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SCHOOL OF PHILOSOPHY

GRADUATION COURSE IN ENGLISH LANGUAGE AND LITERATURE

TOPIC:

“WRITING: TECHNIQUES AND MATERIAL TO SUPPORT FACILITATORS IN THE TEACHING OF WRITING AT, LOS OLIVOS HIGH SCHOOL”

PREGRADUATE MONOGRAPH

**Prior to obtaining the degree of
BACHELOR IN ENGLISH LANGUAGE AND LITERATURE**

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Abstract

This monograph is created to support facilitators in the teaching of writing, at “Los Olivos” High School. There are lots of resources and techniques teachers can make use of, to develop writing skills. Nonetheless, looking for the accurate one can be difficult. English writing is commonly viewed as a support skill used to reinforce the learning of English grammar or to support the memorization of language structures to learn it as a language, itself. We consider the teaching of writing very important, in the teaching learning process, due to the fact that there are lots of people who do not like or do not have the writing skill to express their ideas, thoughts, and feelings. Consequently, we have created material to help facilitators to have their students ready to write, which has been included in this monograph. Finally, we not only hope that the creation of this material for writing, to be of great support for teachers, but also for students to have fun while learning it.



Key words

- Writing
- Sentences
- Punctuation
- Paragraphs
- Communicative Approach
- Work Sheets



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All the content of this monograph is the exclusive responsibility of its authors.

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Acknowledgment

The authors of this monograph leave constancy of a deep gratitude to:
God for having given us the most precious gift, life, and for helping us achieve one more of our goals which is to obtain the degree of Bachelor in English Language and Literature.

We are also grateful with all the people who have given us their unconditional support, and for providing us their knowledge to carry out this investigation.



We bestow this monograph to all the people who helped us to carry out this investigation, especially to our beloved parents, and to all the students who learn English as a foreign language at “Los Olivos” High School, Paute.

The authors



Introduction

Five months ago, we got the idea to do our monograph about English writing, becoming it the base to investigate and to write this work, which has not been other thing, than the patient process of investigation, search, study, and analysis of the information about writing. During the development of this monograph, we consulted several and worthwhile works of great authors, taking into great consideration, what the authors have written.

This monograph has been divided into three chapters to help readers follow it easily. The first chapter is about the concept of writing and its importance. Types of sentences- simple sentences, compound sentences, complex sentences, and punctuation in writing. Moreover, it is about paragraph concept, types of paragraphs-narrative paragraphs, descriptive paragraphs, and comparing/contrasting paragraphs. The second chapter is about the methodology facilitators are going to use to teach writing applying the material we have elaborated. The third and last chapter is about material-work-sheets and set of slides, application of the material, results of the application, conclusions, and recommendations to teach English writing.



CHAPTER I

Theory and Concepts

1. Writing

1.1 Concept

Writing is a group of letters or symbols written or marked on a surface as a means of communicating ideas by making each symbol stand for an idea, concept, or thing, by using each symbol to represent a set of sounds grouped into syllables (syllabic writing,) or by regarding each symbol as corresponding roughly or exactly to each of the sounds in the language (alphabetic writing.) "Writing." *The American Heritage Dictionary of the English Language*.4th ed. 2000. Print.

1.2 Importance of writing

- a) Writing is relevant, because it helps people express themselves.
- b) Writing is important because it is the device which helps people communicate their thoughts to other people. Some people are better at expressing themselves in writing than any other way, and thus people get a clearer message translation when you read what they have to say rather than hearing them speak.



1.3 Types of sentences

1.3.1 Simple sentences

Simple sentences consist of a single independent clause, contain a subject and a verb, and then express a complete thought.

A subject: is that part of the sentence that shows who is speaking or is spoken to or the person or thing spoken about. A subject maybe a single word or a group of words.

a) She plays the guitar.
S V C

b) They are football players.
S V C

1.3.2 Compound sentences

Compound sentences consist of two or more simple sentences joined by a coordinating conjunction.

