



# UTPL

La Universidad Católica de Loja

Modalidad Abierta y a Distancia

# Academic Reading and Writing I

Guía didáctica

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**Departamento de Ciencias de la Educación**

**Sección departamental de Lenguas Contemporáneas**

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## **Academic Reading and Writing I**

***Guía didáctica***

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## Academic Reading and Writing I

### Guía didáctica

Espinosa Jaramillo Franklin Oswaldo

Universidad Técnica Particular de Loja

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## 1. Information data

### 1.1. Presentación de la asignatura



### 1.2. UTPL Generic Competences

- Communication in English.
- Oral and written communication.
- Ethical behavior, organization and time planning.

### 1.3. Specific competences of the major

Applies the linguistic knowledge of the English language at a level that allows effective communication to perform professionally in teaching English to children and young people according to international standards.

### 1.4. Issues addressed in the subject

Limitado conocimiento metodológico y didáctico, así como escaso desarrollo del pensamiento crítico y reflexivo.

Limitado conocimiento sobre el diseño, aplicación y evaluación de recursos y estrategias educativas para la adaptación, flexibilización e integralidad de experiencias de aprendizaje personalizadas.

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## 2. Learning methodology

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### Competency-based Learning

This methodology focuses on giving learners the opportunity to become competent in the performance of their skills at their own pace; hence, the flexibility of this methodology supports their development until they are able to demonstrate that they have reached the desired learning outcomes. In this sense, the learning process is taken as a progressive path, which will contribute to the improvement of, in this case, the reading and writing skills. Therefore, students might take advantage of this proactive methodology and all its benefits.

This course takes into account three main aspects, which as a whole, will serve to strengthen learners' knowledge and reach the learning outcomes. These are the components of Teaching, Application and experimental practice, and autonomous work

The first component, Teaching, will contribute to the reinforcement of contents by interacting with the tutors via different technological resources such as Canvas and Zoom. This interaction will allow learners to take an active part in the learning process with the guidance of the professor. Similarly, students will reflect on their own learning by completing different assignments in academic forums.

The second component, Application and experimental practice, requires students to be proactive in the development of the different

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activities, which will allow them to put into practice all the knowledge acquired in the teaching component in real contexts. This will be carried out by watching videos, doing research, analyzing different materials available in the lesson plan, virtual guide, textbook and posted on the virtual platform. Similarly, after revising these materials, students will need to demonstrate their knowledge by presenting their work through the virtual platform.

Finally, in the component of autonomous work, students will need to devote time to revising all the sources and extra materials shared in the virtual guide and through the platform. In this component, students will be able to show their understanding by participating in summative assessment activities.

It is worth mentioning that all these components will be timely oriented by the professor, who will offer tutoring and reinforcement through different communication means, such as telephone calls, weekly tutorial chat, and e-mail.

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### 3. Didactic guidelines for learning outcomes



#### First Bimester

##### Resultado de aprendizaje 1

Applies critical reading and thinking skills to distinguish and analyze different types of academic texts.

#### Contents, resources and suggested learning activities



#### Week 1

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## Unit 1. Overview of Academic Reading and Writing

### 1.1. Definition and purpose

Dear trainee teachers, as you know both skills, reading and writing, are closely related to each other. In order to write accurately, first, it is necessary to have good input, which can be obtained by understanding what we read. Hence, it is important to be clear about what these two skills, which are the focus of this subject, are at an academic level.

In this regard, it can be mentioned that Academic Reading, due to its complexity and being a discipline-specific skill, differs from other types of conventional reading. As asserted by Sohail (2016) “academic reading involves a measured, challenging, and multifaceted process in which students are dynamically engaged with a range of reading strategies” (p. 115). The purpose of academic reading is to provide readers with all the strategies needed to understand different types of academic texts, being these books, journal articles, among others.

Dear students, as it was mentioned before, reading at an academic level is mandatory to produce good pieces of writing. Therefore, academic writing is the result of the application of good academic reading strategies.

In this sense, let’s also analyze what Academic Writing is:

Academic writing is also different from any conventional type of composition. This skill requires a deep knowledge of the accurate use of cohesive devices, punctuation, and of course, the good application of writing elements, which must be taken into account in every type of academic text.

Let's start by studying what those elements are!

## 1.2. Characteristics

Dear trainee teachers. Once you have learned what academic reading and writing are, it is necessary to move beyond the elements to construct good pieces of writing. In the current unit, you are going to learn how to connect sentences and ideas, and how the reader will connect with your paragraph's purpose. In other words, you are going to learn about the five elements that contribute to good academic reading and writing.

Are you ready for the challenge?

Let's get started!

### 1.2.1. Audience

The word audience, in the academic field, is self-defined since it refers to the people who is attending or receiving some information. Even though the word audience is easy to be understood, it is important that you build up on experts' foundations.

In regard to audience, "Writing Fundamentals" (n.d.), asserts that in academic writing, the audience is the people to whom the information is being written to.

To the same regard, Whitaker (2010) explains that the audience is the group of people who are interested in reading the writer's ideas.

Therefore, it has to be a main concern, for the writer, to captivate his/her audience attention.

A final thought about audience for academic writing declares that for any written material, there is always an audience, which in some cases is general (writer may not know the reader/s), and in other cases, it is very specific (writer knows the reader/s). Being acquainted of the audience becomes a potential help for the writer because this knowledge will help the writer to make decisions about organization, supporting details and material to be included in the written material (Writing Center, 2010-2012).

The information provided by different authors about audience is accurate and very similar. In order to unify and reinforce the knowledge of the concept audience, you are going to develop the activity suggested below.

### Activity

Use the given clues to write your own definition for Audience in the writing field.

- People to whom the information is being written to
- People who are interested in reading the writer's ideas
- People who the writer may do not know
- People who the writer know
- Potential help to make a decisions about: organization, supporting details, and material to be included in the written material

Your own definition for audience.

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It is certain that with the help of the information provided, and your creativity; the definition developed on your own must be a complete and powerful one, keep it in mind all the time; if necessary, go back to your supporting material, ask your partners, or ask your teacher to help you clarify any doubt.

Congratulations!

Dear trainee teachers, a wide amount of theory related to 'audience' has been provided for your better understanding. *Audience* is one of the elements that have to be considered for good academic writing. Now, it is necessary that you go through your textbook (pp. 44-46), and develop the suggested activities in order to internalize the importance and function of Audience in academic writing.

### 1.2.2. Purpose

Dear trainee teachers, it is important to start the study of this element by activating your previous general knowledge.

#### Activity

Provide a response to the question below.

In general terms, how would you define the word *purpose*?

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Taking into account your general conception for the purpose of writing, let's find out what the experts say about 'purpose' in the writing field.

In the first place, let's consider what Hogue (2008, p. 2) declares about purpose in the academic field; "The purpose of academic writing is to explain something or to give information about something".

To the same regard and in simple words, it is said that the purpose of writing is to inform, entertain, and persuade ("Writing fundamentals," n.d.).

According to Whitaker (2010), three are the most common purposes of academic writing: persuade, analyze/synthesize, and inform the reader.

How similar was your definition of purpose for academic writing compared to the one provided by the experts in the academic-writing field? Make sure you internalize the definition provided by the experts about the purpose for writing.

Great job!

The information provided above clearly states the purpose of writing academic material. Nonetheless, it is important that you go through your textbook (pp.40-43) and expand your knowledge about the purpose of a paragraph (complete the activities suggested in the textbook).

In order to recycle the information provided about the purpose of writing academic material, let's do the activity suggested below.

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## Activity

Use the Venn diagram to complete the classification of the differences and similarities that the authors above expressed the purpose of writing academic documents.

Differences Hogue (2008)	Similarities Writing Fundamentals, Whitaker, and Hogue.	Differences Whitaker (2010)
To explain something _____ _____ _____	To inform _____ _____ _____	To analyze _____ _____ _____

It is for sure, dear trainee teachers, that the development of the previous activity was pretty easy, but it was a potential activity that will contribute to your understanding of the purpose of academic writing. Are you clear now about the purpose of academic writing? Remember that you can always search for clarification in your textbook, didactic guide, suggested material, and keep in mind that you can also ask your teacher for additional information.

As you can see dear trainee teachers, it is a step by step teaching-learning process; so far, two elements of good writing have been analyzed; therefore, it is the moment to jump to the next element that will contribute to the improvement of your writing skills.

### 1.2.3. Clarity

Clarity is a very important element that must be present in every written piece. Thanks to clarity, a piece of writing becomes easy to be understood.

Dear trainee teachers, from now on, some information related to clarity (provided by experts) is going to be provided for your better understanding.

The first contribution presented here about clarity for academic materials is the one provided by Whitaker (2010); the author simplifies the meaning of the term by highlighting that a written material is clear when it can easily be understood from the very first time it is read; the author adds that a clear written material should not contain mistakes.

“Developing Clarity” (n.d.) asserts that the academic field is well known for having a direct and focused written style; hence, the author claims that for an academic paragraph to achieve clarity, it should meet the following requirements: start with a topic sentence that summarizes the main subject of the written paragraph, ensure that the controlling idea specifies the focus of the written paragraph, emphasize the more important points, and diminish minor supporting points.

Regarding clarity, Barlow (2012), defines the term clarity as a vital element of any written material; besides, the author emphasizes that clarity provides value to any written material. The author also announces some tips to achieve clarity in any written material: write as if your audience will be children, define your topic sentence, use your topic as a guide, avoid using too long sentences, and remember the purpose of your written material.

Dear trainee teachers, remember that your main source of information is your textbook; therefore, it is important that you use it as frequently as possible in order to expand your knowledge and clarify any doubt (textbook pp. 46-53). Besides, it is important that you develop the activities suggested there.

With all of the previous background information in mind, dear trainee teachers, it is necessary that you develop an activity that will help

you to remember how to achieve clarity in your academic writing materials.

### Activity

Use the contributions, from different authors, to classify the tips to achieve clarity.

"Developing clarity" (n.d.)		Barlow (2012)	
	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

How was the activity, dear trainee teachers? I am pretty sure that the development of this activity did not present any degree of difficulty. In fact, the activity was aimed to help you internalize the best way to achieve clarity. As a result of your deep understanding of clarity, I am sure that you organized the elements in the following order; for "Developing Clarity" (n.d.) you may have: start with a topic sentence that summarizes the main subject of the written paragraph, insure that the controlling idea specifies the focus of the written paragraph, emphasize the more important points, and diminish minor supporting points; if it is the case, then your responses are correct. On the other hand, for Barlow (2012), you may have listed, the suggested tips to achieve clarity, in the way that follows: write as if your audience will be children, define your topic sentence, use your topic as a guide, avoid using too long sentences, and remember the purpose of your written material. I am pretty sure that you listed the suggested tips as previously stated

Congratulations, way to go!

After having learned that clarity is an important element for good writing because of its contribution to the easy understanding of written material, it is time to move onto the next element for good writing. Are you ready? Let's get started.



## Week 2

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### 1.2.4. Unity

As an introductory part of the current element to be discussed, it is important to emphasize that clarity, the previous element discussed, aims to ensure that topic sentences are written in a way that they clearly signal the main subject of the paragraph as well as the controlling idea by using specific and concise language. On the other hand, unity, the current element to be discussed, aims to guarantee that every single supporting sentence of the paragraph provides information closely related to the main subject, and controlling idea stated in the topic sentence.

Dear trainee teachers, since unity is the element of our current concern, it is necessary to get acquainted with the experts' point of view about this element that contributes to the achievement of writing good academic material.

In regard to unity, Oshima and Hogue (2006) accentuate that unity guarantees that a paragraph develops a unique idea from beginning to end, which means that every supporting statement ought to prove the main subject and its controlling idea.

In the same regard, unity pursues a unique focus, and discusses only a unique idea; if the paragraph discusses more than one idea, then it fails to meet unity, which is a valuable element of good academic writing (Writing fundamentals, n.d.).

Concerning unity, Savage (2007) explains that for unity to take place in a paragraph, some requirements are needed:

- Every supporting sentence develops a unique idea.
- The topic sentence must clearly state the main subject and controlling idea.
- The supporting statements ought to explain the controlling idea through the use of details, examples, steps, or definitions
- The concluding sentence should restate the topic sentence.

As can be seen from the information provided by experts, Unity denotes a strong relationship between supporting statements and the topic sentence. In order to help you identify this kind of relation, it is necessary that you take your time to analyze the examples provided below.

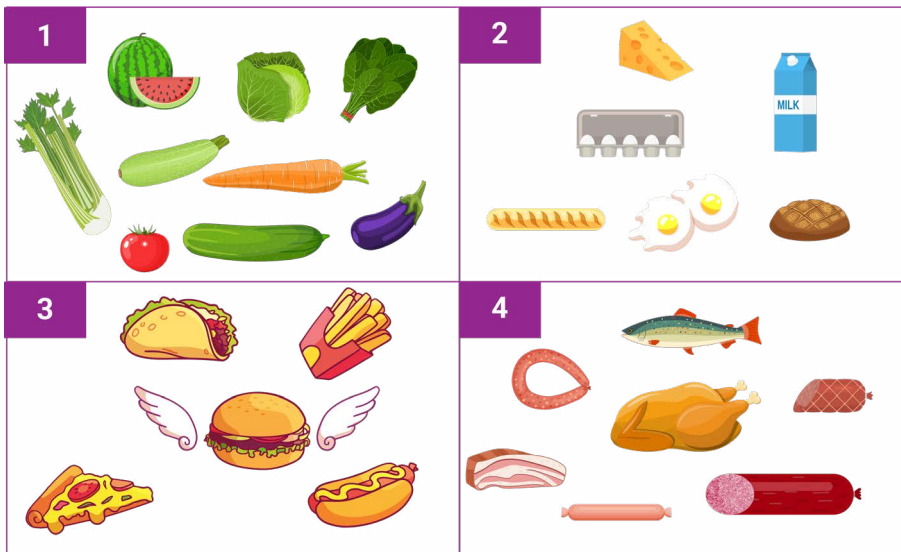
For the first example, we are going to consider unity's literal meaning, and say that everything that is not part of this unity, at the moment of writing an academic material, is harmful to a well-written paragraph, and consequently, it reduces dramatically the quality of the written material and your prestige as a good writer.

