

Module K + 12 Curriculum

Grade 7 English

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BSEDE



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LESSON 1

SYNONYMS AND ANTONYMS

Synonym

⇒ a word that means the same, or almost the same, as another word in the same language, either in all of its uses or in a specific context.

Example:

- Environment- Surroundings
- Tear- Rip
- Companion- Mate
- Bunch- Group
- Absorb- Engage

Antonym

⇒ word with opposite meaning, a word that means opposite to another word.

Example:

- Hot- Cold
- Long- Short
- Beautiful- Ugly
- Untidy- Neat
- Dull- Bright

Exercise

Direction: Underline the synonym of the given word.

- | | | | | |
|---------------|------------|-------------|--------------|-------------|
| 1. Annihilate | (build | compete | destroy | demand) |
| 2. Perilous | (dangerous | carnivorous | flirtatious | funny) |
| 3. Impeccable | (faulty | faultless | faultfinding | rich) |
| 4. Stupefy | (amaze | stupor | stoic | passive) |
| 5. Urbane | (barbaric | refined | haughty | illiterate) |
| 6. Virtuous | (impure | harmful | chaste | sinful) |
| 7. Surplus | (excess | necessary | capital | debt) |
| 8. Peculiar | (same | guilty | strange | common) |

9. Soiree (birthday evening party anniversary burial)
10. Obstruct (destroy grief block build)

Direction: Encircle the antonym of the given word.

1. Opaque (dull obscure shiny narrow)
2. Intelligible (boring vague clear comprehensible)
3. Amity (sympathy friendship hostility right)
4. Rustic (simplecultured pastoral provincial)
5. Quandary (difficulty predicament ease harsh)
6. Juvenile (young child old dead)
7. Acquit (convict pardon free jury)
8. Tranquil (turbulent peaceful calm stagnant)
9. Bleak (barrenproductive miserable dry)
10. Fabricate (invent destroy manufacture build)

LESSON 2

PRONOUNS

Pronoun

⇒ Small set of words in a language that are used as substitutes for nouns or noun phrases and whose referents are named or understood in the context.

<u>Person</u>	<u>Nominative</u> <u>Case</u>	<u>Objective</u> <u>Case</u>	<u>Possessive</u> <u>case</u>	<u>Compound</u> <u>Personal</u> <u>Pronouns</u>
First Person				
<i>Singular</i>	I	Me	Mine,	Myself
<i>Plural</i>	We	Us	Our, Ours	Ourselves
2nd Person				
<i>Singular</i>	You	You	Your, Yours	Yourself
<i>Plural</i>	You	You	Your, Yours	Yourselves
Third Person				
<i>Singular</i>	He, She, It	Him, Her, It	His, Hers, Its	Himself, Herself, Itself
<i>Plural</i>	They	Them	Their, Theirs	Themselves

Exercise

Direction: Underline the correct pronoun

1. The winner was (he, him).
2. We interviewed the contestant (who, whom) we regarded as the most eloquent of all the speakers.
3. They call (themselves, theirselves) "Big Guys".
4. The cat scratched (its, it's) big belly.
5. Everyone wants to achieve (his, their own individual goals).
6. (Who, Whom) do you think is going to win in this season's basketball championship?
7. If anyone comes looking for Meryl, please tell (him, them) that she is out of the country.
8. I wish I had not told you about (me, my) going out with Jason.
9. This is the resort (who, that) Europeans prefer.
10. Father fixed the car (itself, himself).
11. Each of the participants submitted (his, their) name to the project coordinator.
12. (What, Which) would you prefer, coffee or tea?
13. The girl (whose, who's) boyfriend looks like Johnny Deep is my cousin.
14. The trophy is (their, their's).
15. It was (her, she) who kept me company during my saddest moments.

LESSON 3 VERBS

Verbs

- ⇒ Are words that express time while showing action, state, or condition. They have four principle parts/forms: present, past, present participle, and past participle.

Regular and Irregular Verbs

Regular verbs

- ⇒ Are verbs that form their past and past participle by adding d or ed.

Irregular Verbs

- ⇒ Are verbs that form their past and past participle, by either by retaining their simple present form by changing the spelling, or by adding some letters.

Exercise

Direction: Tell if the verb in the sentence is in the active or passive voice. Then rewrite the sentence by changing its voice.