E.g. Elizabeth is a very nice and kind person, so she helps students in their projects.

1.3.3 Complex sentences

Complex sentences consist of one independent clause joined to one or more dependent clauses. Unlike compound sentences, which connect two equal ideas, complex sentences emphasize one idea over the others. The less important idea or ideas is said to be subordinate. Naturally, the more important idea is expressed in the independent clause.

E.g. Juana's toe hurts **because** Charlie stepped on it.

I can never remember **where** I put my car keys.



1.3.4 Punctuation in writing

According to this book “CRITICAL THINKING AND WRITING SKILLS” there are different patterns.

Pattern one: Simple sentence – a period at the end of the sentence.

Examples:

a) She plays the guitar.

b) They are football soccer players.

Pattern two: Compound sentences

Independent clause, coordinating conjunction independent clause.

There are seven coordinating conjunctions: **and, but, so, or, yet, for, nor.**

Coordinating Conjunctions	Examples
And joins sentences that are alike.	Pilar has a flower, and it smells good.
But joins sentences that are opposite or show contrast.	Ivan plays soccer, but Lupe plays basketball.
So joins sentences when the second sentence expresses the result of something described in the first sentence.	Ximena Yanza is a nice person, so she has a lot of friends.
Or joins sentences that give choices or alternatives.	Charlie can buy blue jeans, or he can buy black jeans.
Yet has approximately the same meaning as but; that is, it shows contrast or joins opposites. Use yet when the second part of the sentence says	a) Diana Patiño is thin, yet she eats enough rice and pig.



something unexpected or surprising.	b) I am happy, yet I do not have the right person in my life.
For has the same meaning as because; use for to introduce a reason or cause.	We want to finish up our career at the State University, for we want to travel to Canada pretty soon.
Nor means “not this not that;” use nor to join to negative sentences.	The English graduation course is not too long, nor is it difficult to approve.

***NOTE: Use question word order after nor. Place helping verb (is, does, did, can, will; etc, before the subject.)**

Pattern three: Compound sentences

Independent clause; independent clause. Example:

a) Doctors are concerned about the rising death rate from asthma; they are unsure of its cause.

Pattern four: Compound sentence

Independent clause; independent marker, independent clause.

Independent markers are also called transitional expressions.

Examples of independent markers are the following: therefore, **moreover, thus, consequently, however, also, on the other hand, instead, for example, nevertheless, even so, in fact.** Example:

a) Doctors are concerned about the rising death rate from asthma; therefore, they have called for more research into its causes.



Pattern five: Complex sentences

Dependent marker + dependent clause, independent clause.

Examples of dependent markers are as follows: **because, therefore, since, while, although, if, until, when, then, after, as, as if.** Example:

a) Because doctors are concerned about the rising death rate from asthma, they have called for more research into its causes.

Pattern six: Independent clause dependent marker + dependent clause.

Examples of dependent markers are as follows: **because, therefore, since, while, although, if, until, when, then, after, as, as if.**

	TIME SUBORDINATORS
After	Rosalva does her homework after she finished lunch.
As	Several ideas crossed my mind as I was thinking about traveling to Canada.
as soon as as	Angelica Nuñez finished her essay as soon as she got home.
Before	Before we started to attend the English graduation course, we were working on the thesis project.
Since	It has been four years since I was alone.
Until	We cannot get our title degree until we have finished the English graduation course.
when	When we finish a module, we have to take a final exam.



Whenever	Whenever it is hot, Lupe Quito feels tired and sleepy.
While	We met a lot of new people while we were attending the English graduation course.
	REASON SUBORDINATORS
Because	Fernando Quito knows a lot of rock because he listens to it.
Since	Since she studies English, Maribel Peralta speaks very well.
As	As we want to get our title degree, we study a lot.
	PLACE SUBORDINATORS
Where	Maria del Carmen Suin does not remember where she put her English book.
Wherever	You will be with me wherever I will be.

Pattern seven: First part of an independent clause, non-essential clause or phrase, rest of the independent clause.