## Example 1

Title: Healthy food

Topic sentence: From our daily diet, the following food can be considered beneficial for our health: crops, dairy products and meat.

Body paragraph: Let's imagine that the specific statements from the body paragraph were represented for the pictures displayed below from left to right.



From the information provided, dear trainee teachers, it is necessary that you develop a reflective activity.

### Activity

Observe the given pictures, and think of them as the supporting statements for the given topic statement. Respond to the questions below.

Is there unity in the example above? Why yes? Or why not?

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Did the activity help you to internalize knowledge about Unity? I am pretty sure that the suggested sample and activity helped you to understand in a better way how unity works in academic writing. Regarding your response to the activity, it is evident that your response said 'No,' there is no unity in the example above. The reasoning you provided may be similar to the one mentioned here. The sample above fails to have unity since the topic sentence refers to healthy food, and the controlling idea focusses on specific kinds of healthy food; conversely, picture number three, which represents specific statement number three, is referring to fast food which differs from the focus provided in the topic sentence.

### Example 2

#### Topic sentence

Computers are useful devices that help us to store tones of important information and to save a lot of time in doing research.

#### Supporting sentences:

1Computers are very useful gadgets which make our lives easier if we consider their capacity to store information; 2for example, a computer can save lots word, excel, PDF, among others files; 3besides, a computer can save videos, audios, or even extensive e-books; 4Additionally to the capacity to store information, computers are useful because through the use of a computer we can find valuable information, from all over the world, in almost no time compared to

the time we had to spend when we had to go to the library; 5in order to search for any valuable information, it is necessary to have access to the internet; 6after that requirement is met, all we have to do is surf in the net and get all the information we need from the field of our preference.

### Concluding sentence

In brief, computers are valuable technological gadgets that simplify our lives in terms of saving a lot of valuable information and saving time for research.

### Analysis:

#### Does sentence number one meet unity?

Yes, it meets unity because it is introducing the first controlling idea to be discussed, saving important information.

#### Do sentences two and three meet unity?

Yes, because they both are providing supporting details (examples) to the first controlling idea.

#### Does sentence number four meet unity?

Yes, because it is introducing the second controlling ide to be discussed, saving time for research.

#### Does sentence number five meet unity?

It may be thought that this sentence does not meet unity because it is talking about internet connection, but definitely, this sentence meets unity because it mentions the Internet connection as a requirement to be able to do research which is the theme of the second controlling idea.

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**Does sentence number six meet unity?**

Yes, because it is providing supporting details (facts) about a procedure to do research.

**Does the concluding sentence meet unity?**

Yes, because it paraphrases the topic sentence.

As you can see dear trainee teachers, the current example shows the reflection that has to be involved in the process of writing and editing a paragraph.

Let's continue with the following element, which is coherence.

**1.2.5. Coherence**

In order to learn about this important element of the paragraph, it is necessary that you, trainee teachers, activate your previous knowledge to write your own definition for coherence.

**Activity**

Use the given clues to write your own definition about coherence.

organization	flow	logic
<hr/>		
<hr/>		
<hr/>		
<hr/>		

How was the activity? I am sure you made your best effort; as a result, you obtained a reliable definition for coherence.

Good job!

Considering the fact that you already have some previous knowledge about the meaning of coherence, it is necessary to expand your background and see what experts say about this key element in the writing of good academic paragraphs.

In terms of paragraph definition, Savage (2007) assures that a paragraph is coherent when its supporting details are organized in a way in which information that goes together appears together; time, space, or order of importance are useful elements to ensure that a paragraph is coherent.

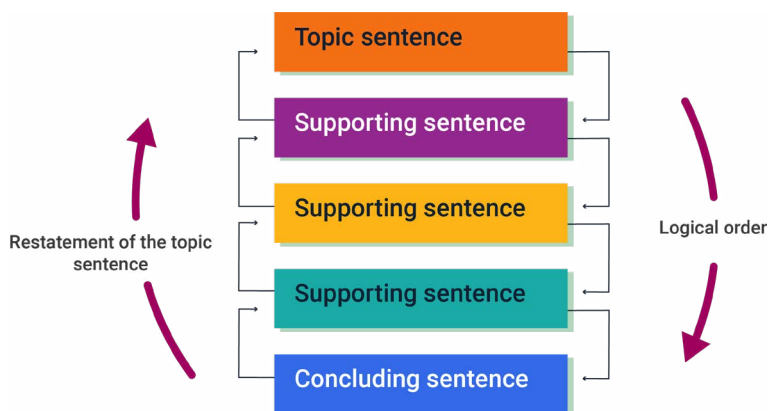
In the same regard, coherence is defined as the logical organization that allows the transition from one sentence to another, flowing smoothly; in short, a paragraph achieves coherence if it follows a mental organization that has been previously planned (Oshima & Hogue, 2006).

Regarding coherence, Oshima and Hogue (2006) declare that there are four manners to ensure that a paragraph achieves coherence: repetition of key nouns, use of consistent pronouns, use of transition signals, and organization of ideas in a logical order.

Dear trainee teachers, from the information provided by experts, it is clearly seen that the term coherence, in academic writing deals with the organization of ideas, the smooth connection of ideas, and the use of transition signals. All those elements make that a paragraph achieve coherence.

In order to expand your knowledge, it is important that you go through your textbook (pp. 56, 57), and develop the suggested activities. Afterward, make sure you improve your own definition of coherence.

The chart below shows the relation that every part of the paragraph must have with each other to achieve coherence (you will review in detail again all these parts of paragraphs)



Now, let's analyze the last element and its characteristics.

#### 1.2.6. Cohesion

Cohesion refers to the connection of ideas. It is important to bear in mind that in order to have a coherent text, cohesion must be carefully integrated into our writing since without it the text would lack a natural flow.

Similarly, Cohesion has to do with the repetition of words and/or ideas, the use of reference words such as pronouns, the use of transition signals and connectors, and also with the use of substitution as a means of preventing repetition in the text.

More information about Cohesion is posted on the virtual platform. Please, check it and get acquainted with this element in depth.

Dear trainee teachers, it is a pleasure to inform you that we already completed the study of the essential elements of good academic writing. As you may remember, we have studied purpose, audience, clarity, unity, and coherence and cohesion; keep in mind that the presence of these elements is essential to obtain a well written academic material.

“Good academic writers follow specific steps to make sure their writing is both clear and accurate. They gather, organize, and develop ideas. They write drafts, sometimes two or more. When they revise each draft, good writers look for unity, coherence, and grammatical problems” (Savage, 2007).

In order to refresh what you learned in this unit. I recommend that you write a summary of the most important points by using a concept map. Furthermore, your tutor is always ready to help you in the learning process, so feel free to contact me at any time.

Congratulations dear trainee teachers, you have successfully finished unit number one!



### Week 3



## Unit 2. Classification of Academic Texts and Reading Strategies

### 2.1. Types of Academic Texts

Dear students, as you might know, there are several types of academic texts that are used depending on our purpose. Hence, in

this unit you will analyze two of the most common types in academic contexts; these are Textbooks and Journal articles.

### 2.1.1. Textbooks

Most, if not all institutions use textbooks as their main educational resource. This can be due to the different advantages these materials provide, such as the chronological order they offer, their organization, their completeness, among others. However, this resource might also present, in some cases, some disadvantages; especially when they are not used wisely and appropriately. Check the information provided in the virtual platform in regard to textbooks and their role in the effective writing process.

### 2.1.2. Journal Articles

Journal articles are by far one of the most useful information sources, especially in the academic and research field. In order to understand what is being reported in a journal article, it is imperative that readers apply good reading strategies, which can facilitate the understanding of these valuable sources.

Dear students, please check the information posted on the virtual platform about the characteristics of journal articles and the reading strategies that can be used to understand them easily.

## 2.2. Reading Strategies for Academic Texts

Dear trainee teachers, one of the main challenges for any EFL learner is to understand information offered at an academic level. However, when you apply good reading strategies, this task becomes easier to be accomplished. Hence, I invite you to get acquainted with the following reading strategies used for academic texts.

### 2.2.1. Previewing and predicting

Previewing and predicting information is one of the strategies that require more critical thinking when reading academic texts. This strategy requires readers to ask themselves questions that could help them to find accurate predictions of the topic.

### 2.2.2. Activating prior knowledge

This strategy fosters students' reflection on their background knowledge about the topic to be read and link it to the new information to be analyzed.



#### Week 4

### 2.2.3. Questioning

Questioning does not imply only proposing questions by chance or randomly, but it requires careful reflection from learners since they need to ask for the correct questions in order to reach understanding of the content being read.

### 2.2.4. Recognizing main ideas, key supporting points, and organizational patterns.

Identifying main ideas and supporting details are doubtless some of the most common and basic reading strategies that every reader should apply. In academic contexts, these strategies serve learners to facilitate the comprehension of the text with certain ease since the whole message of the text is included in these parts. Similarly, the different types of organizational patterns, such as chronological, sequential, spatial, compare-contrast; among other patterns, provide

the reader a clearer idea of the type of text that is being read and how information is presented.

### 2.2.5. Exploring purpose

To understand the core message of any piece of writing, it is important to recognize the purpose of the writer. The purpose is the intention the writer wants to express by sharing this written production with his/her audience.

Dear student, I invite you to analyze some tips to explore the purpose of any piece of academic writing at the virtual platform.

### 2.2.6. Analyzing and synthesizing texts

The last reading strategy has to do with the complete understanding of the passages read. As soon as a reader gets to understand the text as a whole, he/she needs to prove him/herself what has been understood by writing a synthesis of the information read.

In this regard, I invite you to check the information posted on the virtual platform in order to know some of the ways to analyze and synthesize information.



## Actividades de aprendizaje recomendadas

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## Self-assessment 1

Read the statement below and choose the option that provides the correct response.

1. The *purpose* of a paragraph is defined as ...
  - a. the use of specific and concise language that makes the written material easy to be understood.
  - b. the reader who is interested in reading the writer's ideas.
  - c. the reason a writer is writing a specific paragraph.
2. The *audience* of a written material is defined as ...
  - a. the use of specific and concise language that makes the written material easy to be understood.
  - b. the reader who is interested in reading the writer's ideas.
  - c. the reason a writer is writing a specific paragraph.
3. The *clarity* of a written material is defined as ...
  - a. the use of specific and concise language that makes the written material easy to be understood.
  - b. the reader who is interested in reading the writer's ideas.
  - c. the reason a writer is writing a specific paragraph.
4. The *unity* of written material is defined as ...
  - a. the use of specific and concise language that makes the written material easy to be understood.
  - b. the reader who is interested in reading the writer's ideas.
  - c. the accurate relation existing between supporting sentences and the topic sentence of the paragraph.

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5. The *coherence* of a written material is defined as ...
  - a. the reader who is interested in reading the writer's ideas.
  - b. the logical organization of ideas that permit the reader to follow the main ideas easily.
  - c. the use of specific and concise language that makes the written material easy to be understood.
6. The most common purposes of academic writing are:
  - a. inform, persuade, and entertain.
  - b. audience, clarity, and unity.
  - c. understanding, organizing and explaining.
7. The function of the purpose statement is to ...
  - a. guarantee that the supporting statements provide information related to the topic sentence.
  - b. ensure that topic sentences clearly signal the main subject of the paragraph as well as the controlling idea by using specific and concise language.
  - c. help the writer to stay on topic, and maintain the focus of the writing.
8. The two main elements that writers should consider to relate to their audience are, ...
  - a. first-person pronouns, and first-person possessive adjectives.
  - b. person, and formal or informal writing.
  - c. third-person pronouns, and third-person possessive adjectives.

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9. From the statements provided below, choose the one that denotes consistency in the use of pronouns.
- a. Marco is an excellent student; he studies for lessons every day.
  - b. Marco is an excellent student; she studies for lessons every day.
  - c. Marco is an excellent student; it studies for lessons every day.
10. Take the given topic sentence as the base for you to choose the statement that provides unity to the topic sentence.

Topic sentence:

*My favorite kind of music is folk because of one specific reason.*

- a. Heavy metal is a type of music that I am not fond of.
- b. This type of music tends to express the feelings of people from a certain nation or region.
- c. Pop music is a kind of music that teenagers love to listen to.

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## Resultado de aprendizaje 2

Writes paragraphs by applying appropriate writing features.

### Contents, resources and suggested learning activities



#### Week 5



### Unit 3. Writing Academic Paragraphs

Dear trainee teachers, in this unit 3 you will learn the basics to construct good academic paragraphs. In this sense, you will find some further important elements to be included in paragraph writing (apart from the main elements studied in unit 1) such as punctuation marks and cohesive devices. Similarly, you will refresh knowledge about the parts of different academic paragraphs.

Let's start!

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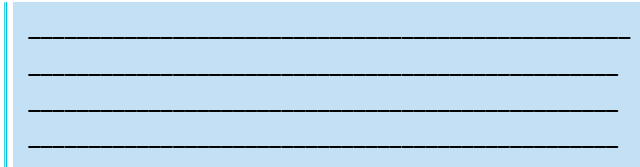
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### 3.1. Organization of academic paragraphs

Dear trainee teachers, first, it is important to start defining what an academic paragraph is. In order to show your foundations about your understanding of a paragraph, in the academic writing field, let's develop the activity suggested below.

#### Activity

**Provide your own definition of a paragraph. Be as clear and specific as possible.** A paragraph is...



I am pretty sure that your definition of a paragraph is pretty close to what the experts say. Well done!

It is the time for you to compare your response to the ones provided by experts, and make any improvement if necessary.

Regarding paragraph definition, Savage (2007, p. 2), states that "A paragraph is a group of sentences about a topic."

A more expanded way to define 'paragraph' states that a paragraph is a number of sentences related to the same topic or main idea. The goal of the paragraph is to convey to the reader about that idea clearly and effectively. The paragraph should develop the idea suggested in the topic sentence, and nothing else (Writing fundamentals focusing on writing paragraphs and short essays, n.d., p. 37).

Now that you are clear about what a paragraph is, and before reviewing the parts and the common types of paragraphs, let's

analyze the importance and the correct use of punctuation and cohesive devices, which as you know, play a fundamental role in writing, and as a result, facilitate the reading and comprehension process.

