me at this stage of my life. I am working hard to succeed at both.

(3) In conclusion, I have set important goals for myself this semester. If I do not reach my goals, I will be unhappy. Next semester, I will have new goals.

d.

Changes in the Workplace

Female airline pilots? Male nurses? When my parents were young, such job descriptions were not possible. In the past thirty-five years, however, society has become more accepting. Although it is still somewhat unusual, men now work in traditionally female occupations. In particular, more and more men are becoming nurses, secretaries, and elementary school teachers.

Possible concluding paragraphs

(1) These examples have shown that it is no longer unusual to see men working as nurses, secretaries, and elementary school teachers. As society continues to change, we will undoubtedly see this trend continue.

(2) These examples have shown that it is no longer unusual to see men working as nurses, secretaries, and elementary school teachers. On the other hand, it is no longer unusual to find women engineers, construction supervisors, and corporate CEOs. In fact, there are already more women than men studying to become lawyers.

(3) These examples have shown that it is no longer unusual to see men working as nurses, secretaries, and elementary school teachers. Indeed, there is less sexism in the working world as men have proven themselves to be as capable as women in these areas, and women have proven themselves to be as capable as men in others.

Home work: write conclusions for the following topics

- How to be a good citizen **[2.8]**
- A typical day of your life **[2.9]**
- Your university **[2.10]**

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Lesson 7: Point of views

Time: 1 hour 30 minutes

At the end of this lesson,

- **Students will be able to distinguish between different points of views, and**
- **[illegible]**

Lesson plan:

1. **Definition of point of view**
2. **Acknowledging your point of view**
3. **Errors in point of view**
4. **Practice**

1. Definition of point of view:

Point of view is a stance or position; the expression of an opinion and the backing up of that opinion. **[11.1]**

In the essay, the writer should take a position either **a fact** or **opinion**. **[11.2]**

- In **facts**, your point view is giving the reader a series of events or information like in case of description, narration.
- However, in **opinion,** it is trying to persuade or argue your point of by giving arguments to support your thesis statement.
- The best way to signal your point of view is in the **introduction**, i.e. the reader should know your point of you in the introduction. **[1.2]**

2. Acknowledging your point of views: [8.19]

a. <u>Consistent use of verbs</u>: do not shift tense, be consistent.

Example:

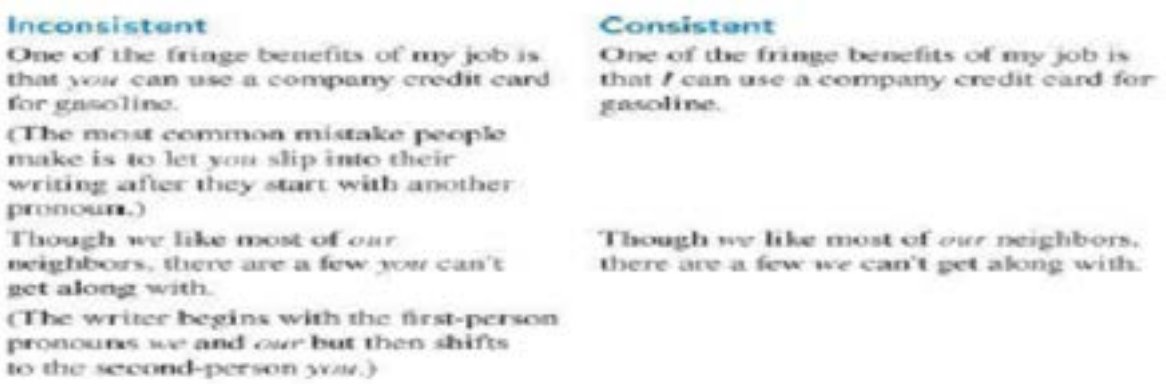
Incorrect: The gardener breaks up the hard earth with a shovel, added peat moss and other compost; then blends the soil evenly.

Correct: The gardener breaks up the hard earth with a shovel, adds peat moss and other compost; then blends the soil evenly.

Correct: The gardener broke up the hard earth with a shovel, added peat moss and other compost; then blended the soil evenly.

b. <u>Consistent use of pronouns:</u> do not shift your use of personal pronouns; be consistent in using first, second or third person.

Example: figure [8.20]



3. Errors in point of view: [6.3]

Errors occur when the writer needlessly shifts person, tense, mood, voice, discourse, or keywords.

a. Person:

- **Example:**

Error: We have come to the place where one should either fish or cut bait.

SHIFT FROM *WE* TO *ONE*

Correction: We have come to the place where *we* should either fish or cut bait.

Error If you turn right on La Follet Street, one will see the sign on one's right.

SHIFT FROM *YOU* TO *ONE*

Correction: If you turn right on La Follet Street, *you* will see the sign on your right.

b. Tense:

- **Example:**

Error: The weather suddenly turned windy, and clouds arise.

SHIFT FROM PAST TO PRESENT

Correction: The weather suddenly turned windy, and clouds *arose.*

Error: William Tell takes the apple, places it on his son's head, and shot an arrow right through the middle.

SHIFT FROM PRESENT TO PAST

Correction: William Tell takes the apple, places it on his son's head, and *shoots* an arrow right through the middle.

Error: His face turned purple with rage, and he would strike his friend.

SHIFT FROM PAST TO CONDITIONAL

Correction: His face turned purple with rage, and he *struck* his friend.

c. Mood:

- **Example:**

Error: People of America, why do you wait? Protect your environment and you should vote against nuclear plants.

SHIFT FROM IMPERATIVE TO INDICATIVE

Correction: People of America, why do you wait? Protect your environment. *Vote* against nuclear plants.

d. Voice:

- **Example:**

Error: John carried Mary's pack, and her tent was also pitched by him.

SHIFT FROM ACTIVE TO PASSIVE VOICE

Correction: John carried Mary's pack, and he also *pitched* her tent.

e. Discourse:

- **Example:**

Error: The minister asked Bill if he loved his fiancée and will he treat her with devotion. SHIFT FROM INDIRECT TO DIRECT DISCOURSE

Correction: The minister asked Bill if he loved his fiancée and if he *would treat* her with devotion.

f. Key words:

- **Example:**

Error: Because everyone has a primary goal in life, I, too, have an outstanding goal. SHIFT FROM *PRIMARY* TO *OUTSTANDING*

Correction: Like everyone else, I have a primary goal in life.

Error: I want to be a perfect human being. God made me, so why not be worthwhile? SHIFT FROM *PERFECT* TO *WORTHWHILE*

Correction: I want to be a perfect human being. God made me, so why not be perfect?

4. Practice:

1. **Make the verbs in each sentence consistent with the first verb used. Cross out the incorrect verb and write the correct form in the space at the left. [8.19]**

a. …. Aunt Flo tried to kiss her little nephew, but he runs out of the room.

b. ….. An aggressive news photographer knocked a reporter to the ground as the movie stars arrive for the Academy Awards.

c. ……. The winning wheelchair racer in the marathon slumped back in exhaustion and asks for some ice to soothe his blistered hands.

d. …… George Washington won his first battle when he defeats the Hessians in Trenton, New Jersey.

e. …….Charles Conrad and Alan Bean landed on the moon in 1969 and gathered rock samples, which they bring back to Earth for examination.

f. ……. John Steinbeck wrote his masterpiece The Grapes of Wrath in 1939, but he does not win the Nobel Prize until 1962.

g. ……. Galileo (1564-1642) did not invent the telescope, but he improves upon it in to observe the heavens better.

h. …… Ralph ripped open the bag of cheese puffs with his teeth, grabs handfuls of the salty orange squiggles, and stuffed them into his mouth.

i. …….. From his perch high up on the rocky cliff, the eagle spots a white-tailed rabbit and swooped down towards his victim.

j. ……. An American physicist was the first to measure the speed of light accurately when he calculates it at just over 186,000 miles per second.

k. ……. When the great earthquake struck San Francisco in 1906, the entire city burns to the ground in less than twenty-four hours.

2. In each of the following sentences, correct all shifts in (A) person, (B) tense, (C) mood, (D) discourse, (E) voice, or (F) key word. Identify the shift by placing the appropriate letter in the blank at the right. [6.4]

1. Everyone must live according to your conscience.
2. She insisted loudly that “I am opposed to abortions.”
3. A good meal is enjoyed by all of us and we like fresh air, too.
4. She revealed that an unknown intruder is in the room.
5. So far we have not mentioned poverty. So let me discuss it now.
6. Truth is a principle everyone should cherish because you can be a better person when we cling to it.
7. Lock the door and you should turn out the lights.
8. The robber stole her jewellery and she was mugged by him, too.
9. Slowly he crept toward me and grabs for my wallet.
10. A straightforward question to ask the salesman is, “Why people should buy his razors?”
11. He helped me out by pointing out where one could find an inexpensive hotel.
12. The doorman opened the door; then my baggage was picked up by a porter.
13. In his memory he heard the melody of that old song and knew that time is passing quickly.
14. She was a spoiled brat, it always seems to me.

15. The senator's question was an intelligent one; the chair's answer was also a wise one.

Homework: Read the following paragraph, and correct what should be corrected (tense, pronoun) [8.20]

My uncle's shopping trip last Thursday was discouraging to him. First of all, he had to drive around fifteen minutes until he finds a parking space. There was a half-price special on paper products in the supermarket, and every spot is taken. Then, when he finally got inside, many of the items on his list were not where he expected. For example, the pickles he wanted are not at the same shelf as all the other pickles. Instead, they were in a refrigerated case next to the bacon. And the granola was not on the cereal shelves but in the health-food section. Shopping thus proceeds slowly. About halfway through his list, he knew there would not be time to cook dinner and decides to pick up a barbecued chicken. The chicken, I learned, was available at the end of the store he had already passed. So he parks his shopping cart in an aisle, get the chicken, and came back. After adding half a dozen more items to his cart, he suddenly realizes it contained someone else's food. So he retraced his steps, found his own cart, transfers the groceries, and continued to shop. Later, when I began loading items onto the checkout counter, he notices that barbecued chicken was missing. He must have left it in the other cart, certainly gone by now. Feeling totally defeated, he returned to the deli counter and says to the clerk, "give me another chicken. I lost the first one." My uncle told me that when he saw the look on the clerk's face, he felt as if he'd flunked Food Shopping.

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Department of English	**Prepared by Dr OUAZETA**

Lesson 8: Main idea

Time: 1 hour 30 minutes

Lesson objective:

At the end of this lesson, students will be able to

- **distinguish between main idea and minor ideas**
- **formulate their own main idea related to the topic**

Lesson plan:

1. **What is the main/major idea?**
2. **What is a minor/ sub-idea?**
3. **Practice**

1. What is the main idea?

The main idea of the essay is what the essay discusses. It is generally represented in the thesis statement. However, in each body paragraph of the essay, there is a main idea which is represented in the topic sentence.