E.g. Many students, including both single and married, are interested in the teaching of the English graduation course.

Pattern eight: First part of an independent clause / essential clause or phrase / rest of the independent clause.

E.g. Many students who are concerned about the teaching of the English graduation course have learned lots of new teaching strategies.

1.4 Paragraph

1.4.1 Concept



A paragraph is a group of related sentences that communicates one central idea. A paragraph may be short or long according to the simplicity or complexity of the subject.

What does a paragraph look like?

The first line of a paragraph is indented in most kinds of writing. This means that you must leave an empty space or just leave spaces to show the beginning of a paragraph.

Paragraph structure: a paragraph has three parts:

1. A topic sentence
2. Several supporting sentences
3. A concluding sentence

1.5 Types of paragraphs

1.5.1 Narrative paragraphs

A narrative paragraph tells about the events in the order that they happen. For this purpose, **time order** is used to organize the sentences in the paragraph. Most narratives are written to entertain, but they may also inform or persuade.

Time order signals: some of many.

Words	Phrases
Finally,	At last,
First (second, third, etc.)	After a while,
Later,	After that,



Mebanwhile,	The next day, night,
Next,	In the morning, (afternoon, night,)
When (no comma)	
While (no comma)	
Before (no comma)	
Soon (no comma)	

Here is an example of a paragraph developed by narration:

The most frightening day of my life was when I blew out to sea in a small rowboat. My father had warned me not to row out, saying that it was too windy, and I would have trouble controlling the boat. But I was 13 and knew it all. So I set out in the sound off Hilton Head Island and soon I was out in deep sea. Two dolphins swam up to the boat and began playing. I became so fascinated with them that I lost track of where I was and how hard the wind was blowing. By the time I looked around. I had drifted to the mouth of the sound. I ran out the oars and began pulling, but it was no use in that wind. The boat was being blown out to the Atlantic. I screamed. I waved at passing boats. But no one heard or saw me. Soon I was in dark blue water and bouncing in a strong sea. Suddenly, I saw a motorboat slicing through the whitecaps, heading for me. It was dad. He drew me a rope and towed me to shore. He never said a word. He did not have to. I had learned my lesson. Anthony Winkler (73)

How can I do it?

In writing a story it is best to start off with a definite idea of what to do. These are the steps you should take:



- a) Find your topic sentence
- b) Use enough details
- c) Connect the details

Find your topic sentence

The topic sentence is the most important sentence in a paragraph. It is a single sentence that tells what your story is about. A story without a topic sentence is pointless.

Find enough details

The details of your story will most likely come from your personal observations. Details are very relevant.

Connect the details

When you write your own stories, use suitable transitions to link the episodes together, because it is very important to tell stories in a chronological order.

1.5.2 Descriptive paragraphs

A descriptive paragraph appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. Here is an example of a descriptive paragraph:

Rainbows add to the fairy-tale atmosphere of Hawaii. Warm showers are part of each day's weather. Lasting from five to ten minutes, these pleasant showers are followed by beautiful rainbows. The rainbows on the island of Maui



are particularly beautiful because Maui is mostly mountainous and filled with lush, green vegetation and brilliantly colored flowers. Driving through the mountains of Maui, you can suddenly spy a fully arched rainbow in the midst of waterfall, with its orange, violet, and green bands bleeding into each other. Framing the picture is a shiny jungle of blooming vines and trees. The sight could be entitled “Rainbow Magic.” It is absolutely breathtaking.

Anthony Winkler (87)

How can I do it?

To write a description, follow these three steps:

- a) Decide on a dominant impression.
- b) Use vivid supporting details.
- c) Organize the details.

Decide on a dominant impression

The dominant impression is the one feature that most stands out about what you are describing. It will become the topic sentence of your descriptive paragraph and guide you in selecting supporting details.

Use vivid supporting details

The details of a good description come from your personal observations. They consist of what you see, smell, hear, taste, and feel.