1. Mother baked these chocolate chip cookies.
2. Joe gave Jade a ring.
3. These gadgets were delivered by Smart TV Shopping.
4. The boys have been scolded by Mr. Rubio for breaking the glass window.
5. Children should obey their parents.

Direction: Encircle the verb and tell if it is transitive or intransitive.

1. Have you received the gift I sent you?
2. The bats flew out of the cave.
3. Allan spent the night chatting with a beautiful young girl.
4. "Practical Magic," a story about magic, witchcraft, and the power of love, tapped the box office charts.
5. I walked along the crooked path to my grandmother's hut.

LESSON 4

SUBJECT-VERB AGREEMENT

1. Singular subjects need singular verbs; plural subjects need plural verbs. My **brother** is a nutritionist. My **sisters** are mathematicians.

See the section on **Plurals** for additional help with subject-verb agreement.

The indefinite pronouns anyone, everyone, someone, no one, nobody are always singular and, therefore, require singular verbs.

Everyone **has** done his or her homework.

Somebody **has left** her purse.

2. Some indefinite pronouns — such as all, some — are singular or plural depending on what they're referring to. (Is the thing referred to countable or not?) Be careful choosing a verb to accompany such pronouns.

Some of the beads **are** missing.

Some of the water **is** gone.

On the other hand, there is one indefinite pronoun, none, that can be either singular or plural; it often doesn't matter whether you use a singular or a plural verb — unless something else in the sentence determines its number. (Writers generally think of none as meaning not any and will choose a plural verb, as in "None of the engines are working," but when something else makes us regard none as meaning not one, we want a singular verb, as in "None of the food is fresh.")

None of you **claims** responsibility for this incident?

None of you **claim** responsibility for this incident?

None of the students **have done** their homework. (In this last example, the word their precludes the use of the singular verb.

3. Some indefinite pronouns are troublesome like **everyone** and **everybody** certainly feel like more than one person and, therefore, students are sometimes tempted to use a plural verb with them. They are always singular, though. **Each** is often followed by a prepositional phrase ending in a plural word (Each of the cars), thus confusing the verb choice. Each, too, is always singular and requires a singular verb.

Everyone **has** finished his or her homework.

You would always say, "Everybody is here." This means that the word is singular and nothing will change that.

Each of the students **is** responsible for doing his or her work in the library.

Don't let the word "students" confuse you; the subject is each and each is always singular — each is responsible.

4. Phrases such as together with, as well as, and along with are not the same as and. The phrase introduced by as well as or along with will modify the earlier word (mayor in this case), but it does not compound the subjects (as the word and would do).

The mayor as well as his brothers **is** going to prison.

The mayor and his brothers **are** going to jail.

5. The pronouns neither and either are singular and require singular verbs even though they seem to be referring, in a sense, to two things.

Neither of the two traffic lights **is** working.

Which shirt do you want for Christmas?

Either **is** fine with me.

In informal writing, neither and either sometimes take a plural verb when these pronouns are followed by a prepositional phrase beginning with of. This is particularly true of interrogative constructions: "Have either of you two clowns read the assignment?" "Are either of you taking this seriously?" Burchfield calls this "a clash between notional and actual agreement."

6. The conjunction or does not conjoin (as and does): when nor or or is used the subject closer to the verb determines the number of the verb. Whether

the subject comes before or after the verb doesn't matter; the proximity determines the number.

Either my father or my brothers **are** going to sell the house.

Neither my brothers nor my father **is** going to sell the house.

Are either my brothers or my father responsible?

Is either my father or my brothers responsible?

Because a sentence like "Neither my brothers nor my father is going to sell the house" sounds peculiar, it is probably a good idea to put the plural subject closer to the verb whenever that is possible.

7. The words there and here are never subjects.

There **are** two reasons [plural subject] for this.

There **is** no reason for this.

Here **are** two apples.

With these constructions (called expletive constructions), the subject follows the verb but still determines the number of the verb.

8. Verbs in the present tense for third-person, singular subjects (he, she, it and anything those words can stand for) have s-endings. Other verbs do not add s-endings.

He lovess and she lovess and they love and

9. Sometimes modifiers will get between a subject and its verb, but these modifiers must not confuse the agreement between the subject and its verb.

The **mayor**, who has been convicted along with his four brothers on four counts of various crimes but who also seems, like a cat, to have several political lives, **is** finally going to jail.