- As a student-writer, you should bear in mind to ask yourself this question all around the essay: is my main idea clear?
- The essay discusses only **one main idea**; you cannot discuss more than one. **[8.21]**

Example: let's study the following thesis statement. **[6.4]**

Although supporters of animal experiments claim that any reduction would jeopardize scientific progress, scientists should stop abusing animals in an attempt to improve human lives.

- A paper with this thesis statement will **not report;** it will **argue** in defence of its **main idea** that cruel scientific experiments on animals should be stopped. The writer of this thesis has clearly taken a stand that the paper must prove and defend.

2. What is a minor/sub-idea?

Sub-ideas or minor idea are those ideas which explain the main point/idea. Details like examples and illustrations are minor or sub-ideas of the main idea.

Example: look at the following example [6.5]

I. Movie scripts must satisfy many tastes.

A. The producer has to be satisfied with the script.

1. The producer often requests criticism of a script from advisers.

a. Scriptwriters occasionally field criticisms from the producer's secretaries.

b. Scriptwriters must also please the producer's spouse.

2. The producer must get a script that satisfies the financial backers.

a. Scriptwriters must cope with criticisms from investors.

b. Scriptwriters must even field criticisms from investors' accountants.

B. The director has to be satisfied with the script.

1. The director often has input from film technicians.

a. Scriptwriters must deal with the director's advisers, whose concerns are technical rather than dramatic.

b. Scriptwriters must resist technicians' encroachment on the script's story line.

2. The director must determine if the script can be made within the available budget.

a. Scriptwriters often revise dramatic sequences to save expense.

b. Scriptwriters often rewrite because of the limitations of a special effects department.

- **This is an outline of a body paragraph which main idea is about movies script should please many tastes.**
- **Sub ideas mentioned in A and B should support the main idea, and in return these ideas have minor ideas which support them.**

3. Practice:

1. The following are paragraphs which discuss different topics. What is the main idea of each? (topics from [2.11]

a. I grew up in a large family—I am the oldest of six—and I have many wonderful memories from my childhood. I am very close to most of my siblings and I treasure my relationships with them. But when I have my own family someday, it won't be as big as the one I grew up in. As much as my large family was full of love, and as much as I learned about sharing, giving, and patience, I think having too many kids puts too much pressure on the parents and the oldest children.

b. For some people's thinking, there are too many "couch potatoes", all across the American country. There are lying on their couches all the time, doing nothing. Except watching the TV all the time. Whereas they not getting any

exercising, not anything at all. There is so much to do, like jogging or walking or tennis instead.

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Lesson 9: Reading strategies

Time: 1 hour 30 minutes

At the end of this lesson, students will be able to:

- **Differentiate between intensive and extensive reading**
- **Read a text using reading strategies**

Lesson plan:

1. **Intensive vs. extensive reading**
2. **Definition of learning strategies**
3. **Reading strategies**
   - **3.1. Skimming**
   - **3.2. Scanning**
   - **3.3. Other strategies**
4. **Practice**

1. Intensive vs. extensive reading

In the classroom, you are in many cases asked to read some passages or long essays (texts), in this case, you are reading intensively. **[12-1]**

Intensive reading involves learners reading in detail with specific learning aims and tasks. **(15-1]**

Example:

The learners read a short text and put events from it into chronological order. **[15-2]**

In some other cases, your teacher advises some titles for short stories or novels to read at home, in case, it means in your free time. This type of reading is called extensive reading. **[12-2]**

In both intensive and extensive reading, learners use strategies which are discussed below.

2. Definition of learning strategies:

Learning strategy are those skills used by learners to help them in their learning. There are different strategies each according to each language skill (reading, writing, listening and speaking).

3. Reading strategies:

Reading strategies are those strategies used by learners in order to help them in their reading.

There are many reading strategies but the main ones are summarised in **skimming and scanning.**

3.1. Skimming:

Skimming is a method of rapidly moving the eyes over text with the purpose of getting only the main ideas and a general overview of the content. **[13-1]**

Skimming is useful in three different situations:

a. **Pre-reading:** skimming is more thorough than simple previewing and can give a more accurate picture of text to be read later.
b. **Reviewing:** skimming is useful for reviewing text already read.
c. **Reading:** skimming is most often used for quickly reading material that, for any number of reasons, does not need more detailed attention. **[13-2]**

By skimming, you can get a sense of a text's overall logical progression. Skimming can also help you make decisions about where to place your greatest focus when you have limited time for reading. **[14-1]**

The following is a technique about how to skim a text. **[14-2]**

a. First, prior to skimming, use some of the **previewing** techniques.
b. Then, read carefully the introductory paragraph, or perhaps the first two paragraphs. Ask yourself what the focus of the text appears to be, and try to predict the direction of the coming explanation or argument.
c. Read carefully the first one or two sentences of each paragraph, as well as the concluding sentence or sentences.
d. In between these opening and closing sentences, keep your eyes moving and try to avoid looking up unfamiliar words or terminology. Your goal is to pick up the larger concepts and something of the overall pattern and significance of the text.
e. Read carefully the concluding paragraph or paragraphs. What does the author's overall purpose seem to be? Remember that you may be mistaken, so be prepared to modify your answer.

f. Finally, return to the beginning and read through the text carefully, noting the complexities you missed in your skimming and filling in the gaps in your understanding. Think about your purpose in reading this text and what you need to retain from it, and adjust your focus accordingly. Look up the terms you need to know, or unfamiliar words that appear several times.

3.2. Scanning

Scanning is basically skimming with a more tightly focused purpose **[14-2].** It rapidly covers a great deal of material in order to locate a specific fact or piece of information **[13-3].**

Scanning is very useful for finding a specific name, date, statistic, or fact without reading the entire article. **[13-4]**

When scanning an article, here are some steps. **[13-5]**

a. Keep in mind at all times what it is you are searching for. If you hold the image of the word or idea clearly in mind, it is likely to appear more clearly than the surrounding words.
b. Anticipate in what form the information is likely to appear: numbers, proper nouns, etc.
c. Analyse the organisation of the content before starting to scan.
    - **If material is familiar or fairly brief, you may be able to scan the entire article in a single search.**
    - **If the material is lengthy or difficult, a preliminary skimming may be necessary to determine which part of the article to scan.**
d. Let you're your eyes run rapidly over several lines of print at a time.
e. When you find the sentence that has the information you seek, read the entire sentence.

3.3. Other strategies:

Some other reading strategies are summarised below **[15-3].**

- Making predictions: the readers should taught to be on the watch to predict what is going to happen next in the text to be able to integrate and combine what has come with what is to come.

- Making selections: readers who are more proficient read selectively, continually making decisions about their reading.
- Integrating prior knowledge: the schemata that have been activated in the pre-reading section should be called upon to facilitate comprehension.
- Skipping insignificant parts: a good reader will concentrate on significant pieces of information while skipping insignificant pieces.
- Pre-reading: readers should be encouraged to become sensitive to the effect of reading on their comprehension.
- Making use of context or guessing: readers should not be encouraged to define and understand every single unknown word in the text, instead they should learn to make use of context to guess the meaning of unknown words.
- Breaking words into their component parts: to keep the process of comprehension on going, efficient readers break into their affixes or bases. These parts can help readers guess the meaning of a word.
- Reading in chunks: to ensure reading speed, readers should get use to reading groups of words together. This act will also enhance comprehension by focusing on groups of meaning-conveying symbols simultaneously.
- Pausing: good readers will pause at certain places while reading a text to absorb and internalise the material being read and sort out information.
- Paraphrasing: while reading texts it may be necessary to paraphrase and interpret texts subocally in order to verify what was comprehended.
- Monitoring: good readers monitor their understanding to evaluate whether the text, or the reading of it, is meeting their goals.

4. Practice:

4.1. Read the following text and answer the questions.

(The essay: [11-3])

The fundamental position of this essay will be that the responses of decision makers in public and private sectors to the greenhouse effect phenomenon have been mixed, and this has reflected the flawed consensus that exists within the scientific community. Trends may be emerging, however, which indicate that some actors are behaving as if the effect is real, no matter what. Because their actions may accord them strategic advantages in certain arenas, this may trigger a bandwagon

effect, whereby many decision makers ignore underlying uncertainties in order to preserve commercial and national strategic positions.

There are, in fact, two greenhouse effects. The first is the ‘natural’ greenhouse effect, whereby radiation from the sun hits the earth, and is retransmitted back to space: part of that energy, however, is absorbed by certain greenhouse gases (carbon dioxide, methane, chlorofluorocarbons), which leads to a warming of the atmosphere — just like a glass greenhouse retains some of the sun’s warmth to help stimulate plant growth within the greenhouse. The second effect is the ‘enhanced’ greenhouse effect, due to human activity such as burning fossil fuels and deforestation, which creates greenhouse gases (Houghton, 2009, p. 22)

Many scientists argue that in the past few decades the planet has undergone unprecedented warming, and that this warming appears to have been caused by anthropogenic or human-caused activity. The prestigious Intergovernmental Panel on Climate Change (IPCC), in its early 2001 report, concluded that:

> In the light of new evidence and taking into account the remaining uncertainties, most of the observed warming over the last 50 years is likely [i.e., having a 66–90 per cent chance] to have been due to the increase in greenhouse gas concentrations. (Houghton et al. (eds.) 2001, p. 10)

Such global warming could result in regional increases in floods and droughts, inundation of coastal areas, increase in high-temperature events and fires, outbreaks of pests and diseases, and significant damage to ecosystems (Jepma & Munansinghe 1998, pp. 28–34; Parks & Ellis 2005, pp. 4–11; Gore 2007, pp. 2–14)

Concerns about global warming led to the international meeting on climate change in Kyoto in 1997, which led to the declaration of the Kyoto Protocol (McElroy 2002, pp. 232–51). The Kyoto Protocol has been signed by many countries, including Australia, and commits them to specific reductions in the production of greenhouse gases. A number of countries, including the United States, have still not signed the Protocol, arguing that committing to reductions would cause unacceptable damage to their economies (Koh 2009, p. 325). On the other hand, some scientists, such as Plimer (2009), argue that the greenhouse effect is a natural phenomenon alternating with ice ages over periods of thousands of years, with anthropogenic causes having little effect.