## 3.2. Punctuation

When a text uses accurate punctuation, the reading process becomes pleasant and invites readers to involve deeply with the intended message the writer wants to express. In this regard, when writing in academic contexts, writers must be very careful when using punctuation marks since if it is not accurate, readers would automatically stop reviewing the information we share; despite the importance of the message. Hence, dear trainee teachers, let's start working on this important matter by studying some of the main punctuation marks shown below.

### 3.2.1. Comma (,)

This punctuation mark is one of the most used ones. It allows writers to list things, separate ideas, or elements such as numbers, dates, etc., within a sentence. Also, it is used after salutation and closing when writing letters; for example:

Dear Katherine,

Yours sincerely,

Please, check the material provided on the virtual platform, which will provide you with extra information and practice on the use of this punctuation mark.

### 3.2.2. Semicolon (;)

Semicolons, similar to commas, are used to separate ideas; however, the difference is that this mark serves to separate independent clauses. For example:

*I saw Andriana going to the store; she looked very sad.*

Let's analyze some further examples and uses on the material provided on the virtual platform!

### 3.2.3. Colon (:)

This mark serves three purposes. First, it is used after a word that introduces a quotation, explanation, example, or series.

Example:

*This semester I am taking three subjects: Literature, English, and Maths.*

The second use is very similar to the use of the previous mark explained above, semicolon. Hence, this second use is for independent clauses when the second clause provides an explanation about the first one.

Example:

*I couldn't book the tickets for the party: they were already sold out when I arrived.*

The last use of *colon* is when the writer wants to give emphasis to a certain matter. For example:

*There is only one thing I want in this life: be happy.*

More information and details are offered on the virtual platform. Please, check the material available there and have some further practice on these punctuation marks in context!

### 3.3. Cohesive devices

Dear trainee teachers, as important as punctuation is the use of cohesive devices. Let's analyze what there are and how they work.

#### 3.3.1. Transitional words

Transitional words are mandatory in any piece of writing since they provide the text a comprehensible flow. These words include: indeed, in fact, in this matter, hence, among many others, which can be located between sections and between or within paragraphs.

As you can see, dear trainee teachers, these words are always present in any text; especially in academic contexts in which the flow of ideas is a key point.

#### 3.3.2. Linkers

Linkers have the function to connect the large groups of phrases, sentences and clauses. For example:

*In case of an emergency, you should call your parents.*

*You need to design good activities in order to help your students*

In these cases, "In case of" and "in order to" would be considered as linkers within the whole structure.

#### 3.3.3. Connectors

Connectors play a similar function as linkers; however, the difference is that connectors are the conjunctions that connect the nouns or

words or main clauses. Let's check these examples so you can understand how they work.

*Benjamín and Mateo usually go to school together*

*Daniela never does her homework but she participates a lot in class.*

Here, the conjunctions "and" and "but" work as connectors.

Dear trainee teachers, more information, examples, and exercises about these cohesive devices are posted on the virtual platform for further practice. Please, check them.



## Week 6

### 3.4. Review of parts of the paragraph

Dear trainee teachers, during this week you will need to revise your background knowledge about the parts of a paragraph. I am sure you remember them, however, we will review them to refresh your knowledge.

The parts of the paragraph are: Topic sentence, which is formed by the main subject and a controlling idea; supporting sentences, which provide details about the topic being described; and concluding sentence, which is used to restate or to summarize the idea of the whole paragraph.

Now, let's analyze each one.

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## The topic sentence

In this part of the guide, we are going to analyze one of the elements that make up the paragraph which is the *topic sentence*.

Can you, trainee teachers tell what is the topic sentence, and its function?

### Activity

**Use the given cues to write the definition and function of the topic sentence. Feel free to include any additional keyword to write an accurate definition.**

*first      Most important      limits      complete*  
*Main ideas      three*

The topic sentence... \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Was the activity difficult to be developed? I am sure that it was not a difficult task to be performed, and I believe you did your best to provide a good definition and function of the topic sentence. Congratulations!

This type of activity does not have a single correct answer; therefore, read the information provided by experts, and compare them to yours. Make any necessary improvements to yours, in case it may be necessary.

The topic sentence is a full sentence which is usually stated first in the paragraph; it is the most important sentence of the paragraph because it contains the main ideas to be developed in the paragraph;

its function is to limit the topic of the paragraph. The topic sentence is made of three parts: the main subject, controlling idea, and writers' point of view; (Writing fundamentals focusing on writing paragraphs and short essays, n.d.)

Regarding the topic sentence definition, it is explained that the topic sentence is usually the first sentence in the paragraph that introduces the topic, and states what the writer will mention about the topic (Savage, 2007).

In the same regard, Oshima and Hogue (2006), conclude that a topic sentence is a full sentence that contains the topic and controlling ideas to be developed in the paragraph.

Dear trainee teachers, I am sure that you have a clear idea of the topic sentence and its function in the paragraph. Let's move to your main source (textbook p.4) and expand your knowledge about the topic sentence.

Once you have a clear idea about the topic sentence and its function, it is necessary that you become aware of the elements that make up the topic sentence: main subject, and controlling idea.

### **The Main Subject**

Concerning the *main subject* as one of the elements that make up the topic sentence, *Writing fundamentals focusing on writing paragraphs and short essays* (n.d.), highlights that the *main subject* of the topic sentence is what is being written about in the paragraph.

Regarding the *main subject* of the topic sentence, Oshima and Hogue (2006), point out that the function of the main subject, in the topic sentence, is to state the subject of the paragraph.

So far, you have learned the conception of one of the elements that make up the topic sentence, but concepts are not good enough for

you to obtain significant learning. Hence, you must develop some pragmatic exercises in which you apply what you have learned until this moment.

### Activity

**Read the given 'topic sentences' and circle their main subject. The first one has already been done for you as an example.**

**Sample sentence:** **Fast food** is not convenient for many reasons.

1. Riding a bicycle requires both skill and alertness.
2. Television commercials for losing weight lie to customers.

How was the activity? I believe it was a piece of cake, am I right?

If you circled riding a bicycle, in the first sentence; then, you were right; in the same way, if you circled television commercials for losing weight, in the second sentence; then you were also right.

Congratulations, **you did a great job!**

### Controlling Idea

An additional element that makes up the topic sentence is the controlling idea. Let's, dear trainee teachers, learn about the function of this additional element that compounds the topic sentence.

The function of the *controlling idea* is to limit the topic of the paragraph to one specific idea or aspect of the topic, as stated in (*Writing fundamentals focusing on writing paragraphs and short essays*, n.d.).

In terms of *controlling idea*, Savage (2007), declares that its function is to explain what the writer would say about the topic.

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Regarding *controlling idea*'s function, Oshima and Hogue (2006), remark that the function of the controlling idea is to control or limit the topic of the paragraph to a specific area which will be discussed along with the whole paragraph.

Dear trainee teachers, so far you have become familiar with the function of a controlling idea. To expand your knowledge about the function of a controlling idea, it is advisable that you go back to your textbook (p. 5) and go through it.

In order to round up what you have learned by now, it is necessary to develop a practical exercise that will help to move from theory to practice.

### Activity

**Read the given 'topic sentences' and circle their controlling ideas. The first one has been done for you as an example.**

**Sample sentence:** Fast food is not convenient for many reasons.

1. It is a show of disrespect for the teacher and the cheater to copy in an exam.
2. Television commercials for losing weight lie to customers.

Hello dear trainee teachers, how did you find the activity? I believe that your response is "pretty simple."

In regard to the accuracy of your responses, if you circled, in sentence one, to copy in an exam, then, you were right. In the same way, if you circled, in sentence two, television commercials for losing weight, that is the right answer. I am positive that your responses were correct. Excellent job!

## Activity

Use your previous knowledge to write accurate topic sentences. The first one has been done as an example. It is not necessary for you to write an explanation.

The sentence below is considered an accurate topic sentence because it has the main subject and a controlling idea.

**The Galapagos Islands attract tourist because of its endemic fauna.**

The Galápagos Islands

attract tourist because of its endemic fauna

**Main subject :** 'The Galapagos Islands.' Its function is to name the subject of the paragraph.

**Controlling idea:** 'attract tourist because of its endemic fauna.' Its function is to steer the topic in the direction that the writer to take.

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As always, you have made a great effort in developing accurate activities. The best way to determine if your statements were correctly developed is by checking the example provided and see if you included in your own sentences the main subject and controlling idea that is going to be developed throughout the whole paragraph; if it is the case, then you have done a great job!

Dear trainee teachers, it is good to know that you are making a progress in the learning of academic writing skills. We have just gone through the topic sentence, which is one of the elements that make

up the paragraph. Now it is time to learn about another building part of the paragraph.

### **Supporting Sentences**

Hello dear trainee teachers. In order to provide some background knowledge about the current information being developed, it is necessary to start by analyzing different opinions, from experts, about the definition and function of the supporting sentences in the paragraph.

Supporting sentences explain or prove the topic sentence through specific details. The most valid supporting details include examples, statistics, and quotations (Oshima & Hogue, 2006).

It is also claimed that supporting sentences provide additional information to the topic and controlling idea; among others, supporting sentences can include definitions, explanations, and examples (Savage, 2007).

In the same line, it is asserted that the supporting sentences should be more specific than the topic sentence since they are used to develop the idea suggested in the topic sentence (Writing fundamentals, n.d.).

Once background information has been provided about supporting details, it is important that you, dear trainee teachers, go to your main source (Textbook pp. 15-19) to expand what you have learned so far.

It is clear that you already know the definition and function of supporting sentences; therefore, it is time to move to the next phase of supporting sentences: its application.

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**Activity.**

From the given topic sentences, write two supporting sentences for each of them. Make sure that your supporting sentences provide additional information to the *main subject* being developed, and make sure that your supporting sentences stay aligned to the *controlling idea*.

**Topic sentence:**

Main subject

Controlling idea

Young teenagers easily become technology dependent.

**Supporting sentences/definition**

Being technology-dependent, for teenagers, means that they cannot develop normal daily life tasks without the help of a computer.

**Supporting sentences/explanation**

A long time ago, teenagers used to be very skillful at memorizing important information; nowadays, they depend on their technological devices to record information that they may need to remember.

Provide your exercises in the space provided below.

**Topic sentence:**

Living in a small city has a few advantages.

**Supporting sentences/facts**


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Dear trainee teachers, I am sure that in order to do this activity you considered the following: every supporting sentence provides additional information to the main subject, being discussed; besides, every supporting sentence keeps aligned to the controlling idea. If you considered those aspects, then your responses are correct.

### **Excellent job!**

It is good to inform you that you, dear trainee teacher, are making great progress in the mastery of writing academic paragraphs. Therefore, it is time to go through the third element that makes up the paragraph.

### **Concluding Sentences**

Considering the name of the current element to be discussed, it is easy to infer what it is about. Anyhow, it is important that your background knowledge is built up from facts instead of simple inferences. Therefore, it becomes necessary to start by analyzing what experts tell us about the concluding sentences of a paragraph.

One of the most complete descriptions of the concluding sentences highlights that the concluding sentence, in a single paragraph, is the last sentence of the paragraph, and it can be stated in two different forms; the first consists of a restatement of the topic sentence; the second form to state the concluding sentence is to provide a summary of the supporting statements of the paragraph. In addition to the manner a concluding sentence is stated, it comes the function of the concluding sentence; its function is to point out the end of the paragraph (Writing fundamentals, n.d.).

About the concluding sentence, Savage (2007), stresses that the concluding sentence restates the topic sentence by emphasizing the main subject and the controlling idea.



In terms of describing the concluding sentence, it is explained that the concluding sentence can be stated by summarizing the most important ideas of the paragraph, or simply by restating the topic sentence. It is pointed out that the main objectives of the concluding sentence are to signal the end of the paragraph and to provide the reader the most important aspects developed in the paragraph (Oshima & Hogue, 2006).

Dear trainee teachers, the information provided above is very useful to understand the definition and function of the concluding sentence; however, it is necessary that you review your textbook (pp. 27, 28), and do the suggested activities in order to improve your previous knowledge.

Once the theory for the concluding sentence has been reviewed, it is necessary to complete practical exercises that help you to be successful at writing academic single paragraphs.

### Activity

Take the given topic sentence as the basis to write SS next to the statements you identify as supporting sentences, and CS next to the statement you identify as a concluding sentence. An example has been provided for your better understanding and development of the activity.

#### Topic sentence:

**The best way to get to know a place is by walking.**

\_\_\_When you go around a place, on your feet, you get to see every attraction that place offers.

\_\_\_You can make a pause and glance at shops' windows, and even interact with local people.

\_\_\_By bus or car, you cannot get to see every detail because it is not easy to find a parking space.

Considering the fact that the information about how to write an academic paragraph has been presented step by step, it is certain that you, trainee teachers, did not have any difficulty in discriminating supporting statements from concluding statements. Hence, I have to congratulate you for the great effort you are investing in developing the different assignments suggested throughout the unit.

Dear trainee teachers, it is a good moment to remind you of the things that you have learned throughout this unit; the first point you went through was the main concept of what a paragraph is, the common punctuation marks, and cohesive devices; afterward, you analyzed the three parts of the paragraph and its features. Since all the elements that make up the paragraph have been studied and practiced; now it is time to analyze the characteristics of some

### 3.5. Types of Paragraphs

Once we have learned the elements for good academic writing, punctuation, cohesive devices, and the parts of the paragraphs, it is necessary to continue with the study of specific types of paragraphs which are the most common ones of writing. Before starting with the study of the four different types of paragraphs (descriptive, comparison, cause-effect, and classification), it is important to affirm that the most highlighting difference among them is related to form and purpose.

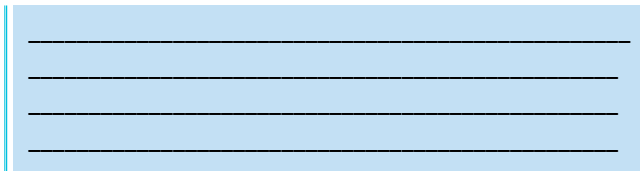
Dear trainee teachers, let's start by learning some features of the descriptive paragraph.

## Descriptive Paragraph

Dear trainee teachers, let's start the study of this new theme by activating your previous knowledge; for this purpose, please do the activity suggested below.

### Activity

**Provide your own definition for 'descriptive paragraph.'**



According to Savage (2007), a descriptive paragraph describes a noun (topic) in such a detailed manner that the readers can picture it in their mind.