10. Sometimes nouns take weird forms and can fool us into thinking they're plural when they're really singular and vice-versa. Consult the section on the Plural Forms of Nouns and the section on Collective for additional help. Words such as glasses, pants, pliers, and scissors are regarded as plural (and require plural verbs) unless they're preceded the phrase pair of (in which case the word pair becomes the subject).

My glasses **were** on the bed.

My pants **were** torn.

A pair of plaid trousers **is** in the closet.

11. Some words end in -s and appear to be plural but are really singular and require singular verbs.

The news from the front **is** bad.

Measles **is** a dangerous disease for pregnant women.

On the other hand, some words ending in -s refer to a single thing but are nonetheless plural and require a plural verb.

My assets **were** wiped out in the depression.

The average worker's earnings **have** gone up dramatically.

Our thanks **go** to the workers who supported the union.

The names of sports teams that do not end in "s" will take a plural verb: the Miami Heat have been looking ... , The Connecticut Sun are hoping that new talent See the section on **plurals** for help with this problem.

12. Fractional expressions such as half of, a part of, a percentage of, a majority of are sometimes singular and sometimes plural, depending on the meaning.

Some of the voters **are** still angry.

A large percentage of the older population **is** voting against her.

Two-fifths of the troops **were** lost in the battle.

Two-fifths of the vineyard **was** destroyed by fire.

Forty percent of the students **are** in favor of changing the policy.

Forty percent of the student body **is** in favor of changing the policy.

Two and two **is** four.

Four times four divided by two **is** eight.

13. If your sentence compounds a positive and a negative subject and one is plural, the other singular, the verb should agree with the positive subject.

The department members but not the chair **have decided** not to teach on Valentine's Day.

It is not the faculty members but the president who **decides** this issue.

It was the speaker, not his ideas, that **has provoked** the students to riot.

Exercise

Direction: Encircle the correct verb.

1. Either Adrian or his sister (study, studies) hard.
2. The quarterback and star player (is, are) getting ready for the game.
3. Everyone (is, are requested to stand for the national anthem.
4. Some of the pens (has, have) red ink.
5. Rhea and her friends (go, goes) to the same gym.
6. The news of their victory (was, were) a pleasant surprise.
7. Both teachers (was, were) told to resign.
8. On a bench in the grandstand (sit, sits) my three friends.
9. Everybody in the class (want, wants) to be in the show.
10. Fifty pesos (is, are) all the boy needs to buy a new shirt.
11. The committee (has, have) decided to suspend the repeat offender.
12. The audience (is, are) taking their seats.
13. Ham and cheese sandwich (is, are) my favorite breakfast.
14. A number of students (has, have) been caught cheating during exams.
15. Many a husband (has, have) complained such matters.

LESSON 5

PREPOSITION

Their function in the sentence

- A preposition followed by a noun or a pronoun forms a prepositional phrase.
- A prepositional phrase of place or position answer the question where.
- A prepositional phrase of time answers the question when.

Preposition Indicating Place or Position

1. Use of between and among

- ⇒ Use between when speaking of two persons, places, things, ect.
Example: between Al and Lita
- ⇒ Use among when speaking of three or more persons, etc.
Example: among the girls in class

2. Use of on-at-in

- ⇒ Use on for addresses which state only the name of the street.
Example: on Tulip St.
- ⇒ Use at when the house number is given with the street name.
Example: at 143 Lilac St.
- ⇒ Use at when referring to places which indicate general location.
Example: at the station
- ⇒ Use in when referring to a more specific location.
Example: in the lobby of the hotel

3. Use of in and into

- ⇒ Use in to indicate that something is already inside, and does not change its position
Example: the money is in my bag

- ⇒ Use into when there is movement or motion involve in the placement or positioning of something.

Example: the pointguard threw the ball into the basket

Preposition Indicating Time

1. Use of an and in

- ⇒ Use on before days of the week.

Example: on Thursday

- ⇒ Use on before the day and the month followed by a date.

Example: on Monday June 29

- ⇒ Use in before months not followed by the day.

Example: in June

- ⇒ Use in to indicate the year.

Example: in 1999

- ⇒ Use in before the month and year without the day or the date.

Example: in December 2000

2. Use of for-during-since.

- ⇒ Use for the refer to a period of time stating the number of seconds, minutes, hours, days, weeks, months, years, etc.

Example: for a century

- ⇒ Use during to refer to a period of time.

Example: during the semestral break

- ⇒ Use since to refer to a period of the time from the past to the present.