- **What is the idea discussed in the text above?**
- **How does the writer define the greenhouse?**
- **What is the idea of the block quote?**
- **What is the idea discussed in each paragraph?**

4.2. Read the following passage.

University administrators call it “retention”, and it refers to the numbers of students who choose to stay in college. It is a lot cheaper for these university heads to try to keep existing students than to recruit new ones. However, this is a difficult task. The truth is, no matter how much these administrators focus on keeping students in school, there are always reasons for them to drop out.

One of the most common reasons students drop out of college is financial. Universities, especially private ones, must charge exorbitant fees to keep doors open, and some students do not have the means to continue their studies. Even public universities have had to increase fees. Without adequate amounts of state and federal tax dollars, the increasing cost of tuition, textbooks, housing, and other activities often falls on the student and his or her family. As a result, many students drop out of college because of a shortage of funds.

Another cause for students to drop out of school is that they find the rigors of course-book too demanding. Due to being unprepared for all the studying involved in maintaining good grades, these students end up leaving the university after a short time. In high school they may have been overachievers and regularly appeared on the honour roll. College is different. There are few people pushing students to study and to do well in all aspects of university life. Students cannot get by “cramming” for exams as they did in high school. If new university students do not have the study habits to keep up with the university professors, it will not take long for them to be left behind. **[4-9]**

- **What is the topic discussed?**
- **What is the thesis statement?**
- **Suggest some other reasons for dropping out of school.**
- **Write one reason in the form of a paragraph**

4.3. Home work:

According to the short stories or novels you have read, select one and answer the following questions.

- What is the theme discussed in the story?
- Who is the main character?
- In few words, describe his/her personality
- What new words have you learned from it?

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Lesson 10: Writing Introductions and Conclusions (practice)

Time: 6 hours

At the end of this lesson, students will be:

- **Able to write a good introduction**
- **Able to write a good conclusion**
- **Able to work in groups/ cooperative and collaborative learning**

Lesson plan:

1. **Practising Introductions (group work)**
   - **1.1. Practice 1**
   - **1.2. Practice 2**
   - **1.3. Practice 3**
2. **Practising conclusions (group work)**
   - **2.1. Practice 1**
   - **2.2. Practice 2**
   - **2.3. Practice 3**
3. **Practising introductions and conclusions**

1. Practising introductions (group work)

1.1. Practice1: Narrow down the following topics and write introduction to each one. [9.3]

a. **Holidays**
b. **Friends**
c. **My country**
d. **Sports**
e. **Cars**

1.2. Practice 2: Peer correction of the previous practice

- **check the type of introduction used**
- **check the thesis statement**

1.3. Practice 3: Read the following introductions and write about the same idea discussed using different ideas.

Acting has been a form of entertainment for millennia. Through the years, it has evolved to serve a global audience. As recently as a few generations ago, one of the most common forms of acting was found on radio programs. During this time, listeners had to imagine the sets, the scenery, and even the physical form of the performers. Nowadays, it is difficult to imagine acting as a form of entertainment without a visual format. Modern acting comes in a variety of forms. Still keeping some of its roots from Greek times, acting can be classified in three ways: television acting, stage acting, and film acting. **[4.10]**

The hamburger has become a worldwide cultural icon. Eating meat, especially beef, is an integral part of many diverse cultures. Studies show, however, that the consumption of large quantities of meat is a major contributing factor toward a great many deaths, including the unnecessary high number of deaths from heart-related problems. Although it has caught on slowly in western society, vegetarianism is a way of life that can help improve not only the quality of people's lives but also their longevity. **[4.11]**

2. Practising conclusions (group work):

2.1. Practice 1: the following are introductions, read them, reformulate the thesis statements and write your conclusions. [5.14]

a. When I decided to return to school at age thirty-five, I wasn't at all worried about my ability to do the work. After all, I was a grown woman who had raised a family, not a confused teenager fresh out of high school. But when I started classes, I realized that those "confused teenagers" sitting around me were in much better shape for college than I was. They still had all their classroom skills in bright, shiny condition, while mine had grown rusty from disuse. I had to learn how to locate information in a library, how to write a report, and even how to speak up in class discussions.

b. Diseases like scarlet fever and whooping cough used to kill more young children than any other cause. Today, however, child mortality due to disease has been

almost completely eliminated by medical science. Instead, car accidents are the number-one killer of our children. And most of the children fatally injured in car accidents were not protected by car seats, belts, or restraints of any kind. Several steps must be taken to reduce the serious dangers car accidents pose to children.

c. Early Sunday morning, the young mother dressed her little girl warmly and gave her a candy bar, a picture book, and a well-worn stuffed rabbit. Together, they drove downtown to a Methodist church. There the mother told the little girl to wait on the stone steps until children began arriving for Sunday school. Then the young mother drove off, abandoning her five-year-old because she couldn't cope with being a parent anymore. This incident is one of thousands of cases of child neglect and abuse that occur annually. Perhaps the automatic right to become a parent should no longer exist. Would-be parents should be forced to apply for parental licenses for which they would have to meet three important conditions.

d. "Fish and visitors," wrote Benjamin Franklin, "begin to smell after three days." Last summer, when my sister and her family came to spend their two-week vacation with us, I became convinced that Franklin was right. After only three days of my family's visit, I was thoroughly sick of my brother-in-law's lame jokes, my sister's endless complaints about her boss, and their children's constant invasions of our privacy.

2.2. Practice 2: In the space provided, note how each concluding paragraph ends: with a summary and final thought (write S in the space), with a prediction or recommendation (write P/R), or with a question (write Q). [5.15]

1. Disappointments are unwelcome, but regular, visitors in everyone's life. We can feel depressed about them, or we can try to escape from them. The best thing, though, is to accept a disappointment and then try to use it somehow: step over the unwelcome visitor and then get on with life.

2. Saving the environment is up to each of us. Levels of harmful emissions would drop dramatically if we chose to carpool or take public transportation more often. Conserving fuel and electricity at home by sealing up leaky windows and using energy-saving light bulbs would help too. What will you do to conserve?

3. Some people dream of starring roles, their names in lights, and their pictures on the cover of People magazine. I'm not one of them, though. A famous person gives up private life, feels pressured all the time, and is never completely safe. So let someone else have that cover story. I'd rather lead an ordinary, but calm, life than a stress-filled one.

2.3. Practice 3: In the box below are common kinds of introductions and conclusions. After reading the two pairs of introductory and concluding paragraphs that follow, use the space provided to write the number of the kind of introduction and conclusion used in each case. [10.5]

Introductions	conclusions
1. General to narrow	**1.summary and final thought**
2. Background information	**2.question(s)**
3. Starting with an opposite	**3.prediction or recommendation**
4. Stating importance of topic	
5. Incident or story	
6. Question(s)	
7. Quotation	

Pair 1 :

One March night, at 2 a.m., Stefan lies curled up, shivering and coughing in a sleeping bag outside the Air Canada Centre. No, he is not homeless, and he is not alone. He is lying on the cement with at least a few thousand other people in their late teens and early twenties. For the first seven or eight hours, he passes the time singing and sharing stories and food. But by two o'clock, his throat hurts and he has lost interest in the piece of paper that was his shortcut to stardom. At four o'clock in the morning, he packs up his bags, gives someone his number, and decides he is not going to be the next Canadian Idol . Becoming a professional singer has no shortcuts; it means more voice lessons, more auditions, and more experience.

Shows like *Canadian Idol* encourage people to dream of instant stardom. The reality of learning to be an entertainer is not a matter of a magic moment of

discovery; it involves patience, work, and tough skin. No one applauds when you miss notes or lose at an audition; no one cares. People who are stars at their local karaoke place should think twice before they decide they are ready to be an “idol.”

Pair 2 :

What would life be like if we could read each other’s’ minds? Would communications be instantaneous and perfectly clear? These questions will never be answered unless mental telepathy becomes a fact of life. Until then, we will have to make do with less-perfect means of communication. Letters, emails, telephone calls, and face-to-face conversations do have serious drawbacks.

Letters, email, phone calls, or conversations cannot guarantee perfect communication. With all our sophisticated skills, we human beings often communicate less effectively than howling wolves or chattering monkeys. Even if we were able to read each other’s minds, we’d probably still find some way to foul up the message.

3. Practice: practising introductions and conclusions

3.1. Write introductions and conclusion for each of the following topics. [16.1]

- Argue the case for or against the banning of smoking in all public places.
- Which is your favourite character from the set books you have read? Give your reasons for your choice and an analysis of how the character is represented by the author.
- How did the Vietnam War expose some of the rifts in American society of the 1960s and 70s?
- What does the term ‘post-feminism’ mean and do you agree or disagree that we are now living in a ‘post-feminist era’?

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Lesson 11: Word Choice

Time allotted: 1 hour 30 minutes

Lesson objectives:

At the end of this lesson, students will be able to:

- **Choose the words according to the topic of the essay**

Lesson plan:

1. **Warm-Up**
2. **Denotation**
3. **Connotation**
4. **Informal and overused language**
5. **Spelling**
6. **Parallelism**
7. **Practice**

1. Warm-Up:

One of the best ways to accurately convey your ideas in your essay is to choose the right words. Doing so ensures that your audience understands what you are writing. However, saying what you mean takes more than just an understanding of the denotation, or literal meaning, of a word. Many words also have a connotative meaning. The connotation is a word's implied meaning, which involves emotions, cultural assumptions, and suggestions. Both meanings must be considered when making word choices. **[16.2]**

2. Denotation:

Denotation is the main meaning of a word, not including the feelings or ideas that people may connect with the word. **[17.1]**

a. Mistaken identity:

When you use the wrong words, your writing suffers. One incorrect choice is using illicit when you mean elicit, for example can completely change the meaning of a sentence. Because there are many English words that sound or look almost identical, but have very different meanings, choosing the right one can be difficult. You must understand the correct meaning of the words you use in order to avoid "mistaken identity." **[16.3]**

Examples: the following are pairs of words that are frequently misused.

- A lot (noun)/allot (verb),
- Accept (verb)/ except (prep),
- Access (noun)/excess (noun, adj.),
- Addition (noun)/edition (noun),
- Advice (noun)/ advise (verb)
- Affect (verb)/Effect (verb)/Effect (noun)
- Assure (verb)/ ensure (verb)/insure (verb)
- Beside (adj.)/ besides (adv.)
- Decent (adj.)/ descent (noun)/dissent (noun)
- Elicit (verb)/illicit (adj.)
- Envelop (verb)/envelope (verb)

- Farther (adv.)/ further (adj.)
- Here (adv.)/ hear (verb)
- Loose (adj.)/lose (verb)
- Personal (adj.)/ personnel (noun)
- Their (pronoun)/there (adv.)
- To (prep.)/ too (adv.)/ two (adj.)
- Weather (noun, verb)/ whether (conj.)