In general terms, a descriptive paragraph is defined as the manner in which one describes how something/ someone looks like; its organization follows some kind of logical pattern which depends on the writer's style or preference (Writing fundamentals, n.d.).

The previously mentioned definitions for descriptive paragraphs have to be complemented with the definition provided in your textbook (p. 66). In terms of complementing information, dear trainee teachers, it is important that you develop the suggested activities in your textbook (pp. 66-70) in order to master the theoretical and practical knowledge of descriptive paragraphs.

Hello dear trainee teachers, how useful were the definitions provided above? Did the definitions help you to improve your knowledge about descriptive paragraphs? If so, make sure you improve the definition you wrote at the beginning of the current theme.

Great job!

Dear trainee teachers, it is important to keep in mind that the structure of the paragraph (topic sentence, supporting details, and concluding statement) is always the same, no matter what the type of paragraph you are asked to write about. Indeed, the only difference identified among the different types of paragraphs is evident in its form and purpose.

The aforementioned data give us the necessary tools to start developing some practical exercises.

Before you, trainee teachers, start developing your own practical exercises, let's provide a model sample provided to improve your knowledge of descriptive paragraphs, and to model the exercise that you will have to perform later on.

## Example

### Descriptive Paragraph

Kangaroos are strange and amazing animals. There are three species of kangaroos and they can weigh between forty and two hundred pounds (18 to 95 kg) and range in height between three and nine feet (.9 to 2.7 meters). A kangaroo has two large hind legs (with four toes) and a long, powerful, tapered tail that is used for balance when hopping and leaping. Kangaroos can walk and stand upright and they move about by hopping on their hind legs. Their front legs are short and small, with hands and five unequal digits (fingers) similar to a human's. The digits are used for grasping objects and also have sharp claws that are used for fighting. Kangaroos have long pointed ears and a long and well-defined muzzle, with distinctive black and white patches on both sides of the muzzle. Their head resembles that of a deer.

To see these amazing animals up close one has to travel to Australia, as that is the only place kangaroos can be indigenously found.

(Writing fundamentals, n.d.)

Completing the outline

**Title:** Kangaroos

**Topic Sentence:** Kangaroos are strange and amazing animals

**Item described:** Animal

**Authors' purpose:** Inform

**Supporting Sentences:**

**Background information:** There are three species of kangaroos and they can weigh between forty and two hundred pounds (18 to 95 kg) and range in height between three and nine feet (.9 to 2.7 meters)

**Descriptive details about the animal:** strange and amazing

**Details about the author's feelings:** Amazed by the animal.

**Concluding Sentence:**

**Restatement of the topic sentence:** To see these amazing animals up close one has to travel to Australia, as that is the only place kangaroos can be indigenously found.

Dear trainee teachers, once you have learned and seen an example of how to write a descriptive paragraph, it is important that you develop a practical activity like the one you just read. Make your best effort!

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Watch the current video for you to have a better idea on how to write a 'Descriptive Paragraph'.

Dear trainee teachers, we have gone through the first type of written paragraphs, descriptive paragraph. Now it is time to move to the next type of written paragraph. Let's get in the mood to start working on a new challenge.

### Comparison Paragraph

As it was done in the study of the previous type of paragraph, we are going to start by activating your previous knowledge about the current theme.

Dear trainee teachers, you are going to start by providing your definition of comparison paragraph.

### Activity

**Provide your own definition for '*Comparison paragraph*.'**



In order to reinforce your previous knowledge, we are going to include the definition provided by some experts in the field.

Comparison contrast paragraph is defined as the statement of similarities and/or differences between two or more subjects; this type of paragraph identifies two different methods of organizing ideas at the moment of comparing or contrasting features: point-by-point or block organization ("Writing fundamentals," n.d.).

In order to define the comparison/contrast paragraph, Oshima and Hogue (2006), confirm that it is the type of paragraph the writer expresses the similarities or differences between two items.

Additionally from the definitions provided above, there is a wide broad contribution about comparison-contrast paragraphs; it provides factual information about the aspects that must be taken into account in each of the parts that make up the paragraph: the topic sentence should state clearly both items (subjects) to be compared or contrasted, and it should tell the reader what exactly is going to be said about these two subjects; the body is the part of the paragraph where the writer is going to list all of the relevant points of comparison/contrast; the conclusion is the part of the paragraph where the writer paraphrases the topic sentence (Donald, Moore, Morrow, Wargetz, & Werner, 1978).

In order to complement the information for comparison contrast paragraphs, it is suggested that you go through your textbook (p. 70), and review the information provided there; besides, developing the activities suggested in your textbook will contribute to the mastery of the subject.

Did the information provided by experts help you to improve your definition for comparison/contrast paragraph? I bet it did. Make sure you make the necessary improvement to your own definition.

### **So far so good!**

Once you have the necessary background about comparison contrast paragraphs, it is the best moment to present some practice about the application of comparison contrast paragraphs.



**Sample.****Teaching manners**

Students who have Mr. Smith and Mr. Jones are immediately aware of the difference in the lecturing manner of each teacher. Mr. Jones has a pleasant voice, which helps hold the interest of the students. Mr. Smith, however, has a booming voice, which commands rather than teaches. Mr. Jones pronounces clearly in a rhythmic pattern emphasizing keywords. On the other hand, Mr. Smith mumbles, running his words together. The moderate tone and inflected words of Mr. Jones make his lectures more interesting than those of Mr. Smith, who speaks in a boring monotone. Mr. Jones also adds humor to the subject, whereas Mr. Smith is always serious about each lesson. Mr. Jones welcomes questions from students who don't understand the material, as compared to Mr. Smith who hates to be interrupted. Mr. Jones takes his time and explains slowly, whereas Mr. Smith rushes through each lesson. Mr. Jones is very enthusiastic about his subject: he tries to make sure everyone understands a concept before he moves on to something new. Mr. Smith, however, is always in a determined mood; he feels that he must cover everything.

Each teacher has a different voice, tone, pronunciation, expression, and attitude: and as a result, their lectures are quite different.

**Analysis:**

**Does the topic sentence identify the two items (subjects) being contrasted?**

Yes, Mr. Smith, and Mr. Jones

**Does the topic sentence state what exactly is going to be said about these two subjects?**

Yes, the manner in which each of them performs a lecture is going to be contrasted.

### Do the supporting sentences meet unity?

Yes, they all are closely related to the topic sentence (difference in voice tone, pronunciation, expressions, and attitude).

Title

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In conclusion, \_\_\_\_\_

Analysis:

Does the topic sentence identify the two items (subjects) being contrasted?

---

Does the topic sentences states what exactly is going to be said about these two subjects?

---

Does the supporting sentences meet unity?

---

Does the whole paragraph meet coherence?

---

Is the pattern of organization easy to be identified?

---

Finally, does the concluding sentence meet unity?

---

### Does the whole paragraph meet coherence?

Yes, the writer uses transition words, repeats key nouns, and uses consistent pronouns.

**Is the pattern of organization easy to be identified?**

Yes, it uses the block pattern organization since it discusses; first, the teaching manners of one professor, and in a different part, the teaching manners of the second professor.

**Finally, does the concluding sentence meet unity?**

Yes, it does. It paraphrases the topic sentence.

Each teacher has a different voice, tone, pronunciation, expression, and attitude: and as a result, their lectures are quite different.

Dear trainee teachers, how did you find the sample provided above? I am pretty sure it provided the needed guidance for you to be able to perform a comparison-contrast paragraph on your own. Indeed, you are going to develop a practical activity in order to put together what you have learned so far.

**Activity**

**Choose a topic that you may prefer to write about; afterward, write your own comparison-contrast paragraph; finally do the analysis of the material you have written; follow the model provided above; it will help you to self-evaluate your paragraph.**

How useful was the activity; did it helped you to improve your knowledge about writing comparison/ contrast essays? I am pretty sure that you did an excellent job.

**Congratulations!** You are on the way to become a good writer.

Remember that your main source of information is your textbook (pp. 70-77). Besides, your tutor is always willing to help you at any moment. Make sure you contact him through the EVA platform at any moment.

Dear trainee teachers, I have to let you know that you are making good progress in the acquisition of new knowledge; so far, you have learned two, out of the four, types of paragraphs that we have committed to learning in this unit. At this point, it is time to continue with the next type of paragraph.

### **Cause-effect paragraph.**

**Can you tell what does the term cause-effect mean to you?**

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Dear trainee teachers, I am pretty sure that your response to the question above is pretty similar to the conception that experts have about the term cause-effect. Let's see what the experts say.

In regard to cause-effect paragraph, it is defined as a written material that analyses the causes or factors that provoke an event, and analyses the consequences of that event; the author also accentuates that the cause-effect paragraphs could contain only the effects, only the causes, or both cause and effects ("Writing fundamentals," n.d.).

In the same sense, Oshima, and Hogue (2006), define cause-effect paragraphs as the piece of academic writing in which the writer discusses the causes (reasons) for something, the effects (result), or both of them. The authors also pointed out that cause-effect paragraphs also use two patterns of organization: block organization, and chain organization which is similar to the point-by-point pattern from the comparison/contrast paragraphs.

In order to complement the information for cause-effect paragraphs, it is suggested that you go through your textbook (p. 78-81), and

review the information provided there; besides, developing the activities suggested on your textbook will contribute to a deeper understanding of the theme being studied.

Once you are clear about the features of cause-effect paragraphs, let's see a sample paragraph in order to get familiar with the way they are written.

### **Effects of Alcohol**

Letting alcohol take control over your life has many negative effects on a person and the people around them. One important effect is the damage you can do to your body. Drinking can lead to severe illness and even eventual death; some health consequences to consider might be liver disease, kidney failure, and, for pregnant women, the loss of their unborn child. Another detriment is that addiction could lead to drinking and driving; possibly causing a fatal car accident for either yourself and/or an innocent bystander. Another concern to consider is the relationships alcohol can destroy. Alcohol abuse can have a very serious effect on a person's temperament, which can lead to spousal and even child abuse. Alcohol often is the number one cause of divorce and spending time in jail. It can also affect relationships outside of the family; many people have lost lifelong friends whether it is due to foolish arguments and behavior or possibly death. Lastly, drinking has negative effects on self-esteem and rational thinking. People become more self-centered, develop low self-esteem, do things, or behave in ways that they would not normally. They have little or no regard for the outcomes of what is said or done when they grow reliant on getting that alcohol high.

The negative effects of alcohol abuse are overwhelming when considering the many consequences that drinkers and the people around them have to deal with. (Guza, 2005)

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**Analysis:****Does the topic sentence suggest cause and effect discussion?**

Yes, the effects of alcohol consumption in a person, and in the people around.

**Do the supporting sentences meet unity?**

Yes, they all are closely related to the topic sentence (effects of alcohol in a consumer and people around).

**Does the whole paragraph meet coherence?**

Yes, the writer uses transition words, repeats key nouns, and uses consistent pronouns.

**Is the pattern of organization easy to be identified?**

Yes, since it discusses only effects, it uses the block pattern of organization.

**Finally, does the concluding sentence meet unity?**

Yes, it does. It paraphrases the topic sentence.

The negative effects of alcohol abuse are overwhelming when considering the many consequences that drinkers and the people around them have to deal with.

How do you evaluate the exercise provided above? Did it help you to understand, in a better way, the structure to write cause-effect paragraphs? I am sure it did! Now, what is even better, the activity that you are about to do will help you even more to internalize the knowledge about writing cause-effect paragraphs.

## Activity

Title

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In conclusion, \_\_\_\_\_

Analysis:

Does the topic sentence suggest cause and effect discussion?

---

Do the supporting sentences meet unity?

---

Does the whole paragraph meet coherence?

---

Is the pattern of organization easy to be identified?

---

Finally, does the concluding sentence meet unity?

---

Finally, does the concluding sentence meet unity?

---

Choose a topic of your preference, and write a cause-effect paragraph. Once the paragraph is written, develop the analysis of every single part of the paragraph. Feel free to make any necessary changes that may be necessary.

How was the activity? I bet the activity was rewarding because it was meant to help you put into practice all the theory you have already learned.

### **Congratulations for the great effort!**

The next challenge takes to review the last type of paragraph suggested in this unit. Do not forget that practice makes perfect. Hence, make sure you go through your textbook (pp. 78-81), and develop all the activities suggested there; it will help you to improve knowledge. It is advisable to keep in contact with your tutor; tutors are always there to help.

### **Classification Paragraphs**

In order to start the development of the current topic, it is important to become aware of your previous knowledge of the topic being discussed. Therefore, it is necessary that you develop the activity below.

### **Activity**

**Provide a response to the question below.**

**How would you define classification paragraph?**

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Did the activity help you to widen your perspective about the definition of the classification paragraph? I am sure you made your best effort to provide an accurate definition of it.



In order to reinforce your previous knowledge of the classification paragraph, let's see what the experts say about them.

A classification paragraph is defined as the piece of writing that divides, groups, or categorizes a topic (people, things, or events) taking into account some principles; the writer has to make sure that the categories of classification are mutually exclusive (Writing fundamentals, n.d.).

"Paragraph Types" (n.d.), in regard to classification paragraph accentuates that, in classification paragraphs, separated items (people, organisms, things, or ideas) are grouped into categories in regard to shared characteristics; the topic sentence, in classification paragraphs, identify what is to be classified, and the categories used; the supporting sentences provide additional information about each of the categories. Finally, the concluding sentence is optional.

Is the information provided above helpful to internalize your knowledge about the classification paragraph? I am pretty sure that your response is positive.

Dear trainee teachers, remember that your main source of information is your textbook (pp. 81-89).

Make sure you go through the whole suggested activities in order to expand your knowledge.

In order to gain some experience in how to write classification paragraphs, a sample paragraph is going to be presented here. Please, trainee teachers, pay special attention to every detail in the development of the activity.

## Sample

### Hindu Castes

How can the Hindu population of India be classified? The whole Hindu population of India can be divided into four castes or varna. The highest of these castes is that of the Brahmans or priests. The next highest is the varna of the warriors, known as the Kshatriya, or sometimes the Rajput caste. Below this comes the Vaishya or merchant caste and the lowest caste is known as the Sudra caste. While castes are traditionally associated with a type of occupation, in modern India, occupations are not a reliable guide to caste.