Organize the details

Most descriptions lend themselves naturally to spatial organization that is, moving from top to bottom and from bottom to top, from left to right and from right to left. You should make this spatial movement consistent. For example, if



you are describing a person from head to toe, do not go from the head to the midriff, and then shoot back up to the head.

1.5.3 Comparing/contrasting paragraphs

Comparison and contrast is a technique used everyday in our lives. When two or more things are compared, we tell what is similar about them. When we contrast things, we tell what is different about them. Usually the emphasis is on the differences, but sometimes a paragraph describes both similarities and differences.

Right Brain/Left Brain

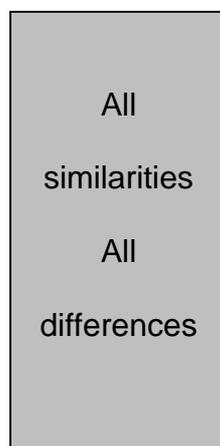
The left and right sides of your brain process information in different ways. The left side is logical, rational, linear, and verbal. The right side, on the other



hand, processes information intuitively, emotionally, creatively, and visually. Left brains think in words, whereas right brains think in pictures. People who depend more on the left side on their brain are list makers and analysts. They are detailed, careful, and organized. In contrast, right-brained people are visual, intuitive, and sensual. When a left-brained person has to make an important decision, he or she makes a mental list of all the factors involved and arrived at a decision only after careful analysis. When a right-brained person has to make the same decision, on the other hand, he or she is more likely to base it on intuition and feelings. For example, a left-brained automobile shopper will consider a car's cost, fuel efficiency and resale value, whereas a right brained shopper bases a decision on how shiny the chrome is, how soft the seats are, and how smoothly the car drives. Of course, no one is 100 percent left-brained or 100 percent right brain. Although one side may be stronger, both sides normally work together. Elisabeth Rodas

Organization of comparing/contrasting paragraphs

Block organization: this type of organization groups all the similarities together in one block and all the differences together in one block.





Point by point organization: with this type of organization, you write about similarities and differences by subtopic. For example, if you are comparing and contrasting several wireless telephone plans, you might compare and contrast them on these subtopics:

<p>Cost of telephones</p> <p>(Similarities and differences)</p> <p>Monthly rates</p> <p>(Similarities and differences)</p> <p>Length of contract</p> <p>(Similarities and differences)</p> <p>Reliability of service</p> <p>(Similarities and differences)</p>
--

The pattern of organization you choose depends on the topic. Also, the emphasis on similarities and differences depends on your topic.

A **topic sentence** for a comparing/contrasting paragraph should name the topic and also indicate comparing/contrasting organization.

- The left and right sides of your brain process information in different ways.

A **concluding sentence** for a comparing/contrasting paragraph may repeat the main idea. Or, it may also make a recommendation.



CHAPTER II

2.1. Methodology

Before we apply the material, work sheets and set of slides we elaborated to support facilitators in the teaching of writing, at “Los Olivos” High School, we explained to the students what we were going to teach that day in class. At the beginning of the class, they were a little bit nervous about what was going to happen there; nevertheless, after few minutes, they felt released and the majority of them understood clearly what we were teaching. We also noticed students had a lot of fun while they learnt and so did we. Because they said the material was well elaborated, well applied, and well explained, too. We explained them simple sentences, compound sentences, and complex sentences. Next, the students were asked to do several different activities about the types of sentences we taught. We gave them some minutes in order to perform those activities, and then we reviewed the activities together. Furthermore, we taught them how to write narrative paragraphs, descriptive paragraphs, and comparing/contrasting paragraphs; and later on, the students were able to write a short narrative paragraph. Finally, the application took us three hours of sixty minutes.