- **Homonyms:**

As you notice in the list above, many words seem the same: they are pronounced the same, but they are written in a different way. The secret behind knowing how to write the exact word you want is to know its exact meaning.

b. Misused no longer:

Along with confused words, add commonly misused words to the list of poor word choices. These words are used incorrectly in the media, on billboards and other signs, in speech, and in writing every day. In fact, probably because the errors are so common, they often sound acceptable to many people. But to good writers and the readers of your essay, they are glaring errors. Take the time to learn the denotative meanings of the most commonly misused words to ensure proper usage. **[16.4]**

Examples:

- **Amount:** used when you cannot count the items to which you are referring, and when referring to singular nouns
- **Number:** used when you can count the items to which you are referring, and when referring to plural nouns
- **among:** used when comparing or referring to three or more people or things
- **between:** used for two people or things
- **e.g.:** an abbreviation for the **Latin exempli gratia**, meaning **free example** or **for example**
- **i.e.:** an abbreviation for the **Latin id est**, meaning **it is** or **that is**

c. Avoid at all coats:

In some cases, some words are used often especially in informal writing, but they should not be used at any case. **[16.5]**

Examples:

- **Alot:** as one word is the incorrect form of **a lot**,
- **Alright:** the incorrect form of **all right**
- **Hopefully**, is a form used in nonstandard English, which should be substituted by the "I hope" in Standard English.
- **Nother:** the incorrect form of the word **another**

3. Connotations:

Connotation is a feeling or idea that is suggested by a particular word although it need not be part of the word's meaning, or something suggested by an object or situation. **[17.2]**

Example: the word ***"lady"*** has connotations of refinement and excessive femininity that some women find offensive.

- **Positive and negative connotations:**

Words used in writing give you the meaning of what you mean. Sometimes, you use words which are of positive, negative or neutral meaning or emotions.

Examples: [16.6]

Positive/neutral	**Negative**
➢ Teenager	➢ Punk
➢ Knife	➢ Dagger
➢ Aggressive	➢ Pushy
➢ Challenging	➢ Perplexing
➢ Natural	➢ Plain
➢ Statesman	➢ Politician
➢ Smile	➢ Smirk
➢ Clever	➢ sly

4. Informal and overused language:

In your essays, try not to use informal language; this includes vulgarisms, clichés and slang.

- **Vulgarisms:** never use words to offend your reader in writing your essays, especially academic writing and when you do not know your reader/ audience.
- **Clichés:** make sure that your sentences are free of words that are too informal; it devaluates your essay.
- **Slang:** besides it is too informal, some groups of people are unable to understand these words. **[16.6]**

5. Spelling:

- Spelling is very important in the writing of the essay. Even slight mistakes may make you not conveyed.
- It is better to use computer spell checkers because they are fast and simple, but do not rely on them too, try to use dictionaries. **[16.7]**

6. Parallelism:

To have a well-written essay, make sure that all your sentences or parts of sentences are of parallel structure. By using parallelism, you are certain that your essay is more clear and understandable. **[8.21]**

Examples:

a. My job includes checking the inventory, initialling the orders, and *to call* the suppliers.
b. My job includes checking the inventory, initialling the orders and calling the suppliers.
a. Grandmother likes to read mystery novels, to do needlepoint, and surfing the Internet.
b. Grandmother likes to read mystery novels, to do needlepoints and to surf the Internet.

7. Practice:

7.1. Correct the following sentences using the right word.

a. The company (accept/except) me to be an engineer in charge of productivity.
b. (In addition/in edition) to my studies at university, I have part-time job.
c. My teacher (advise/advice) me to continue on my writing trials.
d. The exams have (already/all ready) finished and my marks are catastrophic.
e. My father (assure/insure) our house from natural disasters.
f. I have to finish my list of (bibliography/biography).

g. I have visited the (capital/ capitol) of Japan last summer; it was wonderful tour.
h. My grandmother lost her (sight/site) after she had an accident.

7.2. Use the following pairs of words to write your own sentences. (pairs from **[16.8])**

a. Complement/compliment
b. Cooperation/ corporation
c. Desert/dessert
d. Forth/fourth
e. Hear/here
f. Medal/meddle/metal
g. Passed/past
h. Personal/personnel

7.3. Cross out and revise the unbalanced part of each of the following sentences. [8.21]

a. Florida is famous for its wonderful weather, theme parks that are family oriented, and great fishing.
b. Many people share the same three intense fears: being in high places, working with numbers, and speeches.
c. The garden boasted a line of fruit trees that were mature, several rows of vegetables, and a large stand of rose bushes.
d. The History Channel offers many programs that are timely, well researched, and that people find interesting.
e. To become a dancer, Lola is taking lessons, working in amateur shows, and auditioned for professional companies.
f. Juan's last job offered security; a better chance for advancement is offered by his new job.
g. Cell phones allow us to communicate, store important information, and they can even be used to take photographs.
h. Because the dying woman was dignified and with courage, she won everyone's respect.

i. The candidate for governor promised that she would cut taxes, reform public education, and do something to rebuild roads and bridges.
j. If we're not careful, we'll leave the next generation polluted air, contaminated water, and forests that are dying.

7.4. Revise the following sentences, replacing vague, indefinite words with sharp, specific ones.

a. The new home came with energy-saving appliances.
b. I swept aside the things on my desk to spread out the road map.
c. Large trees shaded the valley
d. Several sections of newspaper were missing.
e. The doctor examined various parts of my body before diagnosing my illness as bronchitis.

Ministry of Higher Education and writing Scientific Research	**Course: Reading and**
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Department of English	**Prepared by Dr OUAZETA**

Lesson 12: Reading comprehension (Practising reading strategies)

Time allotted: 1 hour 30 minutes

Lesson objectives:

At the end of this lesson, students will be able to:

- **Practise reading strategies.**

Lesson plan:

1. **Practice 1**
2. **Practice 2**
3. **Practice 3**
4. **homework**

1. **Practice 1: This is an extract from The Last Cowboy by Duane Gerrard. [18.1]**

I was a kid when they built the cattle station in Abilene, though I thought was a man. It was 1867, I was fifteen and I had loved my first woman and killed my first man. By then we had already killed all the buffalo in Texas and Oklahoma and Kansas. We rode Chisholm Trail like kings. I was Larry Cabe, the king. How about that?

Then cowboys like us brought cattle instead of the buffalo. We drove them from Texas along the Chisholm Trail, though Oklahoma all the way to the railroad at Abilene. Every year hundreds of cowboys made that journey.

The Cherokee in Oklahoma were my friends. I used to ride away for the day and meet with Red Hand, son of Cherokee chief. We hunted all day. That was before the drink got him, like it got so many of his people. Back then they said that the Cherokee drank to live and drank to die. Either way it was a terrible sight to see.

When the first settlers started up their farms in Oklahoma, they were our friends. They were lonely there, on their small farms. They gave us food when we drove the cattle through. Sometimes we stopped and helped them put up the fences around their farms. One settler, Jim Sutter, even wanted me to stay. “We got plenty o’space here”, he said to me. “I could use some help. In return, you get half the farm. What d’ya say?” Jim knew I had eyes for Molly, his wife’s sister. But I said no. I’ve never stayed, always moved on.

Then, year after year, there were more farms. And more. There was less and less space for us to get the cattle through. And the settlers didn’t want us coming through any more. They lost their cows when they got mixed up with our cattle. The settlers started to carry guns. And somewhere along the Chisholm Trail I started to get old. Twenty years after they built the cattle depot, my teeth and hair were falling out. I felt like an old man.

Then, that last time, there was no way through. The fence at Sutter’s farm joined the fences of all other farms. Jim Sutter stood behind his fence with a rifle. “let us

through, Jim," I said. Behind me two hundred cattle were pawing the ground and the few cowboys I could get by then didn't know what to do with them.
"Jim, I have to get these cattle to Abilene."
"Sorry, Larry. We lost too many cows last year. You can't come through."

My cowboys came up behind me. One of them drew a gun. I said, "Put that away," but even as I spoke Cherokee came out of nowhere. I recognized Red Hand's son, Pale Cloud. I had played with him when he was a kid. Now he wasn't a kid anymore and had a rifle. His shot was the last thing I remember on that long, final ride along the Chisholm Trail.

Questions:

1. **Put the events (a-e) in the order that they happened.**
   a. There were more farms on the Chisholm Trail ……..
   b. Larry Cabe was friends with the Cherokee and the settlers ……..
   c. Red Hand's son, Pale Cloud, shot Larry Cabe……
   d. The cattle depot was built in Abilene…….
   e. Larry couldn't get the cattle through because the fences from all the farms were joined up……

2. **In each paragraph from the story there are three extra words. Find them and put a line through them.**
   a. I was a kid when they built the cattle station depot in Abilene, though I thought I was a man. It was 1867. I was fifteen and I had loved my first woman and killed my first man. By then we had already killed some all the buffalo in Texas and Oklahoma and Kansas. We rode the Chisholm Trail like kings. I was Larry Cabe, the king. How think about that?
   b. The Cherokee in Oklahoma were never my friends. I used to ride away for the day and meet with Red Hand, son of one Cherokee chief. We hunted all day. That was before the drink got him, like it got so many of his people. Back then they said that Cherokee drank to live and drank to die. Either way it was not a terrible sight to see.
   c. My cowboys came up with behind me. One of them drew. I said, "Put that away," but even as I spoke cowboys Cherokee came out of nowhere. I recognized Red Hand's son, Pale Cloud. I had played with him when I was a

kid. Now he wasn't a kid anymore and he had a riffle. His shot was the last thing I remember on that long, final ride along the Chisholm Trail.

2. **Practice 2: This article is adapted from Woman's World magazine. [18.2]**

My favourite room

Actor and playwright Simon Peters tells us about his favourite room.

My favourite room is my study, at the end of the house. I call it a study but sometimes it's a kitchen and sometimes it's a bedroom, too. Well, it hasn't got a bed but I fall asleep in the armchairs all the time.

My mother, bless her, was very house-proud. We always had to take our shoes off when we came in the room, in case we made the carpet dirty. We couldn't sit back in the armchairs, in case our hair made them dirty. So I have old rigs on the floor. I bought this blue one at Dubai Airport when I was flying back from the Middle East, after doing a play out there. And the armchairs are old leather ones o bought second-hand in junk shops. Comfort comes first, you see.