Example: I have been waiting since morning.

We haven't met since our childhood days.

Exercise

Direction: Encircle the correct preposition.

1. My fiancé and I are planning to get married (in, on) June 2001.
2. Elizabeth's party is (in, on) August 21.
3. The proctor roamed (between, among) the examinees in the hall.
4. Her parents have been waiting for her (since, during) morning.
5. Geri and boyfriend have not seen each other (for, in) two weeks.

6. Janice threw the crumpled paper (in, into) the basket.
7. I have heard that their troupe is going (at, to) Subic.
8. She had not been able to talk to her friends (for, during) three years.
9. The little girl fell (in, into) the pool.
10. The teacher rooms (between, among) her students during the examination.

LESSON 6

PUNCTUATION

The Period

- ⇒ Use a period at the end of all declarative sentences and most imperative sentences.

Example: Mickey Mouse is a famous Walt Disney character.

Please attend the meeting tomorrow.

- ⇒ Use a period after a letter or a number in an outline or in a list.

Example: A. Advantages of keeping a journal.

1. It helps you keep track of your daily activities.

2. It helps you improve on your writing skills.

- ⇒ Use a period after abbreviations titles, and initials.

Example: C.S.S.P. Engr. J.E.E.P

The Question Mark

- ⇒ Use a question mark after interrogative sentences and some imperative sentences.

Example: Why do you always have to shout?

Could you hand me my bag?

The Comma

- ⇒ Use a comma to separate words, phrases and clauses in a series.

Example: We want to buy mangoes, guavas, cherries, and grapes.

The bees flew out of the hive, across the fields, and into the house.

We have been wondering why she cried, when she left, and where she went.

- ⇒ Use a comma to separate the words YES and NO in a short response.

Example: Yes, I do.

No, I did not.

- ⇒ Use a comma to separate introductory prepositional phrases which are long.

Example: Towards the end of nineteenth century, the clan had already made a lot of contributions to Philippine society.

Of all the flowers in her garden, that rose is the most beautiful.

- ⇒ Use a comma to separate introductory participial phrases and adverbial clauses.

Example: Playing with superb skill, the virtuoso amazed the audience.

When she left, the man could not help but cry.

- ⇒ Use comma to separate appositives.

Example: Miss Tyra Swanson, the debutante, was escorted by the most eligible bachelors in New York.

Roben Padilla, one of the country's top action stars, has just been released from prison.

The semicolon

- ⇒ Use a semicolon to connect two independent clauses which are not connected by a coordinating conjunction, but which are closely related in thought.

Example: Kathy is a ballerina; her sister is a drummer.

Their father is a congressman; their mother is governor.

The Colon

- ⇒ Use a colon after the greeting of a business letter.

Example: To our valued customers: Dear stockholders:

The Hyphen

- ⇒ Use a hyphen in compound numbers from twenty-one through ninety-nine.

Example: sixty-eight

forty-seven

The Apostrophe

- ⇒ Use an apostrophe to form the possessive of nouns.

Example: Sylvia's

women's

Quotation Marks

⇒ Use quotation marks to begin and end direct quotations.

Example: "Have you ever asked yourself why you do these things?"
Nancy asked Bess.

The Exclamation Point

⇒ Use an exclamation point at the end of the exclamatory sentence and after an interjection.

Example: Wow! She looks awesome.
That is terrific!

Exercise

Direction: Punctuate the following phrases or sentences.

1. Dr. Cruz is a pediatrician isn't he
2. Instead of forty five twenty seven come
3. The school papers editor in chief won in the inter School competition
4. Wow this show is really fantastic
5. She asked are you his girlfriend
6. Did you say I miss you
7. Dear honey
8. To our valued customers
9. Playing with superb skill the virtuoso amazed the audience
10. That car parked outside said Nikkie belongs to my boyfriend

LESSON 7

CAPITALIZATION

Things to consider on how to observe proper capitalization:

- ⇒ Capitalize the first letter of every sentence.
- ⇒ Capitalize the first letter of proper nouns.
- ⇒ Capitalize the first letter of proper adjectives.
- ⇒ Capitalize of the first letter of a person's title if followed by the person's name or if used in direct address.
- ⇒ Capitalize the first letter which show family relationship.
- ⇒ Capitalize abbreviated titles which are used before and after names.
- ⇒ Capitalize the first letter of course titles.
- ⇒ Capitalize the first letter of religious matters.
- ⇒ Capitalize the first letter of compass points if they are a part of a generally accepted name.
- ⇒ Capitalize the first letter of political affiliations, classes, clubs, organizations and movements.
- ⇒ Capitalize the first letter of treaties, documents, and important events.
- ⇒ Capitalize the first letter of seasons and ideas if they are used in personification.
- ⇒ Capitalize the first letter of the parts of the book.