Communicative Approach

1. Based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language.
2. Its origins are many, insofar as one teaching methodology tends to influence the next. The communicative approach could be said to be the product of educators and linguists who had grown dissatisfied with the audio-lingual and grammar-translation methods of foreign language instruction. They felt that students were not learning enough realistic, whole language. They did not know how to communicate using appropriate social language, gestures, or expressions; in brief, they were at a loss to communicate in the culture of the studied.
3. Communicative language teaching makes use of real-life situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life. Unlike the audio-lingual method of language teaching, which relies on repetition and drills, the communicative approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses.
4.
 - o A teacher's main role is a facilitator and monitor rather than leading the class.



- Lessons are built round situations/functions practical and authentic in the real world e.g. asking for information, complaining, apologizing, job interviews, telephoning.
- Activities set by the teacher have relevance and purpose to real life situations - students can see the direct benefit of learning
- Dialogues are used that centre around communicative functions , such as socializing, giving directions, making telephone calls
- Emphasis on engaging learners in more useful and authentic language rather than repetitive phrases or grammar patterns

5.

- Emphasis on communication and meaning rather than accuracy.
- Emphasis is put on the “appropriacy” of language. What is the most appropriate language and tone for a particular situation?
- Communicative competence is the desired goal. i.e. being able to survive, converse and be understood in the language.
- Emphasis is put on correct pronunciation and choral (group) and individual drilling is used
- Authentic listening and reading texts are used more often, rather than artificial texts simply produced to feature the target language
- Use of songs and games are encouraged and provide a natural environment to promote language and enhance correct pronunciation



- Feedback and correction is usually given by the teacher after tasks have been completed, rather than at the point of error, thus interrupting the flow.

6.

- Learners are often more motivated with this approach as they have an interesting what is being communicated, as the lesson is topic or theme based.
- Learners are encouraged to speak and communicate from day one, rather than just barking out repetitive phrases
- Learners practice the target language a number of times, slowly building on accuracy

7.

- Language is created by the individual, often through trial and error
- Learners interact with each other in pairs or groups, to encourage a flow of language and maximize the percentage of talking time, rather than just teacher to student and vice versa

8. Some examples of communicative exercises:

9. Lesson

10. Hobbies

11. Hobbies: Playing Chess, Hiking, Stamp-Collecting, Scrap-booking, Sun-Bathing, Coin-Collecting, Stamp-Collecting, Computing Playing an instrument.

<<http://www.google.com>> 12 July. 2010. Web



CHAPTER III

Application and Results

3.1. Application

“Los Olivos” High School is located in Paute, Ecuador. Luis E. Vásquez Ave. and Dugdug St. The headmaster of the high school is Dr. Victor Hugo Cobos, with his approval the material we elaborated to support facilitators in the teaching of writing, at “Los Olivos” High School was applied on July 2, 2010.

Some of the students at “Los Olivos” High School



3.2. Results

The obtained results after the application of the material are of great relevance, because the students learnt the types of sentences we taught. Now, the students can make a clear difference among those sentences.

Apart from the above results, the students gained knowledge on how to work on the writing a paragraph. Now, they can write paragraphs and distinguish them.



3.3. Conclusions

- Facilitators have to create a comfortable environment to facilitate knowledge.
- It does not matter what facilitators teach about English.
- Facilitators should make the students to get involved in the class.
- Students have to participate in the teaching learning process.
- Teachers have to provide feedback.

3.4. Recommendations

- Facilitators have to be patient, kind, firm, and respectful with all the students. Thus, they create a comfortable environment to facilitate knowledge.
- Explain plainly any topic of English Language. If teachers explain clearly what they are teaching, they are able to convey whatever they want about the language without any trouble, because is not what facilitators teach is what they teach, and how they teach.
- Ask the students questions, make the classes motivating, answer all the questions of the students. Teachers should be very careful, aware, and ready to answer all the doubts and questions of the students to make them to feel release to help them to get involved in the teaching learning process.
- Ask the students questions, give them some exercises, vary the activities, make them to work in groups, pair work, and individually. Thus,



teachers make the students to participate in the class; moreover, the classes become interesting.