### Analysis

#### Does the topic sentence identify what is going to be classified?

Yes, the Hindu population.

#### Do the supporting statements provide more details about each of the categories?

Yes, they provide information related to the four different manners to classify the Hindu population.

#### Does the paragraph include a concluding sentence?

Yes, even though it is optional in this type of paragraph.

How did you find the exercise? Was it helpful to improve your knowledge about classification paragraphs? Well, as am pretty sure the sample above was a good help for you to internalize the format to write classification paragraphs. It is your turn now to put into practice your knowledge about writing classification paragraphs. Let's develop the activity suggested below.

## Activity

Choose any topic you like in order to write a classification paragraph. Once the paragraph is written, do the analysis which is meant to self-assess your written paragraph.

Title

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In conclusion, \_\_\_\_\_

Analysis:

Analysis:

Does the topic sentence identifies what is going to be classified?

---

Do the supporting statements provide more details about each of the categories?

---

Does the paragraph include a concluding sentence?

---



**Week 7**

### 3.6. Common sentence problems

Dear trainee teachers, so far you have studied the main aspects to construct paragraphs and pieces of writing. However, it is important to know some further aspects that could harm your writing skills if not taken into account. These are the common sentence problems that might be when writing.

#### 3.6.1. Sentence Fragment

This problem refers to those “odd sentences” which lack complete sense or meaning, such as independent clauses, which do not make sense on their own. Let’s examine this example:

*Because I fell down*

*When she cries*

As you can see here, both fragments do not make sense since they do not express a meaningful message that can be understood. In order to mend these sentence fragments, dependent clauses, or the information required to complete the meaning, can be added. So for example:

*I feel embarrassed because I fell down*

*I hate it when she cries*

Dear students, please analyze the further examples and details offered through the virtual platform.

#### 3.6.2. Choppy Sentences

Choppy sentences are very short ideas that seem isolated, which makes writing look very poor. For example:

**Choppy:** I like to dance. I go to the disco once a week. I go with my friends. We enjoy it a lot.

A good way to mend choppy sentences is by using good punctuation and cohesive devices. For example:

I like to dance! **that is why** I go to the disco once a week. I usually go with my friends, **who also** enjoy it a lot.

### 3.6.3. Run-On Sentences

Dear trainee teachers, as it was explained before, punctuation plays a fundamental role in writing; this is the case of Run-on sentences, which is one of the main problems learners have when writing. These types of sentences are usually two or more complete ideas improperly squashed together. For example:

*Love as much as you can don't be afraid.*

Mending this type of sentence could be, one: by adding a simple comma or semicolon (Love as much as you can, don't be afraid); two, by using a conjunction (Love as much as you can and don't be afraid); three, by adding a breaking the clauses into separate sentences (Love as much as you can. Don't be afraid).

As you can see, dear trainee teachers, punctuation also plays an important role in the prevention of this sentence problem.

### 3.6.4. Comma Splices

Dear trainee teachers, as you will see, comma splices are kind of similar to run-on sentences and choppy sentences, but they deal with the wrong use of commas. This problem occurs when a clause is separated by an unnecessary comma, which can be replaced by any adequate conjunction instead.

Example:

*I left home in a hurry, I forgot my purse.*

This problem could be mended by using a conjunction instead of the comma; so, *I left home in a hurry so I forgot my purse.*

Sentence problems are very common not only in foreign language learners but also in native speakers. For this reason, it is important to identify them and be ready to avoid them! Dear students, more information about Sentence Problems is uploaded on the virtual platform. I recommend you to check all the available resources there in order to strengthen your knowledge on this topic.

In order to refresh what you learned in this unit, I recommend that you make a summary of the most important points by using a concept map. Furthermore, your tutor is always ready to help you in the learning process, so feel free to contact me at any time.

Remember that your textbook (pp. 64-89) is the main source of information. To reinforce the previous knowledge, make sure you develop the suggested activities from your textbook. Remember to keep in contact with your tutor as frequent as possible.

Dear trainee teachers, it is a pleasure to announce that you have successfully finished the study of unit number 3. It is the perfect moment for you to assess your acquisition level. Please develop the self- evaluation provided below.



### Actividades de aprendizaje recomendadas



## Self-assessment 2

**Read the statement below, and choose the option that provides the correct response.**

1. Descriptive paragraph is defined as ...
  - a. the manner in which one describes how something/ someone looks like.
  - b. written material that analyses the reason, and results of events.
  - c. the type of paragraph in which the writer expresses the similarities or differences between two items.
2. Comparison paragraph is defined as ...
  - a. the manner in which one describes how something/ someone looks like.
  - b. written material that analyses the reason, and results of events.
  - c. the type of paragraph in which the writer expresses the similarities or differences between two items.
3. Cause-Effect paragraph is defined as ...
  - a. the manner in which one describes how something/ someone looks like.
  - b. written material that analyses the reason, and results of events.
  - c. the type of paragraph in which the writer expresses the similarities or differences between two items.

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4. Classification paragraph is defined as ...
- a. as the piece of writing that divides, groups, or categorizes a topic (people, things, or events) taking into account some principles of classification.
  - b. the manner in which one describes how something/ someone looks like.
  - c. the type of paragraph in which the writer expresses the similarities or differences between two items.

5. Choose the best option base on the given statement.

***The best topic sentence for a descriptive paragraph is ...***

- a. The education system in rural areas does not work as well as it does in urban areas.
  - b. The changes that humankind has made in nature has resulted in alarming results.
  - c. Its amazing background makes of Galapagos Islands a must-see destiny.
6. The best topic sentence for a comparison-contrast paragraph is ...
- a. The education system in rural areas does not work as well as it does in urban areas.
  - b. The changes that humankind has made in nature has resulted in alarming results.
  - c. Its amazing background makes of Galapagos Islands a must-see destiny.



7. The best topic sentence for a cause-effect paragraph is ...
- a. The education system in rural areas does not work as well as it does in urban areas.
  - b. The changes that humankind has made in nature has resulted in alarming results.
  - c. Its amazing background makes of Galapagos Islands a must-see destiny.
8. The best topic sentence for a classification paragraph is ...
- a. In the world of luxury cars, brands such as: Mercedes Benz, BMW, and Ferrary are some of the most popular ones in the market.
  - b. The changes that humankind has made in nature has resulted in alarming results.
  - c. Its amazing background makes of Galapagos Islands a must-see destiny.
9. The purpose of a descriptive paragraph is to ...
- a. explain the reason that a certain action or event occurs or results, effects, or consequences of an action.
  - b. show the similarities and/or differences between two subjects.
  - c. give the reader a visual picture of the topic.
10. The purpose of a comparative-contrast paragraph is to ...
- a. explain the reason that a certain action or event occurs or results, effects, or consequences of an action.
  - b. show the similarities and/or differences between two subjects.
  - c. give the reader a visual picture of the topic.

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## Actividades finales del bimestre

### Suggested reading

Dear trainee teachers, in order to complement what has already been studied in this part of the program you should consider developing the activity below.

Go through unit # 2 of the textbook suggested in the complementary bibliography Oslaima. A. & Hogue, A. (2006). *Writing Academic English*. White Plains, NY: Pearson Education.

The current source will provide important information in order to write single paragraphs that meet unity and coherence; Make sure you do the practice activities.

Dear trainee teachers, congratulations for having finished the three units that made part of the first bimester! Now, it is time for you to go through all contents again to make sure you understand all of them and get ready for the first bimester test. Remember that if you need any further help, you can contact me at any time!

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## Week 8

Dear trainee teachers, I am sure that as you worked really hard studying all contents offered, your efforts will obtain wonderful results! This week you will have the opportunity to demonstrate your knowledge acquired all throughout the first bimester. Therefore, it is time to test what you have learned so far by taking the First Bimester Test.

Good luck!



### Actividades de aprendizaje recomendadas

**Activity:** On-site evaluation BIM 1

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## Second bimester

### Resultado de aprendizaje 1

- Applies critical reading and thinking skills to distinguish and analyze different types of academic texts.
- Writes well-structured essays.

### Contents, resources and suggested learning activities

This learning outcome will be reached not only by analyzing academic texts but also by putting into practice the essential elements to comprehend contents in real contexts, These practices will help you understand the importance and role that reading and writing strategies as well as the critical thinking skills have on development of good linguistic skills to communicate accurately.



### Week 9

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## Unit 4. The relation of academic reading and writing

### 4.1. Differences between academic reading and general reading

Dear trainee teachers, as it was studied during the first bimester, academic reading and writing differ from general skills, not only in their purpose but also in their style. Academic reading implies a wide range use of strategies that go far beyond finding main ideas. It demands reflection from the reader and invites him/her to search and research topics that enrich the academic and professional labor.

Similarly, academic writing demands a deeper understanding of the language and its structure at an academic level. This can be acquired by learning the main characteristics of academic pieces of writing, such as essays.

I want to share this very important **REA** with you “[Writing for Success](https://opentextbc.ca/writingforsuccess/front-matter/preface/)” available at <https://opentextbc.ca/writingforsuccess/front-matter/preface/> . This source is “a must” for writers since it contains all the guidelines to enhance reading, writing, critical thinking, among other skills, in order to give students the opportunity to know the world of writing at an academic level. It is 100% recommended!

Dear trainee teachers, in order to reach this academic level in both skills, let’s study what are academic essays, their parts and the common types we can find.

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## 4.2. Academic essay writing

In the same way as we learned the parts of the paragraph, in order to learn how to write essays, it is important to learn first, the parts that make up the essay.

Let's start by providing a definition of an essay

In order to become familiar with the concept of essay, read the definitions of an essay below, and then use your own words to write your own definition of an essay.

"An essay or composition is a collection of paragraphs that cover one particular topic." In ("Writing fundamentals," n.d., p.59)

"An essay is a piece of writing several paragraphs long. It is about one topic, just as a paragraph is. It is made of three parts" in (Oshima & Hogue, 2006, p. 56)

You were faced to two definitions, from different sources, of essay; now it is your time to write your own essay definition.

**Your own definition of essay.**

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Dear trainee teachers, now I invite you to check the pages 92 – 95 of your textbook ("Reviewing Paragraph Basics") to identify the main similarities and differences between an academic paragraph and

an essay. This comparison will facilitate understanding of the basic structure of an academic essay!

Furthermore, I invite you to check the following **REA**: “What is an essay?”, available at <https://courses.lumenlearning.com/suny-englishcomp1v2/chapter/what-is-an-essay/>. Here, you will find the basic concepts of what an essay is and the main, its role in education as well as different modules in which all types of essays are explained. Additionally, there you will find valuable information and videos about the development of reading and writing strategies.



## Week 10

### 4.2.1. Parts of the Essay

Now that you know the definition of an essay, it is important to know about the parts that make up an essay.

Can you tell what the parts that make up an essay are?

I am very sure you answer the question above correctly.

In order to clarify your response to the question above, let's take a look to the diagram below, and tell if it is similar to your own response.

Content

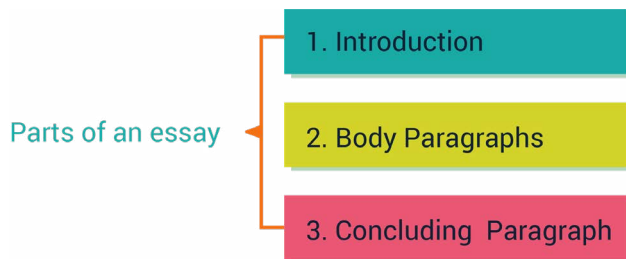
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I am sure you will remember the parts that make up an essay. Now it is time to analyze, in detail, each of these parts.

#### 4.2.1.1. Introductory paragraph

Regarding introduction, the first element of the essay, it is necessary that you become aware of the essential elements that must be included here.

In order to get familiar with the elements that are part of the introduction, let's do the suggested exercise below.

**Read the information related to the essay introduction in the chart below, and the one presented in your textbook; afterwards, label in the given diagram the elements that must be included in a well essay's introduction.**

"There are two primary functions of the introductory paragraph: to indicate what the essay will be about and to attract the attention on the reader. The introduction may include making an initial general statement and narrowing it down to the thesis statement or explaining the importance of the topic"

("Writing fundamentals," n.d).

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The introductory paragraph of an essay is made of two parts, mainly: the first part is called general statements; and the second part is called thesis statement; it states the main idea of the essay.

(Oshima & Hogue, 2006)

Once you performed the comparative exercise, label the elements that must be included in the essay introduction.

Patterns



I am sure, trainee teachers, you mentioned general statements and thesis statements. It means you are just doing great!

It is time to move forward!

Let's get acquainted with the function of the general statements and the thesis statement.

In order to become aware of the specific function that is accomplished by the general statements and the thesis statement, do the following activity.

### Activity

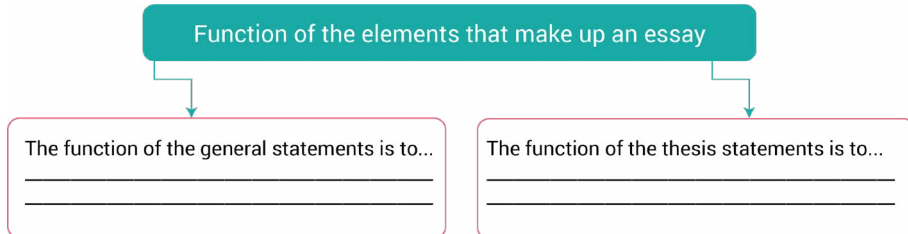
**Read the information provided in the charts below, and then write the specific function that each element accomplishes in the introduction section of an essay.**

### General Statements/function

"If the introduction does not grab the readers' attention, they may stop reading and seek entertainment or information elsewhere. {The general statements play an important role in this part.} There are several techniques that can be used in introductions to help get attention of the reader. These are anecdotes, quotes, surprise with an unexpected view, questions, interesting facts or statistics, background or historical information, or a combination of these."

("Writing fundamentals," n.d., p. 59).

Provide your response in the diagram below.



### Thesis Statement/function

"The thesis statement is the most important sentence in an essay,... It tells what the essay is about,... The thesis statement is the last sentence in the introductory paragraph. It lets the reader know what will be discussed in the remaining paragraphs and expresses the opinion or point of the view of the writer.... It contains the topic, a controlling idea, and opinion. The topic is what the

essay will be about. The controlling idea is what will be said about the topic..."