Exercise

Direction: Underline the first letter of the word that needs to be capitalized.

1. "mr. pineda lives in the north," Jemma told joey.
2. the Loyola student center is located along katipunan road, loyola heights, quezon city.
3. sheila asked, "have you read the novel, 'little women'?"
4. the university of the philippines is the bastion of academic excellence.
5. a lot of people would like to study latin.
6. the cabinet have all been given the memorandum.
7. dr. jose rizal is our national hero.
8. we must abide the ten commandments.
9. the girls couts of the philippines is sponsoring a benefit show for the victims of mt. pinatubo.
10. my parents will arrive from bacolod on christmas morning.

LESSON 8 QUANTIFIERS AND DETERMINERS

Quantifiers

- ⇒ Are words that indicate quantity, i.e. how many or how much. They precede and modify nouns.

Example: There were just a few passengers on the night train.

There is not much work left to do.

Determiners are words that modify nouns, like what adjective do.

- Articles
- Possessive Nouns
- Possessive Pronouns
- Indefinite Pronouns
- Demonstrative Pronouns
- Numbers

Exercise

Direction: For the following sentences, decide whether to use “little”, “a little”, “few”, or “a few”.

1. Josh has _____ friends at school; he doesn't socialize much.
2. The results will be announced in _____ days.
3. They had _____ left after the shopping spree.
4. _____ people realized the severity of the problem. They didn't see the need of prompt action.
5. He was _____ shocked to learn that he had not been chosen.
6. Here are _____ tips that you may find useful.

Direction: Put the following quantifiers in the appropriate categories.

Many not much a few some several

A lot of a couple of a bit of a great deal of a lack of

None of enough a little all of plenty of

For Countable Nouns	For Uncountable Nouns	For Both Countable Nouns and Uncountable Nouns

LESSON 9

MODIFIERS

Modifier

- ⇒ Adds information to another element in the sentence. It can be an adverb or an adjective, or it can be phrase or clause functioning as an adjective or adverb.

Example:

Good, well bad and badly

Exercise

Direction: Read each of the following sentences and decide if there is any wrong use of modifiers. If there is, rewrite the sentence in the correct way.

1. The attack was simply a cowardly act.
2. The payers tried real hard to turn the game around.
3. Steve isn't feeling too good; he has a mild fever.
4. In order not to be discovered, he walked into the room slow and quiet.
5. They are working hardly to make sure that they can meet the deadline.
6. He did it so bad that he dared not submit to the committee.
7. She felt awkward to approach him for help.
8. The plan should have been more careful executed.

LESSON 10

PHRASES

Phrase

⇒ is a group of words that functions as one unit in a sentence. Each phrase has a word that links it to the rest of the sentence. That word is often referred to as the “head”. Phrases can be classified by the type of head they take.

- A prepositional phrase has a preposition as head.
- A noun phrase has a noun as head.
- A verb phrase has a verb as head.
- An adjective phrase has an adjective as head.
- An adverb phrase has an adverb as head.

Exercise

Direction: Circle the head of each of the underlined phrases.

1. Which of these books are of particular interest to you?
2. They did not see the little gemstone behind the couch.
3. My sister plays the piano after school.
4. We will be leaving for Paris this Saturday.
5. For my birthday, she gave me a heart-shaped box.
6. Although she was nervous, she performed surprisingly well.
7. My cousin's neighbor fixed the collapsed fence for him.
8. His teacher thinks that he is a very hard-working student.
9. Sharon wiped clean the countertop with a paper towel.
10. Hardly anyone noticed what she was wearing.

LESSON 11

CLAUSES

Clauses

⇒ are the smaller sentences that are linked (by words such as “and”, “but”, “because”, “when”, etc.) to form a larger sentence. A clause has the same structure as a sentence but it is part of a larger sentence.

Examples:

She has been playing the violin for some years but she’s not good at it.

He was furious because someone broke his antique vase.

They were dancing happily when he arrived.

Types of clauses

Coordinate clauses – clauses that are linked by conjunctions such as “and” and “but”.