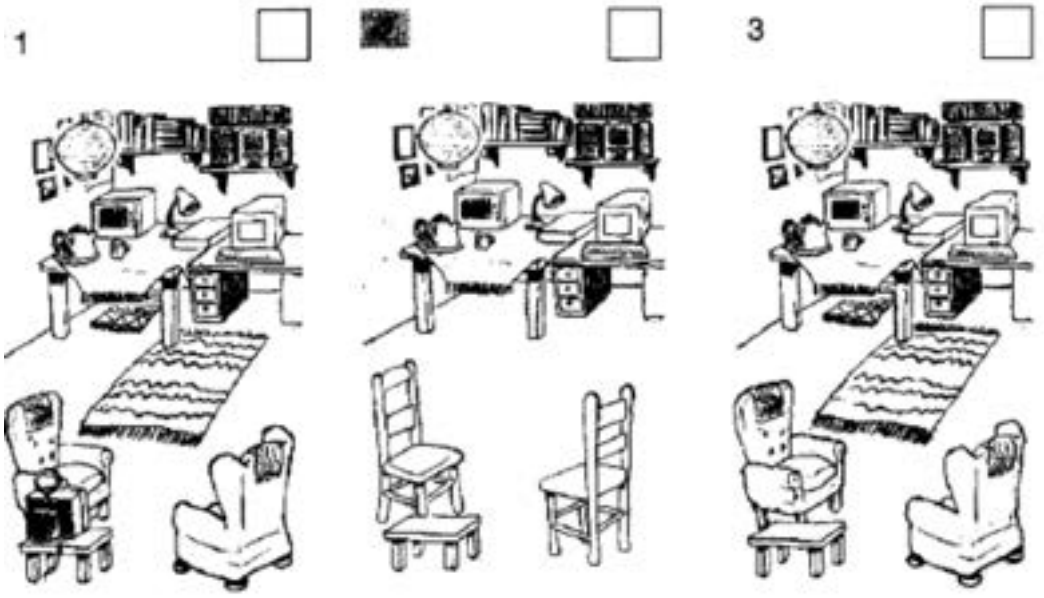
I have a small microwave oven in the corner and a kettle. I made simple meals and coffee at night. I'm a bit a night owl and I do of my writing in the early hours of the morning. I play music then, too. I live alone, so there's nobody to disturb. On the table there's my computer. I'm a bit of a computer fan so I have lots of toys like a scanner, that I don't really need. I don't play computer games, though! Next to the computer there's my CD player, which really is important to me. I play everything from Vivaldi to Beatles but I do like rock music, played loudly.

All around the walls you can see my past. I'm a hoarder- never throw anything away. You can see certificates I got when I was at school on the walls. And there are no pictures of me, though. I don't want to see my ugly face when I'm learning my lines of writing.

And now I'll tell you what isn't in my room. Because I think you can learn as much about a person from what is not in his room as from what is there. There is no television. There isn't a television in the house. Enough said! And there are no photographs of other people, except actresses and actors who have been in my plays. There's an old saying, you know: 'he walks farthest who walks alone.'

Simon Peters was talking to Fiona Gage.

a. **Which of these drawings is Simon Peter's room?**



b. Choose the correct answer, a or b?

1. **Simon Peter calls his room a study because**
   a. **It is comfortable**
   b. **He works in it**
2. **He has made the room comfortable because his mother's home**
   a. **Was comfortable**
   b. **Was not comfortable**
3. **Everything in the room is**
   a. **Old and cheap**
   b. **New and expensive**
4. **At night Simon Peter**
   a. **Sleeps**
   b. **Works**
5. **Simon Peter**
   a. **Wants people with him all the time**
   b. **Doesn't want people with him very much**

3. Practice 3: [19.1]

Only four weeks after landing on Australian soil I'm feeling like a true Sydneysider. I've become accustomed to saying "capsicum" instead of red pepper, 'thongs when I really mean flip flops, 'donna' for duvet (not that I've had a need for one yet) and I even caught myself saying 'no worries' the other day. With a few long

hours spent relaxing on the beach, I'm even becoming less pommy white and more sun-kissed beach babe; well, almost.

Yes, the new antipodean lifestyle suits me down to the ground. However, things weren't looking quite so rosy a couple of weeks ago when I was living out of a suitcase and eating stale hotel cornflakes.

Like most new arrivals, the quest to find a place to live became top priority. My friend and I wanted easy transport to the city, good cafés and bars, but more importantly to be a walk from the beach. Bondi was an obvious option, but after a visit we decided to avoid Sydney's backpacker capital. We went online (www.domain.com.au and www.justified.com.au are good starting points) and discovered that Coogee in the eastern suburbs fitted the bill perfectly.

Armed with the Sydney Morning Herald (Saturday's edition is good for rental accommodation), we set off to find our dream pad. But that dream soon turned into a nightmare. Firstly, we had arrived at the wrong time of year as every agent brightly informed us. Apparently, mid-summer is not a good time to find rental properties, when ten couples will be fighting over one flat. Plus only unfurnished apartments are available in this city; not great news when you only plan to stay for a few months and have arrived with little more than a jar of Marmite. Buying everything from sofas to saucepans hadn't even occurred to us; but this wasn't to be our only obstacle.' A steady job would be an advantage', beamed agent after agent a bit of an issue for two travellers fresh off the plane, with no work lined up.

We soon turned into veteran flat-hunters and learnt a few tricks along the way. Apartments described as 'original-style' means old and crumbling, and 'cosy' is the generous term for broom cupboard. Be warned: agents have a tendency to be very imaginative with their details. However, unlike London, Sydney generally has good value rental properties, with a two-bed flat starting at around a 360$ (about 148£) a week, and the added bonus is that ther's no council tax to pay. We also discovered a useful top tip: Australia Post will hold mail marked 'Poste Restante' for at least a month at any Post Office or agency. This comes in very handy if you're flat hunting and have no fixed abode.

When we did eventually find a flat, things didn't get any easier. It's not a case of simply signing on the dotted line; there's a long-winded application process to go through. Securing a place to live in this city is no easy task. But we did it, and now with suitcases finally unpacked and the new Ikea furniture arranged, we have our dream apartment with a sea view (if on tiptoes).

1. **Read the article again, which four sentences about Amanda and Mark are true**?

   a. They arrived in Australia four weeks ago.

b. They stayed in a hotel before they found a flat.

c. They decided to look for jobs first of all.

d. They really wanted to live near the city centre.

e. They decided to look for a flat near Bondi.

f. They looked at the advertisements in a newspaper.

g. They moved into the flat as soon as they found it.

h. They bought some new furniture for their flat.

2. **Circle the best way to complete each sentence according to the text**.

a. They had arrived at the wrong time of year, which meant that there weren't any cheap flats/lots of people were looking for accommodation.

b. The problem if you 'only plan to stay a few months is that agents don't like very short rentals/ you don't want to have to buy furniture.

c. It's easier to get a flat if you're working/you have money for a deposit.

d. The flats they saw were/weren't always exactly as they were described in the advertisements.

e. The main advantage of flats in Sydney, compared with flats in London, was their price/size.

f. They couldn't/were able to receive mail while they were flat-hunting.

3. **Homework:**

- **Read the text carefully and say your reasons behind studying English?**
- **Try to share your ideas with your partner.**

One area of academia which interests me a great deal is computer science. I am interested in computer operation and programming and will consider pursuing a career in this field. Physics also interests me, as I always enjoy having knowledge about how things and how natural laws affect everyday events. Mathematics and computers go hand in hand; therefore, a curriculum encompassing both would be desirable.

My reasons for applying to Brown University are simple. I desire to attend a college in the Northeast whose reputation stands above many other colleges in the international marketplace. Brown is a center of learning which combines prestige with

a curriculum I find appealing; therefore I have decided to apply. I have developed an interest for Brown university after seeing the brochure which arrived in the mail.

It is a university which offers excellent programs coupled with lots of culture. I believe that two passions in my life are more important to me than others. Mypassion for scouting led to an accomplishment of which I am proud because my Eagle Scout award came to me through much hard work and perseverance. It ranks as the most meaningful source of pride for me. Eagle award recipients constitute less than one per cent of all young men who enrol in the Boy Scouts. It requires confidence, hard work, and common sense, but above all the Eagle badge is a mark of leadership. No one can become an Eagle without carrying out an Eagle Project, which directly measures how well one plans and gives leadership. Therefore, the Eagle Scout award is a great source of pride for me because of what it symbolizes.

A second passion which is important to me is cycling. I own two racing bikes, and I use them to get around just about everywhere. I love cycling and racing so much, in fact, that I have secured an employment at a local bicycle shop. Here I gain more knowledge daily as I see new models of bikes being released daily. This 18-hoursper- week job also gives me an opportunity to “feed my habit,” as I am able to purchase bicycle parts at a discounted rate. I plan to make cycling a part of my life forever. **The text [20.1]**

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Lesson 13: Types of Texts

Time allotted: 1 hour 30 minutes

Lesson objectives:

At the end of this lesson, students will:

- **Familiarise with the different types of texts.**

Lesson plan:

1. **Definition of a text**
2. **Types of texts**
   - **2.1. Expository text**
   - **2.2. Narrative text**
   - **2.3. Argumentative text**
3. **Notes**
4. **Practice**

1. Definition of a text:

A text is a piece of writing that you read or write.

2. Types of texts: [27.1]

2.1. Expository texts: is intended to identify and characterise experiences, facts, situations and actions in either abstract or real elements.

- Expository texts are meant to explain, inform or describe and they are the most frequently used to write structures.
- Expository structures can be classified into five categories.
  - **a. Description:** the author describes a topic's characteristics, features, attributes, etc. and gives examples.

b. **Procedure or sequence:** the author lists different activities in their chronological order or enumerates items in a numerical order.
c. **Comparison:** the author explains how two or more ideas, events, experiences are alike and/or different.
d. **Cause-effect explanation:** the author presents ideas, events in time, or facts as causes and resulting effects in time.
e. **Problem-solution presentation:** the author describes a problem and gives one or more solutions to the problem.

2.2. Narrative texts:

- A narrative text entertains, instructs or informs readers by telling a story.
- Narrative texts deal with imaginary or real world and can be:

- **Fictional** like fairy tales, novels, science fiction, horror or adventure stories, fables, myths, legends, **and**
- **Non-fictional** like articles, newspaper reports, historical writings).

2.3. Argumentative texts:

- They aim to change the reader's beliefs. They often contain negative qualities or characteristics of something/ someone, or try to persuade their readers that an object, product, idea is in some way better than others.

3. Notes: [27.2]

- A few texts are purely one type: expository or argumentative texts can contain narration or evaluative elements.
- The text types refer to the meaning of the writing, and they should not be confused with writing formats: books, articles, letter, report, etc.