("Writing fundamentals," n.d., p. 59).

If your responses are closely related to the information that is underlined in each chart above, then you are learning very well.

I always expect the best from you. **Good job!**

Make sure you expand this information with the one presented in the source suggested below.

Oshima, A. & Hogue, A. (2006). *Writing Academic English*. White Plains, NY: Pearson

SAMPLE:

Hugh Lofting's character, Dr. Doolittle, could talk to animals and they could talk back. Many people fantasize about having such a skill. Imagine being able to talk to your household pets and getting a response back. Could it ever be possible? Language acquisition studies among primates such as gorillas, chimpanzees, and bonobo chimpanzees suggest that the answer is yes, and no.

("Writing fundamentals," n.d.)

It is time to put in practice the knowledge that you have acquired about the parts of the introduction in an essay. In order to do that, let's develop the activity below.

### Activity

Notice that in the introductory paragraph, sample above, the general statements have been highlighted, and the thesis statement has been

underlined. Considering what we have studied so far, and the given sample. Use the thesis statement provided for you to write your own introductory paragraph.

### **Your own introductory paragraph:**

The three biggest ways I waste time are by watching TV, talking on the phone, and daydreaming.

("Writing fundamentals," n.d., p. 63)

Did the development of the activity help you to improve your knowledge about writing introductory paragraphs? I am sure you feel that you are making an improvement in the acquisition of new knowledge.

Well done! I am sure you did a tremendous job.

For further information about introductory paragraph, go to the suggested source.

Oshima, A. & Hogue, A. (2006). *Writing Academic English*. White Plains, NY: Pearson

#### **4.2.1.2. Body paragraphs**

Do you know what the function of the body paragraphs, in the essay, is?

Go to the suggested source above, and search for the function of the body paragraph. Once you have that previous back ground, develop the activity suggested below.

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## Activity

Compare the information from the suggested source, about function of body paragraphs, and the information presented below.

The body or supporting paragraphs are the paragraphs after the introduction that contain the support or development of the ideas presented in the thesis statement.

("Writing fundamentals," n.d., p. 64).

Was the information, **function of the body paragraphs**, similar to the one presented here?

I am pretty sure that both sources state the same information about the function of the body paragraphs. Let's expand the information about body paragraph.

### Body Paragraph Important Features

The sentences in the body paragraph must ...

- provide specific support; accurate support can be established by using facts, statistics, illustrations, examples, and personal experience.
- include transitional signals to connect sentences and paragraphs.

## Activity

From the given introductory paragraph, identify the thesis statement, and write one body paragraph. Introductory paragraph:

Everyone has his/her favorite restaurant that they like to go out to eat at. There are many things that influence a person's choice of where they will dine. The price is a deciding factor for many people. Let's face it, not everyone can afford a fifty-dollar steak, especially if there are six in the family. For others, the most important thing is the quality of the food. Fortunately for those on a tight budget, good food can be found in inexpensive and moderately priced restaurants, as well as in expensive restaurants. For individuals on the go, a deciding factor is many times the speed of service and convenience of the restaurant. Trendy restaurants are the perfect choice for those want to-be socially popular individuals who want to dine with the in-crowd. The reasons I choose a restaurant are its location, its price, and its service.

("Writing fundamentals," n.d., p. 64)

### Your body paragraph:

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Remember that writing is a skill that you learn through action which means that if you want to be a good writer, you have to write as much as you can.

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## Let's review!

Remember that well-written body paragraphs include the following aspects:

- Specific evidence or supporting detail.
- Unity and coherence
- Transition words between sentences and paragraphs

## Organizational Patterns for Body Paragraphs.

Do you know which are the organizational patterns used to organize body paragraphs?

In order to reply to the question above, search for the information in the suggested source, and fill in the chart below.

### Suggested source:

Oshima, A. & Hogue, A. (2006). *Writing Academic English*. White Plains, NY: Pearson



I am pretty sure that as part of your answer to the question above, you mentioned that *chronological order, comparison/contrast, combination*

*of both, and logical division of ideas* are the patterns used to organize body paragraphs. If it is the case, let me tell you that you are right.

#### 4.2.1.3. Concluding paragraph

How do you define a concluding paragraph?

In order to provide better elements, for you, to provide a good answer to the question above, let's develop the activity below.

#### Activity

**Read the definition below about concluding paragraphs, and compare it to the one in the suggested source (p. 72); finally highlight the most relevant points of the definition presented here.**

#### Suggested source:

Oshima, A. & Hogue, A. (2006). *Writing Academic English*. White Plains, NY: Pearson

"A good conclusion bring an essay to a satisfactory end by wrapping up the important information that is presented throughout the essay. A concluding should always restate the thesis and/or the main points from the paper. This is your last chance to remind the reader of the importance of what you have been writing about and why it is important and is the last chance to leave the reader with something interesting to consider after the reader is finished reading it."

(Conclusion, 2014)

I am glad the activity provided some additional information for you to understand the function and the manner to write a good concluding paragraph.



Let's summarize!

The **purposes** of the concluding paragraph are the ones listed below:

- Restate the thesis.
- Remind reader the importance of your writing.
- Leave the reader with something interesting to consider.

Dear trainee teachers, as a way to refresh knowledge about Transition words, which is fundamental for this and upcoming units, let's revise this element very briefly. Remember that transition words must be present all along every single paragraph since they are responsible for coherence in the paragraph and in the essay.

#### How would you define transition words?

For you to confirm your response, let's read the definition provided below.

*Transition words* refer to the words or phrases that are used to link sentences in a paragraph, and also they are used to connect one paragraph with the following. In other words, transition words tell your reader when you are giving a similar idea, an opposite idea, and example, a result, or a conclusion.

(Oshima and)

Let's now remember the function of the transition words.

What is the function of transition words?

In order to get an accurate response to the question above, read the information in the chart below.

“... Effective transitions are what enable the main idea(s) and important points in an essay to flow together. In a sense, it is transitions that make a paper become an actual essay as opposed to just a random assortment of various facts. Without them, an essay will often seem to be lacking in unity and coherence”

(“Transitions,” 2014, p. 1)

Now that you reinforced knowledge about the definition and function of transition words, let’s develop the activity below in order to have some further practice.

### Activity

**Go to your textbook and search for the different kinds of transition words that you can use *throughout* any well-written academic material. Develop the practice activities to master the use of transition words.**

Remember that Identifying, highlighting an underlying these transitions will help you to improve your background knowledge which will be enable you to write coherent paragraphs and essays.

I am pretty sure that the contents explained in this unit have helped you identify every single element of the essay. I am sure that you put all your effort in order to succeed in the development of each activity proposed.

**Excellent!**

Remember that your textbook (pp. 90-113) is the main source of information. To reinforce the previous knowledge, make sure you develop the practice activities from your textbook.

Remember that useful strategies for the acquisition of the content presented in this unit are: outlining, brainstorming, and classifying. The EVA platform is a tool that the teacher uses to upload some REAS. If you ever want to expand your knowledge, or clarify and doubt, remember that your textbook is of great help. Keep in mind that your teacher will be happy to help you learn.

As an extra source for you to improve your learning; I am providing a video link for you to watch and reinforce most of what we have seen here.

**Suggested Link:** <https://www.youtube.com/watch?v=HZehBF7-oAo>

- Congratulations!!! You just finished developing unit number 4; it means that you are ready to move your writing skills from being able to write a single paragraph to start writing an essay.

Now it is the time for you to test how well you remember what we have studied in this unit, so trainee teachers, let's take self-evaluation 4. Good luck!

**Actividades de aprendizaje recomendadas**



### Self-assessment 3

**Read the statements below and choose the best option.**

1. The thesis statement of an essay is like.....
  - a. the topic sentence for a paragraph.
  - b. the supporting sentences for a paragraph.
  - c. concluding statement of the paragraph.
2. The body paragraphs of an essay are like ....
  - a. the topic sentence for a paragraph.
  - b. the supporting sentences for a paragraph.
  - c. concluding statement of the paragraph.
3. A single paragraph and an essay, both share.....
  - a. length and pattern of organization
  - b. unity and coherence
  - c. the introductory paragraph.
4. A single paragraph and an essay, do not share.....
  - a. length and pattern of organization
  - b. unity and coherence
  - c. development of a single idea
5. The main parts of an essay are:
  - a. introduction, body paragraphs, and concluding paragraph.
  - b. topic sentence, supporting sentences, and conclusion.
  - c. subject, verb, and complement

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6. The main parts of a single paragraph are:
- topic sentence, supporting sentences, and conclusion.
  - introduction, body paragraphs, and concluding paragraphs.
  - subject, verb, and complement.
7. Complete the following chart with the organization patterns for written essays.



8. Complete the following chart with the purposes of the concluding paragraph.



9. Read the given features of an introductory paragraph, and then classify them in the chart below.

### FEATURES FROM AN INTRODUCTORY PARAGRAPH:

- It is normally the last sentence in the introductory paragraph.
- Introduces the general topic of the essay.
- States the specific topic of the essay.
- Captures the reader's interest.
- It may list subtopics or subdivisions of the main topic or subtopics.

Features of 'General Statements'	Features of 'Thesis Statement'

10. Use a topic of your interest, and write a descriptive essay.  
(answers will vary)

*Check your answers in the answer key at the end of this didactic guide. If you have problems, remember to check your textbook; if you still cannot solve the problem on your own, contact your tutor.*

Remember that a paragraph and an essay have some similarities in their structures; however, they differ in their length and depth of ideas and details.

Answer Key



## Week 11

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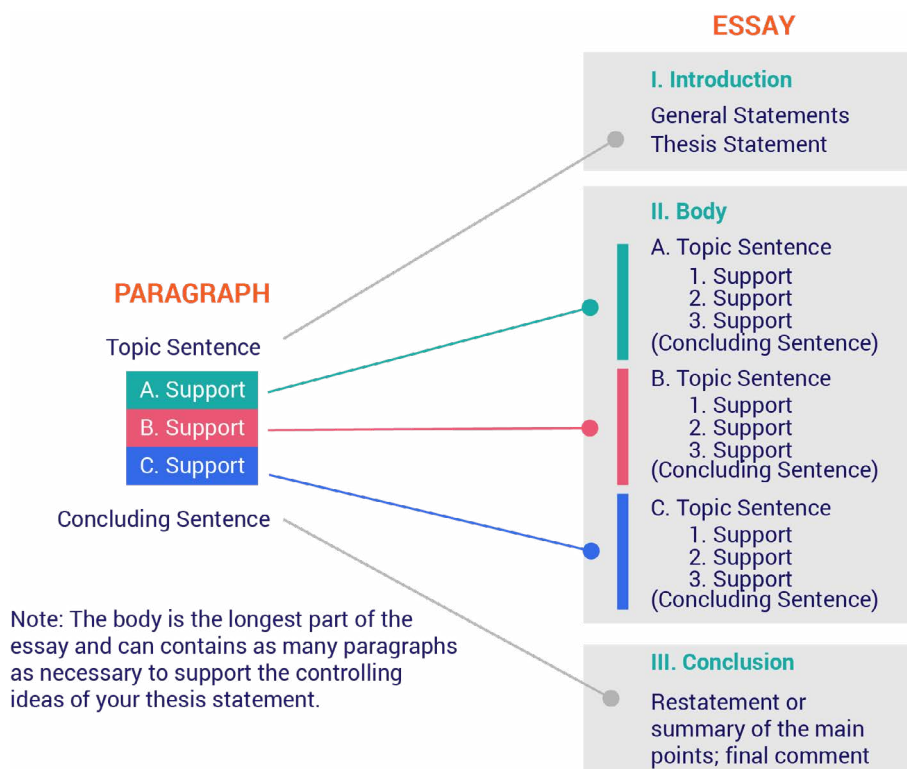
### Unit 5. Writing Academic Essays

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#### 5.1. Descriptive essays

Dear trainee teachers, as we studied in the first bimester, to write descriptive paragraphs it is completely necessary to bear in mind the key element “5 senses”. When writing essays, each of the supporting sentences (used in a single paragraph) are the basis to structure the body of the essay.

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Taken from: <https://bit.ly/3IMMVsg>

As you could see previously, there are some similarities between paragraph and essay writing. Hence, it will make it easier for you to structure first (only to start) a paragraph, and then move to writing the complete essay.

Remember that the structure to be followed is the same explained before:

1. **Introduction** (includes hook and the thesis statement)
2. **Body paragraphs**
3. **Conclusion**

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Now, dear all, let's analyze and compare again, not only the structure but also the contents included in the paragraph and the essay on pages 93 – 95 on your textbook.

Dear trainee teachers, I am sure that this analysis was very productive and that you could understand better how this essay changed in their structure from paragraph to the essay itself. Of course, more practice is needed!

In order to practice more the structure of descriptive essays, I recommend you to check pages 96 and 97 ("Outlining a Descriptive Essay") in which you will find the outline to work with this type. Read carefully the instruction stated in the activity 3 and complete the thesis and supporting sentences of each paragraph.

As you know, when using our "5 senses" and explaining what we have seen, smelled, heard, touched or tasted, we usually use adjectives and prepositions of location. Let's work on this short exercise!

### Activity

**Decide what adjectives you could use to describe the following nouns:**

**Example:** A movie: funny, boring, interesting, ....

An ice-cream: \_\_\_\_\_

A pillow: \_\_\_\_\_

A dog: \_\_\_\_\_

**Now, using these nouns, write what possible prepositions you could use to show their location.**

**Example:** A hospital: near (the market); across (the street); in front of (the bank);...

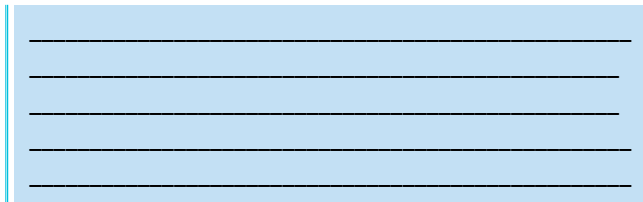
A cat: \_\_\_\_\_  
My car: \_\_\_\_\_  
The school: \_\_\_\_\_

You did it wonderfully! Good job!

Dear trainee teachers, now you need to reinforce this new knowledge by working on the activities 4 and 5 on pages 98 and 99 of your textbook.