Example:

He introduced me to Karmel and we shook hands.

Subordinate clauses – clauses that depend on other clauses to complete the meaning.

Example:

Whatever you do, you’ll have my support.

Exercise

Direction: Complete the following sentences with adverb phrases.

1. The firefighters dashed_____
2. They examined the specimen_____
3. Let's have a meeting_____
4. Samantha does not seem_____
5. They move_____
6. My parents are happy_____
7. They have decided to have the party held_____
8. The guests will be here_____
9. The plane departed_____
- 10.They walked_____

LESSON 12

TYPES OF SENTENCES

There are four types of sentences

1. Simple Sentence

- Consisting of one single clause

2. Compound Sentence

- Made up of two or more coordinate clauses

3. Complex Sentence

- Made up of one main clause and one or more subordinate clauses

4. Compound – Complex Sentence

- Made up of two or more coordinate main clauses along with one or more subordinate clauses.

Exercise

Direction: Read the following sentences. Write “S” for simple sentences, “CP” for compound sentences, “CX” for complex sentences, and “CPX” for compound-complex sentences.

1. I was taken aback by her candid remarks.____
2. Julie didn't want to spoil the fun and so she stayed mum.____
3. After the postman had delivered the parcel, they started guessing whom it was from.____
4. As a matter of fact, the two cylinders are not identical.____
5. Wherever I go, I always see Sam's little poodle.____
6. At the bottom of the ninth inning, Matt hit a walk-away homerun.____
7. No matter what he does, his mother always says that it's not good enough and asks him to do it better next time.____
8. The night sky was clear and we could see many twinkling stars.____
9. If you happen to see Tim, please tell him to see Mrs. Corr right away or he can leave a note for her if he can't find her in her room.____
10. We can stay put at that motel or we can move on but we must decide now.____

LESSON 13

WRITING TOPIC SENTENCES

Topic Sentences

⇒ A topic sentence states the main idea of the paragraph. It is often placed at the beginning of the paragraph.

Example:

Ray was asked to write an article about the new creation centre for the school paper. He wrote a list of questions to ask. He interviewed the park superintendent. He found out about the old park and why it was necessary to build a creation centre.

Direction: Underline the topic sentence in each paragraph below.

1. Ray knew that having good questions was very important to a successful interview.
He thought carefully about what he wanted to know. Then he divided his questions into groups.
Some were about the building. Some were about recreation. Others were about the staff.
2. He wanted to include something about the history of the park. He found out who first owned the land. He also asked how people had used the park over the years.
3. Ray found out that the park was nearly as old as the town itself. It had been the scene of picnics, baseball games, carnivals, concerts, and holiday festivals. Political meetings had also been held there.

Direction: Write a topic sentence for each group of sentences below.

1. Topic Sentence:

-
- a. James Leland was the park superintendent.
 - b. He had worked in the field of recreation and sports all his adults life.
 - c. His father had been a high school teacher and coach.
 - d. His grandfather had been a popular baseball paper.

2. Topic

Sentence:_____

- a. Ray enjoyed talking to James.
- b. He found out more that he had ever expected.
- c. James told him why the community needed the centre.
- d. The city had grown, and it needed to provide recreation for its residents.

LESSON 14 WRITING SUPPORTING DETAILS

Writing Supporting Details

- ⇒ The idea expressed in the topic sentence can be developed with sentences containing *supporting details*. Details can be include facts, examples, and reasons.

Exercise

Direction: Circle the topic sentence, and underline only the sentences containing supporting details in the paragraph below.

Ray asked Theresa to help with him the article. She would write out the tape-recorded interviews. She would also make suggestions for changes. Theresa is very athletic. Finally, they would both work on typing the article.

Direction: After each topic sentence, write five sentences containing supporting details.

1. You must be organized when writing an article.

- a. _____
- b. _____
- c. _____

- d. _____
- e. _____

2. It is important to learn all you can about your topic.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

LESSON 15 ORDERING INFORMATION WITHIN A PARAGRAPH

Writing Information Within a Paragraph

- One way to organize information in the paragraph is to put it in *chronological order* - the time in which events occurred. Words such as first, next, second, then, finally, and later, are used to indicate the order in which events happen. Example: First, Rey checked his tape recorder. Then he left for the interview.
- Another way to organize information is to use spatial order. Words such as above, near, over, beside, right, left, closer, farther, up, and down are used to express spatial relationships. Example: The eagle sat on top of the tree. He watched the pond below.

