OLYMPIADS SCHOOL/GRADE 9 AND 10 WRITING/HANDOUT 2

REVIEW: THE ESSENTIALS OF A PARAGRAPH
(Adapted from Teresa D. O'Donnell and Judith L. Paiva's *Independent Writing*)
Read the following paragraph that uses examples (single items that serve as models or samples):

> My friend Bill is a very hardworking man. Although he has to work in a soft drink plant for eight hours each day, he also attends English classes at a community centre. After his daily lessons, he hurries to the plant, where he works until 1:00 a.m., standing in the assembly line inspecting bottles. He has to do most of his studying on weekends and also try to find some time to be with his family and friends. His relatives, who have just immigrated to Canada, live with him, and he must help them adjust to Canadian life. Bill doesn't have much time to sleep or relax, but he never complains. In fact, he seems to enjoy working so much that some people think he's a "workaholic."

What is the topic/main idea of the paragraph?_____

Does the topic sentence have a word or phrase that controls the idea of the paragraph?

_____

What are the main supporting ideas?

1._____

2._____

3. _____

4. _____

Are there any logical connectors? _____

Is there a conclusion?_____

STRUCTURE REVIEW: Coordination
Two complete sentences (often called independent clauses) that express related ideas may be joined to make one coherent sentence. Consider the following two ideas:

>   It has been raining for two days. (independent clause)
>   The school picnic has been canceled. (independent clause)

Although the reader may understand the relationship between the two sentences without any connecting word between them, the writer can make that relationship clearer by using some type of connecting word.

>   It has been raining for two days, and so the school picnic has been canceled.
>   It has been raining for two days; therefore, the school picnic has been canceled.

By using connecting words, the writer has made the cause/effect relationship between the sentences clearer. The table that follows lists the three types of words used to connect independent clauses. For each *conjunction* (column 1) you can see that there is a *logical connector* (column 2) with corresponding meaning. Listed in column 3 are *correlatives* (paired conjunctions).

Table 1

	1. Conjunctions	2. Logical connectors	3. Correlatives
Addition	and	also in addition besides moreover	not only… but also
Contrast / concession	but yet	however nevertheless on the other hand still	--
Choice or alternative	or nor	otherwise	either…or neither…nor
Result	so	therefore thus as a result accordingly for this reason consequently	--
Restatement	-- --	in short in other words in effect	--
Restatement to intensify	--	in fact as a matter of fact indeed	--
Cause	For*	--	--

* "For" operates like the adverbial conjunction "because," but it is usually considered a conjunction.

What are some of the differences between the sentence connectors in Table 1?

Punctuation: Even though conjunctions and logical connectors have similar meanings, the punctuation for them is different. Conjunctions are preceded by a comma (,). Logical connectors are preceded by a semi-colon (;) or a period (.) and followed by a comma, as the following sentences show.

> We ran to the bus stop, but the bus had already left.
> We ran to the bus stop; however, the bus had already left.
>
> You need to study hard, or you won't pass the test.
> You need to study hard. Otherwise, you won't pass the test.

Position: Conjunctions always come between two independent clauses. Some logical connectors may come in two other positions as in these sentence (notice how they are punctuated):

> I've visited many countries in the world. I've never been to India, however.
> I've visited many countries in the world. I've never, however, been to India.

Using *neither, nor, never:* When the conjunction *nor* connects two sentences, the word order in the second sentences changes to question word order rather than statement word order. This same rule applies whenever a negative word, such as *neither* or *never*, precedes a clause.

> I haven't done the research paper yet, <u>nor have I</u> finished the required lab work.
> John doesn't speak Spanish, <u>nor do</u> his parents.

Using paired conjunctions: Changes in word order are required with some of the correlative (paired) conjunctions from column 3 when they are used to join sentences.

> <u>Either</u> you will have to quiet down, <u>or</u> you will be asked to leave.
> <u>Neither</u> did he finish his research paper, <u>nor</u> did he take the final exam.
> <u>Not only</u> is this the last time I'll help you, <u>but</u> it is <u>also</u> the last time I'll remind you to do this work.

Notes: The change in word order is not necessary when joining parts of sentences.

> Sally, my athletic sister, was good at <u>not only</u> tennis <u>but also</u> golf.

Exercise 1. Selecting Conjunctions
Combine the following sentences, using appropriate conjunctions from Table 1 on page 2. Be sure that your choice of conjunctions illustrates the relationship between the paired sentences and that you punctuate correctly.

1. Taking the bus is cheaper than driving.
   It conserves energy.

   _____

2. The skier broke his leg.
   He couldn't compete in the Olympics.

   _____

3. Students may not smoke in class.
   They may not eat in class. (use *nor*)

   _____

4. Zoo animals must not be fed by visitors.
   Some snack foods are harmful to their health.

   _____

Exercise 2. Selecting Logical Connectors
Use appropriate connectors to link the ideas in the following sentences. Try to put the sentence connectors in different positions, and be sure to punctuate correctly!

1. Working part time gives you more free time.
   You don't earn as much money as full-time workers do.

   _____

   _____

2. This school will be closed next year.
   The children will be bussed to another school.

   _____

   _____

3. The president of that country is repressive and cruel.
    He is a tyrant.

_____

_____

4. This type of flour is not made in the United States.
    I can't make the Malaysian cake I told you about.

_____

_____

Exercise 3. Inserting Correlative Conjunctions
Combine the following sentences, using the given correlatives. Remember to combine sentences, not parts of sentences, and to reverse the subject-verb word order when necessary.

1. Say something constructive.
    Don't say anything at all. (either…, or)

_____

2. Americans pay income tax.
    They are charged high sales taxes in some states. (not only…, but also)

_____

_____

3. He didn't ask my permission.
    He didn't give me an explanation of his action. (neither…, nor)

_____

_____

4. Mr. Parker will move to France.
    He will change jobs and stay there. (either…, or)

_____

_____

Watch this short film and compose sentences about it that contain different types of connecting words or phrases.

| https://www.shortoftheweek.com/2015/02/16/tsunami/ |
| (Sofie Nørgaard Kampmark's "Tsunami") |

Your Sentences:

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VOCABULARY/READING COMPREHENSION

Read two reviews of "Tsunami." What do the underlined words mean?

1.

The graduation film of third-year Character Animation and CG Arts students, "Tsunami" is the story of a devastated man, returning to his devastated home after the **titular** catastrophe. It's an absorbing and **beguiling** storyline that manages to feel both heartbreaking, **mythical** and beautiful in equal measures; and whatever you take away from the narrative, it's a film that feels like it will **reverberate** long after watching.

2.

Two main characters, an internal conflict, and an emphasis on character psychology compose this short created by students from Danish school The Animation Workshop.

The school's production system that builds teams of 7+ students for each project once again shows through in the ambitious environment designs and attention to detail. The stylized **aesthetic** uses 3D elements with painterly textures combined with 2D visuals, with frequent use of reframing. A Japanese suburban staging is transformed through the invasion of nature, with the presence of water and related **iconography** being **prevalent** throughout the film.

The heightened level of **subjectivity** in narration, highly psychological plot, marked changes of pace and elements of magic make for a thoroughly enjoyable short.

The idea for the film came from one of the artists' personal experience, Sofie Kampmark (who directed the short) was visiting Japan in 2011, when the tragic earthquake and subsequent tsunami took place.

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