### Activity

**Check the steps to write a descriptive essay stated on pages 110 and 112 of your textbook (“Writing your original essay”). Then, use this space to write your own essay. Once you finish writing your essay, make sure you proof-read it and interchange it with a classmate for peer evaluation.**



**Great job! I am sure you worked very hard on this production!**

So far, so good. We have finished this part. Now, let’s continue with the next types of essay; this is called Comparison/contrast.

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## Week 12

Compare & Contrast	
— Signal Words —	
Compare	Contrast
same	but
The same as	however
similar	while
similarly	on the other hand
also	different
too	difference
as well as	differently
likewise	like
also	although
both	even though

### 5.2. Comparison/Contrast essays

In order to start the study of this new unit, it is important to recycle the previous knowledge that you have already acquired. Considering writing themes we could mention the following: introduction to paragraph, five elements of good academic writing, types of paragraphs, from paragraph to essay, and descriptive essays.

Why do we need to recycle the previous learned information?

To provide an answer to the previous question, I have to tell you that the subject 'Academic Writing' is a subject whose components are linked all together; therefore, they are taught in a systemic manner.

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In conclusion, all the themes that you, trainee teachers, have learned so far are going to be used as the basis for the acquisition of the new themes.



Let's focus on the new theme of study.

In order to study the 'Comparison/Contrast essay' theme, you are going to start by answering the question below.

What is the purpose of a comparison contrast essay?

I am sure you have an appropriate answer to the question above. Way to go!

In order to have a precise answer to the question above, let's take a look to the description below, and compare it with your own response. Make any necessary change.

*"The purpose of compare/contrast essays is to show how people, things, places, events, etc. are similar or different. Comparisons are used to note the similarity between items and contrast is used to note the differences between items."*

("Anonymous," n.d., p. 92)

Now that you know the purpose of the comparison contrast essays clear, it is time to check their organization.

### Organization for Comparison/Contrast Essays

Regarding comparison/contrast essays' organization, it is similar to the cause/effect essays' organization; in the comparison contrast essays, there are also two types of organization patterns.

Can you name the two types of organization patterns are used for Comparison contrast essays?

It was so simple! Wasn't it?

Just to make sure that the information we use is correct, let's do the following task.

**Go to your textbook and search for the information related to the organization of comparison contrast essays (pp. 117,118\_ "Organization of a Comparison essay"); afterwards, write the name of the two types of organization patterns for comparison/contrast essays.**

A \_\_\_\_\_

B \_\_\_\_\_

Regarding your answer to the question above, I am positive that your response is similar to the following statement. There are two ways to organize comparison/contrast essays: point-by-point, and block organization.

**Great job!**

Now it is time to move from theory to practice.

In order to internalize the knowledge of the different patterns of organization for comparison/contrast essays, you are going to do the following activity.

**Activity**

**Label the given descriptions below, 'P' for 'point by point organization', and 'B' for 'block organization'.**

“...all the differences between the items or situation being analyzed are written in one or more paragraphs and all the similarities in other paragraphs.”

“...several aspects of the topic are identified, compared and contrasted. The first supporting paragraph would discuss the differences and similarities between the items being analyzed; the second body paragraph would discuss the differences and similarities between the items being analyzed, and so on.”

(“Writing fundamentals,” n.d.)

How was the activity? Did it help you to internalize the way the different organizational patterns work? I am glad it did.

If you marked, from top to bottom, ‘B’ and ‘P’; then, I have to tell you that you are right. **Great job!**

Remember that this didactic guide is an additional source which is aimed to help you improve your knowledge; therefore, make sure you always use your **textbook (pp.116-136)** to expand your knowledge by developing all the suggested activities.

Considering the fact that you are clear about the two types of organization patterns for comparison/ contrast essays, it is necessary to go forward, and learn about contrast signal words for comparison/ contrast essays.

### Comparison and Contrast Signal Words

Taking into account the type of composition that we are studying, it is a must to review the type of signal words that are used in the comparison contrast essays.

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How many types of signal words are used in comparison contrast essays?

If your response was two types, then, you were right because there are **comparison signal words, and contrast signal words**. Contrast signal words are divided into contrast signal words -concession, and contrast signal words direct-opposition.

In order to reinforce this knowledge, let's develop the suggested activity.

### Activity

**Add some more comparison signal words to the list provided. If necessary, you can confirm your response by checking your textbook (p. 126).**

similarly	_____
compared to	_____
the same ... as	_____
not only .... but also ....	_____
too	_____

I am sure you developed the activity successfully without any complication. Besides, the development of the activity helped you to expand your knowledge of useful vocabulary.

Among the comparison signals that you listed above, you may have included the following ones: likewise, also, as ... as, both ... and... , among others.

In order to help you master the knowledge of transition signals, I will suggest a useful source.

**Suggested source:**

Oshima, A. & Hogue, A. (2006). *Writing Academic English*. White Plains, NY: Person

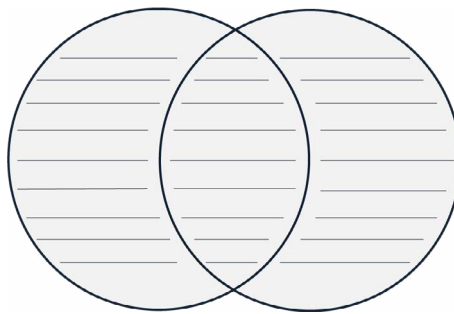
Now it is the time to become familiar with contrast signal words. In order to achieve this goal, you are going to perform the activity below.

**Activity**

**Use the Venn diagram to classify the given contrast signal words into: 'Concessions', 'direct-opposition' and 'both'**

In order to master this activity, it is necessary that you go through the suggested source above.

In spite of	unlike	however
dissimilar to	whereas	while
nonetheless	though	differ
nevertheless	but	

**Contrast signal words**

Even though the activity was easy, you have got to learn a lot about transition signals; they are responsible for the coherence in the academic writing.



For you to confirm that the task you performed is correct, you should have classified the contrast signal words in this order. Contrast Signal Words Concessions: in spite of, yet, nonetheless, though, nevertheless; Contrast Signal Words Direct Opposition: unlike, dissimilar to, whereas, differ, while; both (concessions and direct opposition): however, but.

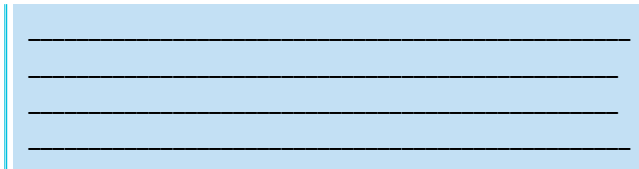
Now that you have learned about the organization of comparison/contrast signal words, you are suited to write a well-structured comparison contrast essay.

Let's get started to develop a practice activity.

### Activity

**Use the given topic to write a comparison contrast essay. Organize your ideas by using the point by point organization pattern. Once you finish writing your essay, make sure you proof-read it and interchange it with a classmate for peer evaluation.**

Suggested topic: '**Buses and taxis, means of public transportation**'



Use the guideline below to self-evaluate your own written exercise.

#### Introductory paragraph

1. Does the paragraph include background information about the topic being discussed?
2. Does the paragraph explain the reason for making the comparison and/or contrast?

3. Does the paragraph contain interesting facts, statements, or anecdotes that grab the reader's attention?
4. Does the flow of sentences move from the general to the more specific?
5. Does the thesis statement identify the items or situations things being compared and/or contrasted?

### **Supporting paragraphs**

1. Is the first facet in the thesis statement of the items being compared and/or contrasted identified in the first paragraph(s)?
2. Is the second facet in the thesis statement of the items being compared and/or contrasted discussed in the next paragraph(s)?
3. Does each paragraph clearly state that a comparison and/or contrast is being made?
4. Do all paragraphs relate to and support the thesis statement?
5. Does the topic sentence of each paragraph have a controlling idea?
6. Is unity achieved by having all the sentences in the paragraphs relevant to the topic?
7. Is there a logical concluding sentence for each paragraph? (not always necessary)
8. Are appropriate transition signals used to indicate comparisons and/or contrasts?

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### Concluding paragraph

1. Does the paragraph summarize the reason for making the comparison and/or contrast?
2. Does the paragraph summarize the main points in the comparison and/or contrast?
3. Does the paragraph restate the thesis statement?
4. Does the paragraph contain any final thoughts of the writer?
5. Does the paragraph effectively indicate the end of the essay?

("Writing fundamentals," n.d.).

Dear trainee teachers, at the end of this unit 5, you will find the self-assessment 4, in which you will have the chance to check your understanding about this type of essay.

Now, let's study the next type of academic essay; this is called Cause-effect.

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## Week 13



### 5.3. Cause-effect essays

A picture is worth a thousand words; the image clearly shows that a cause (reason) triggers an effect (consequence). Cause/Effect is the type of essay that we are going through in this unit.

Taking into consideration that you already know the three essential elements of an essay (introduction, body, and conclusion), and the features of each part; afterwards, it is important that you become aware that different types of essays require different types of organization.

#### Organization for Cause/Effect order

In order to start with the study of this unit, let's start with by answering the question below.

How many types of cause-effect organization patterns do you know?

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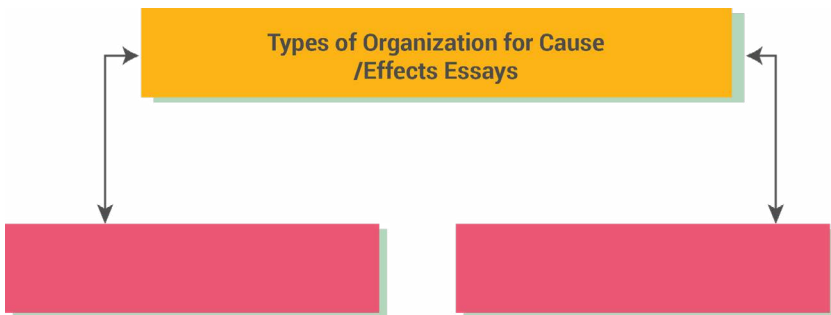
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In order to confirm your response to the question above, develop the suggested task below.

**In your textbook, search about the information related to organization for cause/effect essays; afterwards, complete the chart below with the two types of organizations used to write cause effect essays.**



As always, you are going to say that the activity was so easy. Anyway, the most important point is that you are improving your knowledge. Regarding the information you used to complete the chart above, the correct answer states that block organization and chain organization are the two types of organization patterns used to write cause/effect essays.

Now that you know about the two types of organizations for Cause/ Effect essays, it is important to be clear about the structure that each of them present. In order to learn about the structure that each pattern of organization uses, in the cause/effect essay, you are going to develop the activity below.

## Activity

**Match the concept to its corresponding definition for cause-effect organization pattern.**

CONCEPT	DEFINITION
a. Chain organization	"... in this kind of organization pattern, the causes are written about in one or more paragraphs; latter on, the consequences are written in one or more paragraphs, too."
b. Block organization	"... in this kind of organization pattern, the causes and effects are linked- the first cause leading to an effect, Which leads to a second cause, which leads to another effect, etc."

Adapted from (Anonymous, n.d., p. 81)

I am pretty sure the activity was easy for you.

In regard to the organization patterns used in the cause/effect organization, the best response goes, from top to bottom; literal 'b' and 'a' respectively.

Now that you know how to organize a cause/effect essay, it is time to move forward and learn about the most common signal words and phrases used to write cause/effect essay.

### Cause/Effect signal words and phrases

Remember that every single piece of writing becomes coherent as long as it includes transition signals. Hence, the importance of transition signals.

It is important to remind you that the definition and use of transition signals have already been studied in the previous unit; therefore it is necessary that you recycle that information.

In order to become acquainted with the most common signal words used to write cause and effect essays, you are going to develop the activity below.

### Activity

**Classify the given cause/effect signal words in the chart below. If necessary, look for the information in your text book to help you make right decisions.**

the first cause	the result from	since
the consequences of	the effect of	
for this reason	thus	
consequently	as a result (of)	
that is why	therefore	
taken from ("Writing fundamentals, n.d.)		

CAUSE SIGNAL WORDS	EFFECT SIGNAL WORDS

Was the activity easy? I am sure you did an excellent job!

Did you organize the information above similarly to the way presented here? Cause signal words: as a result of, since, the first cause, the result from, the effect of, the consequence of; on the other hand, effect signals should include: for this reason, consequently, that is why, therefore, thus.

If you succeeded in the development of this activity, it is the right moment to move from theory to practice.

## Activity

From the given topic, write a five-paragraph essay, on a separate piece of paper. Make sure your essay contains the information suggested in the guidelines below. Once you have written it, give it a proof reading, and then exchange it with at least one classmate for peer evaluation.

**Topic: The causes/effects of teenage pregnancies**

### Cause and Effect Essay Guidelines.

Dear trainee teachers, at the end of this unit 5, you will find the self-assessment 5, in which you will have the chance to check your understanding about this type of essay.

#### Introductory paragraph

1. Does the paragraph include background information about the topic being discussed?
2. Does the paragraph state whether you are discussing the causes, effects, or both?
3. Does the paragraph contain interesting facts, statements, or anecdotes that grab the reader's attention?
4. Does the thesis statement identify the main causes and/or effects?

#### Supporting paragraphs

1. Does each paragraph discuss only one cause (or effect) as stated in the thesis statement and is the order of the paragraphs the same as the thesis statement?



2. Is support for the causes (or effects) supported by facts, examples, or quotations?
3. Do all paragraphs relate to and support the thesis statement?
4. Does the topic sentence of each paragraph have a controlling idea?
5. Is unity achieved by having all the sentences in the paragraphs relevant to the topic?
6. Are appropriate transition signals used to indicate the relationship between a cause and an effect?

#### **Concluding paragraph**

1. Does the paragraph summarize the main causes or effects?
2. Does the paragraph restate the thesis statement?
3. Does the paragraph contain any final thoughts of the writer?

Taken from (Writing fundamentals, n.d., p.83)

Now, let's study the next type of academic essay; this is called Opinion.