Exercise

Direction: Read each paragraph below and tell whether it is in chronological order or spatial order. For the paragraph in the chronological order, underline the time order words. For the paragraph in the spatial order, underline the words that indicate spatial order.

1. The park board of directors must first approve the architects design for the recreation centre. Then they must develop and approve a budget for the construction of the centre. Finally, they can give approval for the construction of the centre.
Order: _____
2. The plan for the recreation centre includes play areas for young children. A slide and swingset will be built next to a large sand box. A jungle gym will be to the left of the side. Children will be

able to climb to the top of the jungle gym and then jump down to the ground.

Order: _____

Direction: Number the details below in chronological order.

_____ Then, early in March, the park board of directors approved the architect design.

_____ Next, the budget was approved in April.

_____ The centre’s roof was finally completed in August.

_____ In January, the architect first finished his design.

LESSON 16 TOPIC AND AUDIENCE

Topic and Audience

- ⇒ The **topic** of a story or an article is the subject written about.
- ⇒ The **audience** is the group of readers.

Example: students, family members, neighbors, readers of a newspaper

Exercise

Direction: Choose the most likely audience for each topic listed below.

- a. First-graders b. the city council c. high school students d. parents
- ____ 1. Star Athlete Visit Students at Recreation Centre
 - ____ 2. Study Shows Connection between Time Spent Exercising and Students Program in School
 - ____ 3. Peter Rabbit Here for Hop and Jump Exercises
 - ____ 4. Council Considers Tax Plans to Finance Recreation Centre
 - ____ 5. Tryouts for High School Track Team on Friday
 - ____ 6. Study Shows City Budget Shortfall Next Year
 - ____ 7. Kelsey School Parents' Night Next Thursday
 - ____ 8. Officer Safety to Visit Young Students Next Week
 - ____ 9. University Considers Raising Tuition
 - ____ 10. Council Approves Funds to Expand City Bus Services

Directions: Read the paragraph below: Then answer the questions that follow.

On Tuesday evening, May 2, 1997, at 6:00, Hawkeye, the mascot of the Child Protection Foundation, will be the park

with his handler, Officer Roy Meyers while Hawkeye, the long-eared hound, entertains the youngsters, officer Meyers will discuss the topic

“Keeping your Children Safe.” This unusual pair has travelled across the country to introduce the findings on topic such as accidents in the home, hazardous toys, and bike safety.

1. What is the topic of the paragraph?

—

2. Name two possible audiences for the paragraph.

3. Explain why each audience might be interested.

Audience

1:

—

Audience

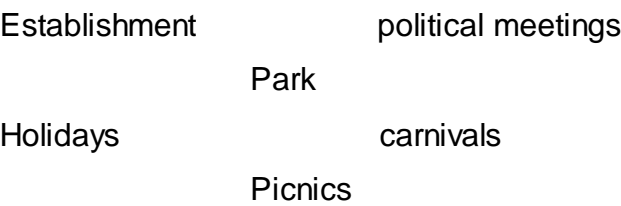
2:

LESSON 17 CLUSTERING

Clustering

⇒ A *clustering diagram* shows how ideas relate to a particular topic. the topic is written in the centre. Related ideas are written around the topic. Lines show the connection between the ideas.

Example:

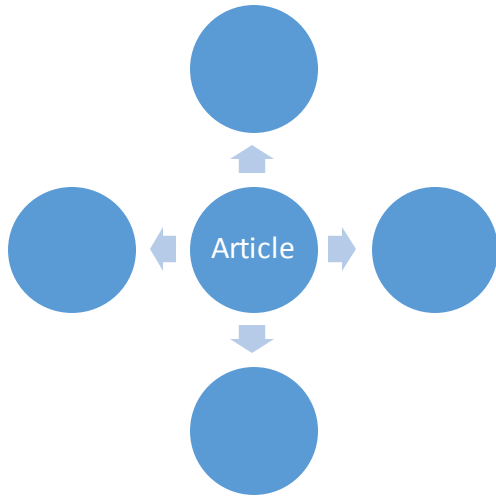


Topic sentence: The recreation centre will be built on land that was once a park.