4. Practice:

4.1. Consider the following essays, what is the type used in each one?

Essay 1: [20.2]

In many situations, one is forced to choose between following established rules and precedent and attempting to take the right course of action. When the dust settles, all that is left in any situation is the consequences suffered and one's conscience. Therefore, you must take care to analyse every situation carefully in an attempt to make a decision that is the correct one. Just as my Drafting instructor emphasizes every day, every situation demands a careful inspection of facts and a decision which you can live with.

Therefore, when faced with a situation which has two possible solutions, one legal and one dubious but more correct, the one to go with should be the right one. In today's world, all the arguments tend to say, "Follow the letter of the law." I would argue that the spirit, not the letter, is more important.

I can think of several examples of situations in which the breaking of rules would be preferred, even if those "rules" are social conventions or traditional expectations of others. One situation is that of a politician who must "break the rules" and make decisions counter to the expectations of his major contributors. Another situation is when a "whistle blower" in a company is driven by conscience to "break the rule" of the company's code of secrecy if he/she believes that an internal activity may be wrong. In short, a life lived according to conscience is to be preferred to the life lived in obedience to the rules.

Essay 2: [20.3]

The book, *Great Expectations*, used vivid imagery. Charles Dickens described every detail of everything in the book and the book would have been lacking if he had not done so. He also used the first person point of view. This was definitely the correct choice for point of view in this book. In order to get the full extent of the emotions this book has to offer, it must be in first person point of view. Dickens also used symbolism throughout this book which certainly added to the reader's enjoyment.

Two of the most important themes in this book are the importance of loyalty and the destructiveness of money. The importance of loyalty is significant in this book because it is incorporated all throughout the book. This book also teaches a wonderful lesson about money. It shows that money is not only destructive to those who possess it, but also to those around them and those that they love, along with just about anyone else they encounter.

Pip is an orphan who is raised by his sister and her husband until he comes into a large sum of money from an unknown benefactor. He wastes all of his money. His money ends up damaging many of his relationships, which he later tries to fix. Joe is a kind, shy, and nervous man. He is always very sincere. He is ignorant but hardworking. He always tries his hardest at everything he does. He is a forgiving man. He seems to attract love and pity from the reader. He is funny to the reader. Estella is mean, cruel, rude, and proud, both as a young lady and a woman, however somewhat less as a woman. Pip is in love with her, despite how mean she is

to him. Unlike Joe, Estella does not attract the reader's pity as much as she attracts the reader's hatred.

The book roused my deepest emotions of sympathy, hatred, despair, and hope as Dickens portrayed characters who became as real as the real people I see daily. I believe I gained important insight into human relationships and into the power of money to sully the most precious things in life.

Essay 3: [20.4]

It is my style to make decisions carefully, after extensive analysis and thorough investigation. As I approached the summer between my junior and senior year of high school, I decided after careful analysis that I would put in some long hours looking for a job in which I could begin to develop some professional skills, not just a "lifeguard" or "waitress" job, which I have held previously as summer jobs. I carefully embarked upon the process of deciding which company I wanted to work for. After extensive analysis, I decided that IBM was the best employer in Mayfield and I performed the networking which led to my employment in the summer as an Analyst. Because of my excellent performance during the summer and my willingness to accept responsibility, I have been asked to work part-time during my senior year of high school, and I work Monday-Friday from 5-9 pm.

Throughout my summer at IBM, I became known for my eager acceptance of additional responsibilities and I consistently volunteered for involvement in as many projects as I could. Although I enjoy the "textbook training" I receive in high school, I feel there is no better teacher than hands-on experience, and I have valued my ability to increase my knowledge through hands-on problem solving experience which I have gained because I have volunteered for additional projects and responsibilities during one of the busiest times in the company's history. In my current position, I shoulder a large amount of responsibility and yet work with little to no supervision. I am proud of the fact that I was recognized for "Exceptional Customer Service" in IBM Technology's Customer Integration Centre, and this recognition was due in part to my ability and willingness to accept responsibility and make decisions.

A situation which illustrates my willingness to accept responsibility as well as my ability to make decisions was a summer project for which I volunteered which involved the responsibility for automating incidental billing for IBM's Eastern Region. This was a high-

profile assignment with vast implications and, if executed well, the bottom line would save IBM considerable operating expenses and produce increased revenue.

As a key implementer of this project for the Eastern Region, I became the customer's "go-to guy" for any issues that arose, and I was frequently in a position in which I had to make logical and common-sense decisions which balanced customer needs with company requirements. Although I was a very junior employee, I was entrusted with complete decision-making authority and was essentially in a policymaking role since so many of my decisions pertained to issues which were in "uncharted territory." An example of such an issue concerned a large customer. This customer was the recipient of poor service. This was causing the customer to switch more and more of its business to a competitor. On my own initiative, I investigated the reason for the declining service and discovered a forecasting issue which the customer was not aware of. After analysis, I alerted the customer to the procedures it needed to follow, and the result was an increase in the customer's business and a restoration of business to IBM by this major account. I was commended for my solid judgment and ability to make prudent decisions after careful and thorough analysis.

4.2. Write an essay about a particular place you can observe carefully or already know well. Choose one of the following or another place you think of. [8.28]

- Pet shop
- Playroom in a day-care centre
- Electronics store
- Athletic locker after a major loss or win
- Waiting room in a train or bus station or airport
- Classroom you have revisited in your old high school
- Library study area
- Antique shop

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Lesson 14: Punctuation Basics

Time allotted: 1hour 30 minutes

At the end of this lesson, students will be able to:

- **Use the different punctuation marks.**

Lesson Plan:

1. **Definition**
2. **Periods**
3. **Commas**
4. **Apostrophes**
5. **Colons**
6. **Semicolons**
7. **Practice**

1. Definition:

Punctuation marks are those symbols used in order to organise your essays. Without punctuation marks, your writing is misunderstood.

- The key to success to use these punctuation marks is to know what every mark means and where to place it within the sentence.

Examples: [6.5]

a. After we had finished the essays were read out load.

b. After we had finished, the essays were read out load.

- **The sentence is more meaningful when a comma has been placed after finished.**

2. Periods:

All sentences start with a capital letter and end with a full stop. Of course you have to know when one sentence ends and another begins so that you can employ the correct punctuation mark. **[16.9]**

Consider the following passage.

The football authorities are very concerned about agents, they are seen to be profiting from the game and not putting much back into it, naturally sports agents defend themselves against these charges, the impression persists, however, that agents are leeches on the sport

- Some inserted commas in the passage above shows that they are not well placed, instead of short pause, it needs a strong one.

The above passage after inserting periods

The football authorities are very concerned about agents. They are seen to be profiting from the game and not putting much back into it. Naturally sports agents defend themselves against these charges. The impression persists, however, that agents are leeches on the sport. (16.10]

3. Commas :

Commas are to help remember that they mark a slight pause or break in a sentence.**[10.6]**

Commas are manily used :

- To seperate items in a series: **[10.7]**

  Examples:

  - **The street vendor sold watches, necklesses, and earings.**
  - **The exercise instructor told us to inhale, exhale, and relax.**
- The final comma in a series is called **a serial comma**, and it is optional, but you have to be consistent in using it.
- To set off introductory material: **[10.8]**

  Examples:

- **After Yoga class, Kami felt energised and fit.**
- **Yes, the new culinary arts instructor has years of experience.**

- If the introdcutory material is brief, the comma is sometimes omitted.
- On both sides of words that interrupt the flow of thought in a sentence: **[10.9]**

  Examples:
  - **Marty's new mountain bike, which his wife got him as a birthday gift, occupies all his spare time.**
  - **The hallway, dingy and dark, was illuminated by a bare bulb hanging from a wire.**
- Usually you can "hear" words that interrupt the flow of thought in a sentence by reading it aloud. In cases where you are not sure if certain words are interrupters, remove them from the sentence. If it still makes sense without the words, you know that the words are interrupters and that the information they give is nonessential. Such nonessential or extra information is set off with commas.

  Example:

  a. Perri Elmokadem, who goes to aerobics class with me, was in a serious car accident.
- Here, the words *who goes to aerobics class with me* are extra information not needed to identify the subject of the sentence, *Perri Elmokadem.* Commas go around such nonessential information.

  b. The woman who goes to aerobics class with me was in a serious accident.

- Between two complete thoughts connected by and, but, for, or, nor, so, and yet: **[10.10]**

  Examples:
  - **Samantha closed all the windows, but the predicted thunderstorms never arrived.**
  - **I like wearing comfortable clothing, so I buy oversised shirts and sweaters.**
- When thoughts are short, the comma is optional.

  Examples:
  - **The Ferris wheel started and Wilson closed his eyes.**

- **Irene left the lecture hall for her head was pounding.**
- **I made a wrong turn so I doubled back.**

➢ Be careful not to use a comma to separate two verbs belong to one subject. The comma is ussed only in sentences made up of two complete thoughts (two subjects and two verbs).

Example:

- **The doctor stared over his bifocals and lectured me about not getting enough sleep.**

➢ To set off direct quotation from the rest of a sentence**[10.11]**

Examples:

- **The tennis coach cried, "Great footwork!"**
- **"For my first writing assignment", said Nathan, "I have to turn in a five-hundred-word description of my favourite person."**

➢ For dates, addresses, numbers, and openings and closing of letters. **[10.12]**

Examples:

- **Dates: january 30, 2014, is the day I make the last payment of my car.**
- **Addresses: I buy discount children's clothing from Bouncy Baby Wear, Box 900, Vnacouver, British Columbia V6H4Z1.**
- **Numbers: the insurance agent sold me a 50,000$ term life insurance policy.**
- **Openings and closings of letters: Dear Lisa, Sincerely yours**

4. Apostophes:

There are two main uses of apostrophes: **[8.22]**

➢ To show omission of one or more letters in a contraction:

Examples:

- **Don't, weren't, aren't, isn't, won't, can't, shouldn't, wouldn't, couldn't. (16.11]**

➢ To show owenership or possessions.

Examples: [16.12]

- **My daughter's education has been first class.**
- **The school's reputation is second to none.**

➢ Plurals do not take apostrophes unless they are used in possessive case.

Examples: [16.13]

Our friends' houses are much more luxurious than ours.

Politicians' instincts are always directed towards winning popular support.

- plurals that end in –s show possession simply by adding the apostrophe rather than an apostrophe plus s.

Examples: [10.13]

The players' victory

Her parents' motor home

The soldiers' hats

5. **Colons:**

The colon is a punctuation mark used at the end of a sentence to introduce a list, a long quotation, or an explanation. [8.23]

Examples: [10.14]

List: the store will close at noon on the following dates: October 5, December 24, and December 31.

Explanation: here's a tip for cleaning a cello: use a soft cloth and apply light pressure.