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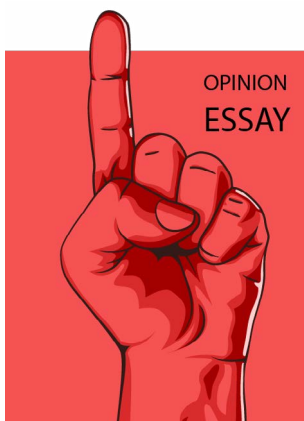


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### 5.4. Opinion essays

Dear trainee teachers, we have reached the last part of the last unit. Let's finish this semester working as hard as you have worked all throughout these weeks.



Opinion essay has an important role since by writing it we intend to transmit our point of view about any issue or topic. In this regards, there are some guidelines that we need to take into account at the stage of planning; these are:

- State a clear opinion about the topic (agree/disagree).
- Avoid arguments for both points of view (remember that you are providing your point of view, not comparing/contrasting)
- Support your opinion with clear reasons.

In order to facilitate the writing process of this type of essay, let's analyze and use the following structure, recommended by IELTS.

**Introduction**

- Paraphrase the question
- Give your opinion
- State two supporting reasons

**Main body paragraph 1**

- Topic sentence - outline 1st reason for supporting this view
- Explanation - explains this idea
- Example - give an example

**Main body paragraph 2**

- Topic sentence - outline 2nd reason for supporting this view
- Explanation - explain this idea
- Example - give an example

**Conclusion**

- Summarise opinion and key reasons

Dear trainee teachers, please check the material posted on the Virtual platform in order to have some further details about the structure and further examples of this type of essay.

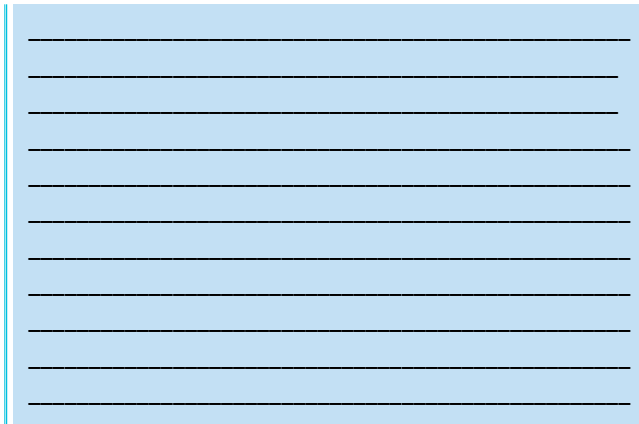
Dear all, you need to know that there are many interesting topics in which any writer would want to state his/her opinion. I am sure that you have your own ones; however, I invite to choose one of the topics established bellow in order to practice the Opinion essay writing.

**Topics:**

- President's role in my opinion.
- Are private prisons ethical?
- Parents are the best teachers
- Have technological devices destroyed communication among friends and family?

**Activity.**

**Choose one of the topics above to write your Opinion essay. Make sure your essay contains the information suggested in the guidelines stated. Once you have written it, give it a proof reading, and then exchange it with at least one classmate for peer evaluation.**



Dear trainee teachers, I am sure you stated your opinion clearly and wrote a great essay! **Good job!**

It is a pleasure to me to inform you that you have successfully finished studying the contents of all the second bimester! You have worked really hard and I am sure that your efforts will have wonderful results!



## Week 15

### Units 4 -5.

Now, I invite you to revise all contents again to strengthen your knowledge; and also to get ready for the second bimester test. Please, review all the links and material available on the virtual platform in order to have some further information and practice.

Good luck! Keep working hard!



### Actividades de aprendizaje recomendadas

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## Self-assessment 4

1. Read and circle the correct option below.

The main purpose of a Comparison/Contrast Essay is...

- a. to discuss the causes and/or effects of something
- b. to explain the similarities and the differences between two items
- c. to describe events in the order of occurrence

2. Read the statements below, and choose the option that best completes the idea.

In Point by point organization for Comparison/Contrast Essay, ...

- a. each point of comparison becomes the topic of a paragraph.
- b. the similarities are arranged together in a block, and all the differences in a different block.
- c. only the similarities can be discussed

3. In block organization for Comparison/Contrast Essay,...

- a. each point of comparison becomes the topic of a paragraph.
- b. the similarities are arranged together in a block, and all the differences in a different block.
- c. only the differences can be discussed

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4. Take a look to the different patterns of organization for comparison/contrast essays, and then label them (Block or Point-by Point Organization) according to the pattern of organization that they correspond to.

A.	B.
<b>I. Introduction</b> <b>Thesis statement:</b> One way to decide between two job offers is to compare them on important points.	<b>I. Introduction</b> <b>Thesis statement:</b> One way to decide between two job offers is to compare them on important points.
<b>II. Body</b> A. Salary (similarities and differences) B. Benefits (similarities and differences) C. Opportunities for advancement (similarities and differences) D. Workplace atmosphere (similarities and differences) E. Commuting distance from home (similarities and differences)	<b>II. A. Similarities.</b> 1. Benefits 2. Commute distance from home <b>B. Differences.</b> 1. Salary 2. Opportunities for advancement 3. Workplace atmosphere
<b>III. Conclusion</b>	<b>III. Conclusion</b>

5. Review the Comparison and Contrast signal words from the text book and complete the charts below.

### Comparison Signal Words

Transition words & Phrases	Subordinators	Coordinators	Others

6. Contrast Signal Words: Concessions

Transition words & Phrases	Subordinators	Coordinators	Others

## 7. Contrast Signal Words: Direct Opposition

Transition words & Phrases	Subordinators	Coordinators	Others

## 8. Complete the following chart with the corresponding information.

- Like
- Alike
- However
- Even though
- Just like
- Similarly
- Likewise
- Nevertheless
- On the contrary
- In contrast

Signal Words	
To compare	To contrast
• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____

9. On a separate piece of paper write a single comparison/contrast paragraph. (Answers will vary)
10. On a separate piece of paper write a comparison/contrast essay. (Answers will vary)

Dear trainee teachers, remember that there are 2 ways to organize information in a comparison/contrast essay; these are Point-by-point, and Block Methods. Similarly, this type of essay uses specific signal words depending on the purpose of the essay; it means, if the essay has the purpose to compare or to contrast.

Answer Key





## Self-assessment 5

1. Read and match the sentence halves as it corresponds.  
  
Block organization for a cause/effect essay is better used when:
  - a. the causes and effects are closely interrelated.
  - b. the topics are large and complex.
  - c. the writer wants to save time
2. Chain organization for a cause/effect essay is better used when:
  - a. the causes and effects are very closely interrelated.
  - b. the topics are large and complex.
  - c. the writer wants to save time
3. Take a look to the organization patterns provided, then Label the type of organization pattern (Block or Chain Organization) that they belong to.

A.	B.
Introduction	Introduction
Cause	Cause
Effect	Cause
Cause	Transition paragraph
Effect	Effect
Conclusion	Effect
	Conclusion

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4. Read the following transition signals and choose the ones that can be used in cause/effect essays. Get the help of unit 6 from Oshima, and Hogue (2006)

	Cause/Effect Transition Signals
a) As a result of	• _____
b) Due to	• _____
c) After	• _____
d) Next	• _____
e) At the same time	• _____
f) To result from	• _____
g) Second	
h) Because of	

5. Go to Oshima, and Hogue. (2006), review the different types of cause effect signals, and then choose the most common ones to complete the charts below.

(Answers may vary) CAUSE SIGNAL WORDS

Coordinators	Subordinators	Others

6. EFFECT SIGNAL WORDS

Coordinators	Transition words and phrases	Others

7. Read the following sentences underline the part of the sentence that states a cause.
- A medical computer system is an aid to physicians because of its ability to interpret data from a patient's history and provide a diagnosis.
  - Hollywood movies are known for their special effects because U.S. audiences seem to demand them.
  - Holes are created in the protective ozone layer of the stratosphere as a result of the burning of fossil fuels.
8. Read the following sentences and underline the part of the sentence that states an effect.
- However, electric cars are reliable, economical, and non-polluting; therefore, the government is spending millions of dollars to improve their technology.
  - Air pollution creates holes in the protective ozone layer of the stratosphere thereby allowing harmful ultraviolet radiation to reach Earth's surface.
  - The cause of the patient's rapid recovery was the excellent care he received from his doctor.
9. Write an outline for the topic 'Consequences of eating Fast-Food' make sure you include the topic sentence (main topic and controlling idea/s), include some clues for supporting details, and for the conclusion, think about paraphrasing the topic sentence.

(Answers will vary)

Title: \_\_\_\_\_

Topic sentence: \_\_\_\_\_

Supporting sentences: \_\_\_\_\_

\_\_\_\_\_

Conclusion: \_\_\_\_\_

\_\_\_\_\_

10. From the given topic, write a well-organized single paragraph. Do not take more than twenty minutes.

(Answers will vary)

Topic: Consequences of eating Fast-Food

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_. In conclusion, \_\_\_\_\_

\_\_\_\_\_

Dear trainee teachers, let's remember! Cause-effect essays have two ways to organize information; these are Block Organization and Chain Organization. When writing your essay, you need to brainstorm your ideas and choose one of the 2 methods. Similarly, be careful with the use of signal words since you need to take into account if you are stating a Cause or an Effect (signal words are different for this purpose).

Answer Key



## Actividades finales del bimestre



### Week 16

Dear trainee teachers, I am sure that as you worked really hard studying all contents offered, your efforts will obtain wonderful results! Please, review again all the contents studies during the Second bimester.

I recommend you to use do some further practice by writing different types of essays following the 7 steps for the Writing Process (check again p. 102 “Understanding the Writing Process”). I am sure that this extra practice will help you improve your writing!

This week you will have the opportunity to demonstrate your knowledge acquired all throughout the second bimester. Therefore, it is time to test what you have learned so far by taking the Second Bimester Test.

Good luck!

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## 4. Answer Key

<i>Self-assessment 1</i>	
Question	Answer
1.	c.
2.	b.
3.	a.
4.	c.
5.	b.
6.	a.
7.	c.
8.	b.
9.	a.
10.	c.

Self  
Assessment

<b>Self-evaluation 2</b>	
<b>Question</b>	<b>Answer</b>
1.	a.
2.	c.
3.	b.
4.	a.
5.	c.
6.	a.
7.	b.
8.	a.
9.	c.
10.	b.

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Assessment

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Self-assessment 3	
Question	Answer
1.	a.
2.	b.
3.	b.
4.	a.
5.	a.
6.	a.

7.

**PATTERNS**

Logical división of ideas

Chronological order

Combination of both

8.

**Purposes of the  
concluding  
paragraph**

Restate the thesis

Remind the reader the important points of the writing

Leave the reader with something interesting

9.

Features of 'General Statements'	Features of 'Thesis Statement'
Introduces the general topic of the essay.	It is normally the last sentence in the introductory paragraph.
Captures the reader's interest.	States the specific topic of the essay.
	It may list subtopics or subdivisions of the main topic or subtopics.

10. (Answers will vary)

Self  
Assessment



<b>Self-assessment 4</b>	
<b>Question</b>	<b>Answer</b>
<b>1.</b>	<b>b</b>
<b>2.</b>	<b>a</b>
<b>3.</b>	<b>b</b>
<b>4.</b>	<b>A. Point Organization. B. Block Organization</b>

## 5. COMPARISON SIGNAL WORDS

Transition words & Phrases	Subordinators	Coordinators	Others
similarly	as	and	like
likewise	just as	not only ... but also	(be) similar to
too		neither ... nor	(be) the same as

## 6. CONTRAST SIGNAL WORDS: CONCESSIONS

Transition words & Phrases	Subordinators	Coordinators	Others
however	although	but	despite
nevertheless	even though	yet	in spite of
nonetheless	though		

## 7. CONTRAST SIGNAL WORDS: DIRECT OPPOSITION

Transition words & Phrases	Subordinators	Coordinators	Others
in (by) comparison	while	but	differ (from)
on the other hand	whereas		compared (to/with)
on the contrary			(be) different (from)

8. Complete the following chart with the corresponding information.

Signal Words	
To compare	To contrast
Like Alike Just like Similarly Likewise	However Even though Nevertheless On the contrary In contrast

9. (Answers will vary)

10. (Answers will vary)

Self  
Assessment

<b>Self-assessment 5</b>	
<b>Question</b>	<b>Answer</b>
<b>1.</b>	<b>b.</b>
<b>2.</b>	<b>a.</b>
<b>3.</b>	<b>A. Chain Organization B. Block Organization</b>

#### 4, (Answers may vary)

<b>Cause/Effect Transition Signals</b>
<ul style="list-style-type: none"> <li>▪ As a result of</li> <li>▪ Due to</li> <li>▪ To result from</li> <li>▪ Because of</li> </ul>

#### 5. CAUSE SIGNAL WORDS (Answers may vary)

<b>Coordinators</b>	<b>Subordinators</b>	<b>Others</b>
For	Because	The result from
	Since	Due to
	As	The consequence of

#### 6. EFFECT SIGNAL WORDS

<b>Coordinators</b>	<b>Transition words and phrases</b>	<b>Others</b>
So	As a consequence	To result in
	Therefore	The reason for
	Consequently	Thereby

7.

- a. A medical computer system is an aid to physicians because of its ability to interpret data from a patient's history and provide a diagnosis.
- b. Hollywood movies are known for their special effects because U.S. Audiences seem to demand them.
- c. Holes are created in the protective ozone layer of the stratosphere as a result of the burning of fossil fuels.

8.

- a. However, electric cars are reliable, economical, and non-polluting; therefore, the government is spending millions of dollars to improve their technology.
- b. Air pollution creates holes in the protective ozone layer of the stratosphere thereby allowing harmful ultraviolet radiation to reach Earth's surface.
- c. The cause of the patient's rapid recovery was the excellent care he received from his doctor.

9. (Answers will vary)

10. (Answers will vary)

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## 5. Glossary

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**Outline:** A basic schema of ideas to be arranged within a text. Its purpose is to provide writing a coherent and logical order of arguments and a clear picture of how the text will be developed.

**Parallelism:** In grammar, parallelism refers to a group of words that belong to the same word class and word form used as a list; such as nouns, verbs, adjectives, etc. Examples:

Vanessa likes to **run**, swim and read fiction book. / Vanessa enjoys **running**, **swimming** and **reading**.

**Proofread:** Revising pieces of writing in order to check for possible punctuation, coherence, unity, etc., errors. It is usually the final review of publishers before posting their work.

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