- Send the students homework everyday, take quizzes, take oral lessons, and let the students be the acquirers of their own knowledge. If facilitators send the students homework, lessons, and take them quizzes, they not only evaluate the students, but also provide feedback. It is very relevant to give feedback to reinforce what the students have learnt; furthermore, send the students to investigate any topic, so facilitators help the students to be the acquires of their own knowledge.



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<<http://www.google.com>> 12 July. 2010. Web

In text citation

When we write, we are engaged in an activity which is usually at the same time both private and public (Broughton 116)



SIMPLE SENTENCES

EXAMPLES

She plays the guitar.

S V C

They are football players.

S V C

EXERCISES

Complete the following simple sentences.

Iin "Los Olivos" High School.

S V C

.....shines in the morning.

S V C

She works

S V C

Braulio four languages.

S V C

Correct the wrong spelling in the following sentences.

I am **form** Ecuador.

.....

The earth **gose** around the sun.

.....

Julia never **etas** breakfast.

.....

Jorge **teems** his friends every night.

.....

Unscramble the following sentences.

early Alvaro work always to gets.

.....

children homework The their doing are.

.....

English Luis in interested is.

.....





week They times movies to went last three the.

.....

Write four simple sentences.

.....

.....

.....

.....





COMPOUND SENTENCES

EXAMPLES

Pilar has a flower, and it smells good.

S V C c S V C

Charlie can buy blue jeans, or he can buy black jeans.

S V C c S V C

EXERCISES

Complete the following compound sentences.

They were happy,.....they were poor.

S V C c S V C

He could choose a big box, or hea small one.

S V C c S V C

The weather isyet it is supposed to rain today.

S V C c S V C

Correct the wrong spelling in the following sentences

Quito and Guayaquil are big cities, **tub** they differ in major ways.

.....

It has been four years **censi** I was alone.

.....

Elizabeth does not remember **rewhe** she put his books.

.....





Unscramble the following sentences.

phone ringing, was Iván's so off asked it turn we.

.....

it knows because Fernando rock listens to he a lot of.

.....

speaks Jorge Verdugo Spanish and, tried Nelly English to speak tried to

.....

Write four compound sentences.

.....

.....

.....

.....





COMPLEX SENTENCES

EXAMPLES

Juana's toe hurts because Charlie stepped on it.

When we finish a module, we have to take a final exam.

EXERCISES

Complete the following complex sentences.

When he handed in his homework, heto give the teacher the last page.

The teacher returned the homework after she the error.

The students are studying because they a test tomorrow.

Correct the wrong word in the following sentences.

After they finished studying, Juan and Maria **go** to the movies yesterday.

.....

Lupe and Ximena went to the movies after **he** finished the homework.

.....

The book that Jonathan **red** is on the shelf.

.....





Unscramble the following sentences.

The is which Angélica house Núñez was in still standing born.

.....

The town where I up is in Cuenca, grew Ecuador.

.....

She the medicine as soon as took she felt better.

.....

Write four complex sentences.

.....

.....

.....

.....





Write **S** on the line if it is a complete sentence. Write **N** if it is not a complete sentence.

1. ____ Long, long ago, in a far away land.
2. ____ The most beautiful girl in the land.
3. ____ Johanna Parapi was still very unhappy.
4. ____ José plays soccer in the park.
5. ____ Mauricio is working in Paute.
6. ____ A very cruel and unkind man.
7. ____ She decided to run away and formed an excellent plan.
8. ____ Olga Salazar likes to play the guitar.
9. ____ Many years ago in the cattle.
10. ____ Luis wants to go to Canada.
11. ____ Set out to rescue her.
12. ____ She went to the movies yesterday.
13. ____ A happy and somewhat silly place full of very silly people.
14. ____ They want to buy some candies.
15. ____ Pilar has beautiful brown eyes.





Use each of the simple sentences below to create a compound sentence using a comma and an appropriate coordinating conjunction or a semi-colon. Write your new sentence in the space provided. Try to use a different coordinating conjunction in each compound sentence.