6. **Semicolon:**

- **The main use of semicolons is to separate two complete thoughts.**

Example:

Four people worked on the project; only one received credit for it. [16.14]

- **Another use of semicolons is to set off items in a series when the items themselves contain internal punctuation.**

Examples:

- **My parents' favourite albums are Rubber Soul, by the Beatles; Songs in the Key of Life, by Steve Wonder; and Bridge over Troubled Water, by Simon and Garfunkel. [8.24]**
- **Maya's children are named Melantha, which means "black flower"; Yonina, which means "dove"; and Cynthia, which means "moon goddess". [8.25]**

7. **Practice:**

Practice 1: Place the comma when necessary. [10.15]

a. As Chen struggled with the stuck window gusts of cold rain blew in his face.

b. Her heart pounding wildly Jessie opened the letter that would tell her whether or not she had been accepted at McGill.
c. Along the once-pretty Don River valley people used to dump old tires and laods of household trash.
d. A slight breeze hot damp ruffled the bedroom curtains.
e. Canadian actor Jim Carry originally from newmarket Ontario now lives in Los Angeles.
f. My favourite soap opera was interrupted fro news bulletin about an ice storm and I poked my head out the kitchen to listen to the announcement.
g. The property owner promised repeatedly to come and fix the leading shower but three months later he has not done a thing.
h. Many people strolled among the exhibits at the comic book collectors' convention and stopped to look at a rare first edition of Superman.
i. The coach announced "in order to measure your ling capacity, uou are going to attempt to blow up a plastic bag with breath."
j. The hospitality instructor explained to the students "gaining experience behind the scenes in a hotel is just as important as learning how to run the front dest."

Practice 2: working with a partner, place semicolons where needed in the sentences below. [8.24]

a. Strange things happen at very low temperatures a rose will shatter like glass.
b. My sister had a profitable summer: by moving lawns, she earned 125$ by washing cars, 85$ and by walking the neighbours' dogs, 110$.
c. There are three major Hindu Gods: Brahma, the power that creates Shiva, the power that destroys and Vshnu, the power that restores.

Practice 3: Read the following passage aloud and decide where one sentence should end and another begin. Rewrite the passage with the correct punctuation. [16.15]

Television chefs have achieved a level of fame that is quite staggering after all they are only cooks and yet they are treated as major celebrities what does this tell us about our present day culture certainly we pay too much attention to food and drink we forget that half the world is starving while we indulge ourselves all these

food programmes on television only make matters worse celebrity chefs have a lot to answer for

Practice 4: The following passage has been attacked by a rash of 'comma-itis'. Rewrite it, getting rid of unnecessary commas and leaving only those that are justified by the meaning. [16.16]

Reality programmes on television, scrape the barrel as far as entertainment is concerned, the Big Brother programmes, whether they are those series involving so-called celebrities or ordinary members of the public, are particularly crass and, encourage viewers to be voyeurs, watching other people live their lives is, not a healthy pastime for anyone, we are being turned into a nation of couch potatoes, who are more concerned about other people's lives, than our own. Some people, are desperate to be famous, which is why they are willing to do almost anything in front of the cameras, television authorities however should not be encouraging, that pathetic tendency.

Practice 5: The following passage has numerous incorrect uses of it's and its. Rewrite the passage using it's and its appropriately. [16.17]

Its a problem that can cause stress to it's owner when a pet behaves badly. Its not only an embarrassment, but its not fair on the animal. It's behaviour reflects its state of overall well-being and cannot help but be a reflection on it's owner's handling of the animal.

Practice 6: The following passage has numerous examples of missing apostrophes or apostrophes inserted inappropriately. Rewrite the passage with these apostrophe errors corrected. [16.18]

This is where our neighbours garden ends and our's begins. Their's stretch back to those tree's and ours to those bushe's. Our gardeners lawn mower broke down the other day, so we had to borrow my friends mower. Look at those plants'. They've grown a lot in a year. We cant claim the credit, we just don't have green finger's at all.

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Lesson 15: Essay Writing (Practice)

Time allotted: 3 hours

Lesson objectives:

At the end of this lesson, students will:

- **Practise different essays with different topics.**

Lesson plan:

1. **Essay one: family loads**
2. **Essay two: an accident**
3. **Essay three: the working student**
4. **Essay four: a story from your childhood**
5. **Essay five: A frightening experience**
6. **Essay six: Your worst habit**
7. **Home work:**

1. **Essay one: Family loads**
   Some guidelines:
- **Responsibility**
- **Bills**
- **Raising children**

2. **Essay two: An accident**
   Some guidelines
- **Time of accident**
- **Place**
- **Deaths**

3. **Essay three: The working student**
   Some guidelines
- **Responsibility**
- **Balance between studies and work**
- **Difficulty to find time to rest**

4. **Essay four: a story from your childhood**
   Some guidelines
- **Memories**
- **Parts of the story/ characters**
- **Place/time**

5. **Essay five: a frightening experience**
   Some guidelines
- **What is it?**
- **Why does it make you afraid/scared**
- **Did you get rid of your fear(s)**

6. **Essay six: Your worst habit**
   Some guidelines
- **What is it?**
- **Why you do it?**
- **How do you feel when you do it?**
- **Did you get rid of it?**

(All topics are taken from [3.9])

7. **Homework:**
   Use the guidelines in the previous essay topics to write an essay about one of the following topics.
- **Your first day at university**
- **A special day to you**
- **A memorable event**

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Lesson 16: Tenses

Time allotted: 1 hour and 30 minutes

Lesson objectives:

At the end of this lesson, students will be able to:

- **Use different tenses according to the topic of the essay.**

Lesson plan:

1. **The use of the present tense**
2. **The use of the past tense**
3. **The use of the future tense**
4. **Practising tenses within essays**

1. The use of the present tense

- **The present simple is used for: [20.1]**
- Thoughts and feelings;
- States, things staying the same, facts and things that are true for a long time;
- Repeated actions;
- In phrases like I promise, I agree, and also
- In a negative question with why to make a suggestion.

Example: [22.1]

I usually get up at 7 o'clock and have a big breakfast. I walk to work, which takes me about half an hour. I start work at 8.45. I never have lunch. I finish work at 5 o'clock. I'm always tired when I get home. I usually cook a meal in the evening. I don't usually go out. I go to bed at about 11 o'clock, and I always sleep well.

- **The present continuous means that we are the middle of an action. It is used to mean: [20.2]**
- In the middle of an action,
- In the middle of an action but it is actually done at the moment of speaking,
- When things are changing over a long period, and
- To mean the near future.

2. The use of the past tense:

- **The past simple is used for something in the past which is finished.**
- **The past continuous means that at a time in the past we were in the middle of an action.**

Example: [22.2]

Wolfgang Amadeus Mozart was an Austrian musician and composer. He lived from 1756 to 1791. He started composing at the age of five and wrote more than 600 pieces of music. He was only 30 years old he died.

3. The use of the future tense:

- **"Will" is used to mean we know and think about the future. It does not mean that we have decided to do something or that we are planning something. [20.3]**
- **Also, it means instant decision, when we decide on something or agree to do it more or less at the moment of speaking. [20.4]**

- **It is also used to order things, offers and invitations. [20.5]**
- **"Shall" is the same used as "will" is, but shall is little formal, and it is sometimes used in offers and suggestions.**

Example:

At the end of this lesson, students will be able to write essays with the right tense. In addition, they will be able to make difference between the different aspects of one tense.

4. Practice:

4.1. Read the following text and write the right verb.

In 2011, at the age of 100, Fauja Singh ….. something incredible. He ran a 26-mile (42 km marathon! He was the first 100-year-old to ever run a marathon. Singh …… he wanted to complete in races when he saw a marathon race on TV. He was 89! He …… much about training and showed up for his session in a suit and tie.

Originally from India, Singh …… to England in the 1990s after his wife and son …….... At that time, he said he felt more dead than alive. He ……. very depressed and later believed that long (distance running saved him.

He completed in his first marathon in London at the age of 89. He prepared for it in only ten weeks. His best time was at the 2003 Toronto Waterfront Marathon. He …….. it in five hours and 40 minutes. Singh became world-famous and even …….. the Olympic torch in 2012. In 2013, he decided to retire from long-distance running and …… his last marathon in Hong Kong. (The text adapted from **[23.1]**)

4.2. Use the present simple to write an introduction about your habits during a regular day. (Use frequent words like always, generally and sometimes.)

4.3. Read the following essay and complete the activities below.

Studies and personal observations show that stress is increasing in today's world. It is commonly held view that this is due to the competing demands made on people by their jobs, family commitments, financial worries and other pressures.

I will start by examining some of the present-day pressures on people. Money is undoubtedly a major concern for many people. Everyone needs enough money to feed, clothe and provide accommodation for themselves and their family. It is human nature for people to want to do the best they can for themselves and their families. This sometimes make people

choose a particular occupation, accept anti-social working conditions, which may include night working, or take on uncomfortably high levels of responsibility. These factors will lead to stress in some people.

Families; however, need more than financial security. Husbands and wives, parents and children need to develop their relationships by spending time together. Shortage of time frequently causes stress. In my country, for instance, many people live in overcrowded cities and spend almost all their time working. If they have no time to relax with their children, tensions may arise between family members and this can cause stress.

Despite these facts about the modern world, there are people who succeed in achieving a proper balance between work and family life. In my opinion, they do this by managing their time efficiently and by limiting how far they allow their jobs to interfere with their life.

In conclusion, I would say that people become stressed because they are unable to achieve an appropriate balance between the demands of work and their family commitments.

- **What tense is used in the text above?**
- **Why did the author use this tense?**
- **Rewrite the introduction using your own words.**
- **Rewrite the conclusion replacing I would say with another expression of your own**.

4.4. Homework: write an essay about one of the following topics explain your aim of the tense used.

- **Your favourite hobby**
- **An accident happened in front of you**

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Lesson 17: Transitions

Time allotted: 1hour 30 minutes

At the end of this lesson, students will be able,

- **To use the different transitions according to the type of information**

Lesson plan:

1. **Definition**
2. **Types of transitions**

2.1. Repetition
2.2. Transitional words and phrases
2.2.1. Common transitions
2.2.2. Conjunctive adverbs and transitional phrases
2.3. Transitional questions
2.4. Bridging sentences

3. **Practice**

1. Definition:

An essay consists of ideas united around a central thesis and expressed in separate paragraphs. And it is the responsibility of the careful writer to link these separate paragraphs with their individual freight of ideas into seamless train of thought. Among the several common techniques used to link paragraphs are repetition, transitional words or phrases, transitional questions and bridging sentences. **[6.6]**

2. Types of transitions:

2.1. Repetition: it is important in some cases, to use the same initials in the paragraphs, because they are very important and to emphasise more the meaning.