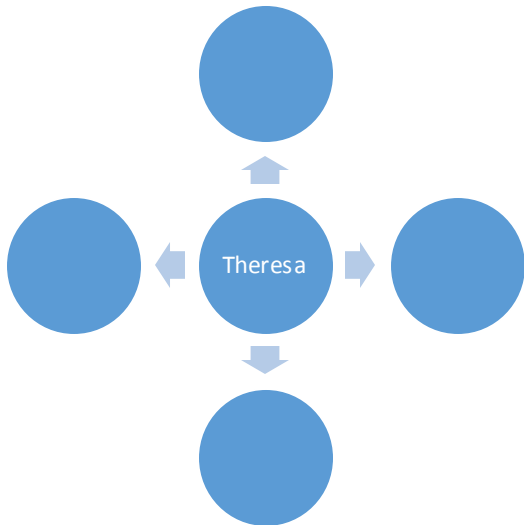
Exercise

Directions: Read each paragraph below. Notice the underlined topic sentence as you read. Then fill in each cluster to show how the details relating to that topic sentence could have been chosen.

1. Ray had a great deal of work to do the article. He had to finish the interviews, decide what information to use, and write a rough draft. He then had to revise the draft, type the final copy, and proofread it.



1. Theresa worked hard on the article. She type the interviews. She edited the article. She organize the rough draft. Finally, she helped with the final revision and proofreading.



LESSON 18 OUTLINING

Outlining

- ⇒ Before you write about a topic, organize your thoughts by making an **outline**. An outline consist of the title of the topic, main ideas, and **subheadings** for supporting ideas.
- ⇒ Main headings are listed after Roman numerals. Subheadings are listed after capital letters.

Topic: The need for a recreation centre

- i. Problems with park
 - A. Age of equipment
 - B. Limited usefulness for residents
- ii. Advantages of recreation centre
 - A. Wide range of uses
 - B. Safe, up-to-date equipment

Direction: Refer to your topic sentences on page 96. Exercise B. write an outline based on the clusters, using the example outline as a guide.

Topic:

- I. _____
 - A. _____
 - B. _____
- II. _____

A. _____

B. _____

III. _____

A. _____

B. _____

IV. _____

A. _____

B. _____

V. _____

A. _____

B. _____

LESSON 19 PREPARING INTERVIEW QUESTIONS

Preparing Interview Questions

- ⇒ Writers use interviews to get information. Good interview question will encourage the person being interviewed to talk freely about the subject.

Example: Why do you need a recreation centre? Who will be involved in making decisions?

- ⇒ Avoid questions that can be answered either yes or no by beginning them with words such as who, what, why, and how.

Example: Why do we need a recreation centre?

Exercise

A. Write who, what, when, where, why or how to complete each question.

1. _____ will vote on the budget for the recreation centre?

2. _____ will be the various uses of the centre?

3. _____ will the centre be paid for?

4. _____ will the center be located?

5. _____ do you think a recreation centre is necessary?

6. _____ will the centre be completed?

B. Rewrite the questions below so that they cannot answered yes or no.

1. Does the park have an interesting history?

2. _____
Is the location of the park good?

3. _____
Does the council have plans to raise local taxes?

4. _____
Will the townspeople have a say on the new
recreation centre?

LESSON 20 WRITING BASED ON AN INTERVIEW

Writing Based on an Interview

- ⇒ Many factual articles are based on information gathered in an interview. The writer asks questions about the subject he or she wants to cover and then uses the information to write an article.

Read the notes from the interview. Then read the paragraph that Ray and Theresa wrote, and answers the questions that follow.

Question 1: James, how do you feel about the proposed recreation centre?

Answer: It is definitely needed. The park is too small for our growing city and needs massive repairs anyway. It will be good for the whole city to have a well-equipped recreation centre.

Question 2: your family has been involved in sports for many years. How do you feel about the modern approach to physical fitness for people of all ages?

Answer: Physical fitness is vital for everyone. That's why the new recreation centre is so important. It will offer facilities and programs for everyone, regardless of age or current fitness levels.

Question 3: what will the recreation centre include?

Answer: The centre will house an indoor pool, a small ice rink, two gyms, meeting rooms, arts-and-crafts

facilities and locker rooms with showers. We also hope to include a weight-lifting room.

Exercise

1. Does the author quote Mr. Leland exactly?

2. Write one sentence in the article that came from question 1.

3. Write one sentences in the article that came from question 3.

4. Write another question that Ray could have asked Mr. Leland.

5. What other things will the reaction centre include that were not in the article?