1. Maria is my best friend.

2. I was in Los Olivos High School.

3. I like to play basketball.

4. My favorite school subject is English.

5. Alfredo teaches math in the Bill Gates Institute.





6. We want to go to Salinas on vacations.

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

1. The black dog has won many prizes. He does not know many tricks.

2. She saw a cat run in front of her. She fell down.

3. I wanted to buy a baby Chihuahua. I started to save my money.

4. Pedro did not like to read. He was not very good at it.

5. Israel liked Juana. Luis also liked Juana.





6. The little boy did not like going to school. He went anyway.

7. You can cry like a little baby. You can clean your room like an adult.





PARAGRAPH

NARRATIVE PARAGRAPH

Exercise

Complete the narrative paragraph with these words and phrases: On the day of the party, during the party, before the party, at the beginning of the party, later, first, after that, then (use twice) next, finally.

Fifteen Years.

A girl's fifteenth birthday is a very special occasion in many Latin American countries and requires a lot of planning. _____the parents make many preparations. _____they buy a special dress and order a bouquet of flowers for their daughter. They also plan a large meal for the guests and hire an orchestra. _____they decorate a big room where the party will be held. _____there are many special traditions. _____the father and daughter enter the big salon accompanied by special music. _____the father makes a speech, and the daughter gets some presents. _____everyone drinks champagne. _____the father and daughter dance a waltz, and the daughter and every boy dance one dance together. _____all of the guests make a line to congratulate her. _____all the boys stand in a group because she will throw the bouquet, and the boy who catches it dances with her. _____everyone dances to different kinds of music until six o'clock in the morning.



DESCRIPTIVE PARAGRAPH

Exercise

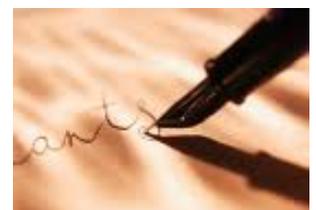
Find the topic sentence of this paragraph and circle any spatial order expression you can find.

My Banana Garden

Behind my childhood home, there is a large piece of land that is surrounded by banana trees growing in wild disorder. Their green leaves are so thick that sunlight cannot pass through. Underneath the trees, the ground is so moist that wild mushrooms and plants grow there all year around. In the center is a wild field where the children of my village often fly kites. Every evening, just before sunset, some birds arrive to look for a place to rest their tired wings. They want to land in the dark banana garden, but the banana leaves are too wide to be made into nests. The birds cry out and then fly away, seeking a better place to nest. During the rainy season, it rains for days and days, and the banana leaves become glossy and slick. The rain also makes the banana garden produce a very strange melody. On rainy days, I used to sit near my window and listen to this wonderful song. Now, whenever I hear the plop-plop-plop of raindrops on the roof of my small, tidy apartment in the city, I remember the beautiful, wild banana garden of my childhood.

THE TOPIC SENTENCE:

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COMPARING / CONTRASTING PARAGRAPH

Exercise

Underline the topic sentence. Find some differences between the two varieties of English.

Two Varieties of English

Although U.S. English and British English are mutually understandable languages, there are quite a few differences. One difference is spelling, some words are spelled one way in the United States but spelt another way in Great Britain. A person goes to a British theatre but to a U.S. theater. In U.S. schools, students theorize, analyze, and socialize, whereas British students theorize, analyze, and socialize. A second area of differences is vocabulary. For example, the world college names two different types of schools in the United States and Great Britain – university level in the United States and pre-university level in Great Britain. Also, British university students live in halls on campus and in flats off campus, but U.S. students live in dormitories on campus and in apartments off campus. Finally, there are many differences in pronunciation. In Great Britain, the sound of a in the word path, laugh, aunt, plant, and dance is like a in father. In the United States, in contrast, the a sound in the words is like the a in cat. All in all, though there are differences between the English spoken in the United States and the English spoken in the British Isles, we understand each other most of the time.

DIFFERENCES

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Write a short narrative, descriptive or comparing/contrasting paragraph.

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