Example 1: [6.7]

I have experienced loneliness many times in my life, but until recently I lived my loneliness without being aware of it. In the past I tried to overcome my sense of isolation by plunging into work projects and entering into social activities. By keeping busy and by committing myself to interesting and challenging work, I never had to face, in any direct or open way, the nature of my existence as an isolated and solitary individual.

I first began to awaken to the meaning of loneliness, to feel loneliness in the centre of my consciousness, one terrible day when my wife and I were confronted with the necessity of making a decision . . .

—Clark E. Moustakas, “The Terror and Love in Loneliness”

Example 2: [6.8]

I want a wife who will not bother me with rambling complaints about a wife’s duties. But I want a wife who will listen to me when I feel the need to explain a rather difficult point I have come across in my course of studies. And I want a wife who will type my papers for me when I have written them.

I want a wife who will take care of the details of my social life. When my wife and I are invited out by my friends, I want a wife who will take care of the babysitting arrangements . . .

—Judy Brady, "I Want a Wife"

2.2. Transitional words and phrases:

2.2.1. Common transitions: [8.25]

- **Addition signals:** one, first, second, the third reason, also, next, in additions, moreover, further, furthermore, finally, last, similarly, likewise, as well as, too, besides.
- **Time signals:** first, then, next, after, as before, while, meanwhile, soon, now, during, finally, after a while, as soon as, at that time, by then, during, since, suddenly, then, thereafter, by then, in a few, hours, by that time.
- **Space signals:** next to, across, on the opposite side, to the left, to the right, above, below, near, nearby, beside, on top of, under, over, underneath, far from.
- **Change-of-direction signals:** but, however, yet, in contrast, although, otherwise, still, on the contrary, on the other hand, nevertheless, instead, nonetheless, otherwise, even though.
- **Illustration signals:** for example, for instance, specifically, as an illustration, once, such as.
- **Conclusion signals:** therefore, consequently, thus, as a result, in summary, to conclude, last, finally.

2.2.2. Conjunctive adverbs and transitional phrases: [8.26]

A conjunctive adverb is a word that, when used after a semicolon, connects two independent clauses. A conjunctive phrase is a group of words that, when used after a semicolon, connects two main clauses.

Examples:

- Napoleon successfully invaded Russia in 1812**; however,** he did not occupy it for long.
- Jean Piaget made major contributions to child psychology**; in fact,** he proved that children and adults reason differently.

2.3. Transitional questions:

One way to open a paragraph is to use an opening question.

Example: [6.8]

There are three kinds of book owners. The first has all the standard sets and bestsellers— unread, untouched. (This deluded individual owns wood pulp and ink, not books.) The second has a great many books—a few of them read through, most of them dipped into, but all of them as clean and shiny as the day they were bought. (This person would probably like to make books his own, but is restrained by a false respect for their physical appearance.) The third has a few books or many—every one of them dog-eared and dilapidated, shaken and loosened by continual use, marked and scribbled in from front to back. (This man owns books.)

Is it false respect, you may ask, to preserve intact and unblemished a beautifully printed book, an elegantly bound edition? Of course not. I'd no more scribble all over a first edition of *Paradise Lost* than I'd give my baby a set of crayons and an original Rembrandt.

—Mortimer Adler, "How to Mark a Book"

2.4. Bridging sentences:

Transitional or linking sentences are used between paragraphs to help tie together the supporting paragraphs in an essay. They enable the reader to move smoothly from the idea in one paragraph to the idea in the next paragraph. **[8.27]**

Example: [6.9]

Briefly, solemnly, and sternly they delivered their awful message. They informed her that they had received a commission under the great seal to see her executed, and she was told that she must prepare to suffer on the following morning.

She was dreadfully agitated. For a moment she refused to believe them. Then, as the truth forced itself upon her, tossing her head in disdain and struggling to control herself, she called her physician and began to speak to him of money that was owed to her in France. At last it seems that she broke down altogether, and they left her with fear either that she would destroy herself in the night, or that she would

refuse to come to the scaffold, and that it might be necessary to drag her there by violence.

—James Anthony Froude, “The Execution of Mary, Queen of Scots”

3. Practice:

3.1. Work with a classmate, a small group, or the whole class. Read the following topic sentences for descriptive paragraphs. Then discuss with your partner or group some possible details to describe the place. Next, decide on the best kind of spatial order to use in the description: right to left, left to right, top to bottom, far to near, outside to inside, and so on. Finally, write your details in spatial order on the lines. [3.10]

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

- ……
- ……..
- ……

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

- …….
- ……..
- ……

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

- …….
- ……..
- …….

3.2. Underline the three addition signals in the following passage. [8.28]

To create the time you need to pass difficult courses, find some easy courses. These are the ones that combine the least amount of work with the fewest tests and the most lenient professors. One way to find such courses is to ask friends and classmates about courses in which they received A’s after attending only 25 per cent of the classes. Also, inquire around to see which instructors lecture with the same notes every year and give the same tests. Photocopies of the class notes are usually cheap and widely available. Another great way of finding simple courses is to pick up a copy of the master schedule and study it carefully. Find the tell-tale course titles

that signal an easy glide through a painless subject. Look for titles like “History of the Animated Cartoon,” “Arts and Crafts for Beginners,” and “Rock Music of the 1950s.”

3.3. Underline the four time signals in the following passage. [8.29]

After you’ve snagged the job of TV sports reporter, you have to begin working on the details of your image. First, invest in two or three truly loud sports jackets. Look for gigantic plaid patterns in odd colour combinations like purple and green or orange and blue. These should become familiar enough to viewers so that they will associate that crazy jacket with that dynamic sports caster. Next, try to cultivate a distinctive voice that will be just annoying enough to be memorable. A nasal whine or a gravelly growl will do it. Be sure to speak only in tough, punchy sentences that seem to be punctuated with imaginary exclamation points. Finally, you must share lots of pompous, obnoxious opinions with your viewers. Your tone of voice must convey the hidden message “I dare anyone to disagree with me.” If the home teams lose, call them bums. If players strike, talk sarcastically about the good old days. If a sports franchise leaves town, say, “Good riddance.”

3.4. Underline the two change-in direction signals in the following passage. [8.30]

Taking small children on vacation, for instance, sounds like a wonderful experience for the entire family. But vacations can be scary or emotionally overwhelming times for children. When children are taken away from their usual routine and brought to an unfamiliar place, they can become very frightened. That strange bed in the motel room or the unusual noises in Grandma’s spare bedroom may cause nightmares. On vacations, too, children usually clamour to do as many things in one day as they can and to stay up past their usual bedtime. And since it is vacation time, parents may decide to give in to the children’s demands. A parental attitude like this, however, can lead to problems. After a sixteen-hour day of touring the amusement park, eating in a restaurant, and seeing a movie, children can experience sensory and emotional overload. They become cranky, unhappy, or even rebellious and angry.

3.5. Underline the two illustration signals in the following passage. [8.31]

Supermarkets also use psychology to encourage you to buy. For example, in most supermarkets, the milk and the bread are either at opposite ends of the store or located far away from the first aisle. Even if you've stopped at the market only for staples like these, you must pass hundreds of items to reach them. The odds are that, instead of leaving with just a quart of milk, you'll leave with additional purchases as well. Special displays, such as a pyramid of canned green beans in an aisle and a large end display of cartons of paper towels, also increase sales. Because you assume that these items are a good buy, you may pick them up. However, they may not even be on sale! Store managers know that the customer is automatically attracted to a display like this, and they will use it to move an overstocked product.

3.6. Underline the two conclusion signals in the following passage. [8.32]

Finally, my grandmother was extremely thrifty. She was one of those people who hoard pieces of used aluminium foil after carefully scrubbing off the cake icing or beef gravy. She had a drawer full of old eyeglasses that dated back at least thirty years. The lens prescriptions were no longer accurate, but Gran couldn't bear to throw away "a good pair of glasses." She kept them "just in case," but we could never figure out what situation would involve a desperate need for a dozen pairs of old eyeglasses. We never realized the true extent of Gran's thriftiness, though, until after she died. Her house was to be sold, and therefore we cleaned out its dusty attic. In one corner was a cardboard box filled with two- and three-inch pieces of string. The box was labelled, in Gran's spidery hand, "String too short to be saved."

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Lesson 18: Conditional verbs

Time allotted: 1 hour 30 minutes

At the end of this lesson, students will be able to

- **practice and to use the conditional**

Lesson plan:

1. **Conditional sentences**
2. **Types of conditional**
3. **Expressions to mean the conditional**
4. **practice**

1. Conditional sentences:

Conditional sentences consider imagined or uncertain situations and the possible results of these situations. The most common types of conditional sentences involve if.

- Conditional sentences consist of a conditional clause and a main clause. **[24.1]**

Examples: [24.2]

- **If a lot of people come, we will have extra chairs.**
- **Unless you book weeks in advance, you will not get a flight.**

2. Types of conditional:

There are four types of conditional.

- **If with situations which are real situations is known as the first conditional. [25.1]**

Example:

- If you hurry, you will get there in time.
- **Sometimes, an if-clause can state general rules or laws, which is called zero type. [25.2]**

Example:

- If water is heated to 100° C, it boils.
- **If with situations are unlikely or unreal is known as the second conditional. [25.3]**

Examples:

- If she went to work in France, she would learn French very quickly.
- If I were younger, I would apply for the job.

➢ **If with situations which were possible in the past, but did not occur is known as the third conditional. [25.4]**

Examples:

- If I had seen her, I would have spoken to her.
- She would not have succeeded if she had not worked hard.

3. Expressions to mean the conditional:

There are some expressions used and they mean the conditional.

➢ **Unless:** it is used to mean "if not". **[26.1]**

Examples:

- I will meet you tonight unless you are busy.
- Unless we leave now, we will be late.

➢ **Provided/providing (that)/ as long as** are used to mean "if". **[26.2]**

Examples:

- You will pass the exam provided that you work hard.
- I will pay for the tickets as long as they are not too expensive.

➢ **In case** is used when we are thinking about something which might happen or might be true. **[26.3]**

Example:

- I am going to buy an umbrella if it rains.

4. Practice: Write an essay about the following topics using the conditional when necessary.

- **Your life before years**
- **If you were a state responsible**

Conclusion:

The process of learning and teaching never ends. Students, by following all the steps in this series of lessons, could have an idea and even the tools to write a correct and strong thesis statement and even an essay.

To reinforce more, the essay could be practised more in the second semester when students will be taught the different types of essays.

Collaborative work is always present in the language classroom, that is to say, the teacher uses different strategies to enhance students' understanding and better outcomes.

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