

## UNIT III: WRITING CONVENTION ALONG ORGANIZATION



### INTRODUCTION

A well-organized piece of writing is not only clear but also logical and aesthetic. Existence of organizational markers and coherent flow of ideas are typically the focus in evaluation of writing. It is also important to know the parts of the paragraph to help you form the framework of your composition. There are four fundamental properties of a well-written text; organization, coherence and cohesion, language use, and mechanics.



### LEARNING OBJECTIVES

At the end of the lesson, you are expected to:

- Comprehend the nature and definition of organization;
- Understand the three major parts of an essay;
- Differentiate coherence and cohesion;
- Understand physical format as an element of organization;
- Determine a well written text with an appropriate techniques in organization;
- Use transitional devices accurately in sentences;
- Form effective paragraphs with a topic sentence and supporting details; and
- Revise ineffective paragraphs using the techniques in organization.



### ACTIVATING PRIOR KNOWLEDGE

#### ACTIVITY 1: Your Turn, My Turn

**Directions:** In this activity, you are encouraged to think of the situation and respond to the statements below.

- Think of streets with functional traffic lights and streets without traffic lights.
- Choose between the two kinds of streets you would like to pass.
- Write the reasons of your choice inside the two circles.

Street with traffic lights	Street without traffic lights

*Since, you have given the reasons of your choice, it is very important to note that setting of rules is necessary in every situation. Well, just like in the streets and even in our houses and classrooms, there are ways how we organized things. Same is true in writing a text. We need to plan what to write, think of the words to use, and arrange the sentences.*



## PRESENTATION OF CONTENT

### TOPIC 1: ORGANIZATION DEFINED

Organization, also known as an **arrangement**, refers to the structural framework for writing. It is achieved when ideas are logically and accurately arranged with focus on the arrangement of ideas, incidents, evidence, or details in a definite order in a paragraph, essay, or speech. **Organization can be achieved through the following techniques: unity in the text structure, coherence and cohesion, and physical format.**

- **Unity** is achieved when a composition is focused on one idea. In a unified text, all supporting ideas are relevant to the main thought.
- **Coherence and cohesion** are two basic features that facilitate textual continuity. The two terms are connected but cannot be used interchangeably.
- **Physical Format.** Another aspect of the organization that is immediately apparent to the reader is the format. It is observed in how the text physically appears like headings and subheadings, bullet points, or font emphasis.

### ORDERS OF PARAGRAPH

- **Sequential Order.** It is a technique in arranging the text observing the chronological order or time, process or sequence, and narration of events by using signal words like first, second, third, initially, primarily, following, preceding, next, when, later, before, after, then, until, not long after that, finally, lastly, at last, etc.
- **Spatial Order.** This is another technique in organizing the paragraph pertaining to space, position, or location of people or things by using signal words like above, below, under, behind, beside, beyond, alongside, nearby, in front of, inside, outside, on top of, etc. This is very suitable when describing about the geographical location of things or people.
- **Complexity Order.** This technique in organizing compositions refers to the logical order from simple to complex, inductive to deductive, cause and effect, and problem and solution to help the writers explain their ideas. This can also be done by defining and illustrating. For cause-effect, you can use signal words like for, because, since, as a consequence, due to, etc. Signal words like because, as a solution, consequently, so that, therefore, etc. can be used for problem-

solution. When defining, transitional devices such as *is defined as*, *means*, *refers to*, *to illustrate*, *as defined*, etc. can be used.

- **Listing Order.** It means the ordering of ideas following the alphabet (from A to Z). Examples of alphabetical order are the major cities in the Philippines presented in an article: Cagayan De Oro City, Caloocan, Cebu, Davao City, Manila, Parañaque, Pasig, Quezon City, Taguig, and Zamboanga City. This can also be done by enumerating ideas through numbers in ascending order (e.g. 1,2,3,4,5,6,7,8,9, etc.) and descending order (e.g. 9,8,7,6,5,4,3,2, and 1).

## TOPIC 2: THE THREE MAIN PARTS OF A COMPOSITION

**UNITY.** This is oneness of ideas all pertaining to the theme or the topic sentence. Without unity, text will be confusing.

**TEXT STRUCTURE.** This refers to the framework of a text's beginning, middle, and end. It must also have the topic sentence or the main idea and the supporting details.

### 1. Introduction/Beginning

Also called as the **lead** or the **hook**. It introduces the readers to the purpose of the writing by introducing characters or setting (for narrative) or the topic, thesis, or argument (for expository writing).

#### a) Developing effective paragraphs

One of the most important elements in writing is the form or structure. It is worth noting that without a solid structure in place, the content you have gathered would fall apart. A paragraph is a group of related sentences that leads and deals with one particular and single topic or idea.

In general, considered as building blocks in organizing longer pieces of text into prose. It functions to introduce a new idea, develop an old one, compare and contrast information, or provide readers with a pause.

Defined by the point that they support, the controlling idea, and not just by how long they are.

*The introduction contains the thesis statement of the entire essay.*

- b) **Thesis Statement** is the central idea of a multiple-paragraph composition. It can be a one-sentence or two summary that guides, controls, and unifies ideas when writing. In simple terms, all other ideas present in an essay revolve around the thesis statement.

## 2. Body/Middle

This contains topics and supporting details that prove, laborates, and expands your thesis statements. In short, this provides further explanation in support to your introduction, particularly your thesis statement. The organization of the middle of a piece of writing depends on the genre. Researchers have identified five basic organizational structures: sequence, description, cause and effect, compare and contrast, and problem and solution.

Paragraphs have three important parts which are the topic sentence, the supporting details, and the clinching statements.

- c) **Topic sentence** – reveals the main or central idea of the paragraph. It is also called the mini-thesis statment of a paragraph which contains a main point that supports the thesis statement. The **topic sentence** can be found anywhere in the paragraph: in the **beginning**, at the **end**, or in the **middle**. If it is found at the end of the paragraph, it may be used as a clinching or concluding sentence.
- d) **Supporting details** – gives the paragraph life as it elaborates on the scope given by the topic sentence. The paragraph development or the method in writing the supporting details of your paragraph will be further discussed in the next few lessons.
- e) **Clinching sentence** – closes your paragraph. According to Dagdag (2010), this “may be a restatement of the topic sentence, a summary, or a conclusion based on the supporting details.” Connecting the topic sentence and supporting details alone will not make a united paragraph. These parts must also coincide with the closing sentence which will determine the reader’s understanding of the paragraph.

Example:

**There are disadvantages when you read E-books.** *E-books strain our eyes when we read them for a long time on a mobile device. E-books cannot be read when our devices run out of battery. Additionally, E-books do not hold our attention in the same way traditional books do.*

Explanation:

As you can see from the example above, the first sentence which was highlighted is the topic sentence of the paragraph, while the succeeding italicized sentences are the supporting details. The topic sentence in this example is found at the beginning.

## 3. Conclusion/End

It is the restatement of the thesis and majoir points, showing how the writer has proven his/her position. Possible implications of what has been discussed and writer's conclusion may also be included. This signals the end of the paragraph and leaves the reader with important points to remember

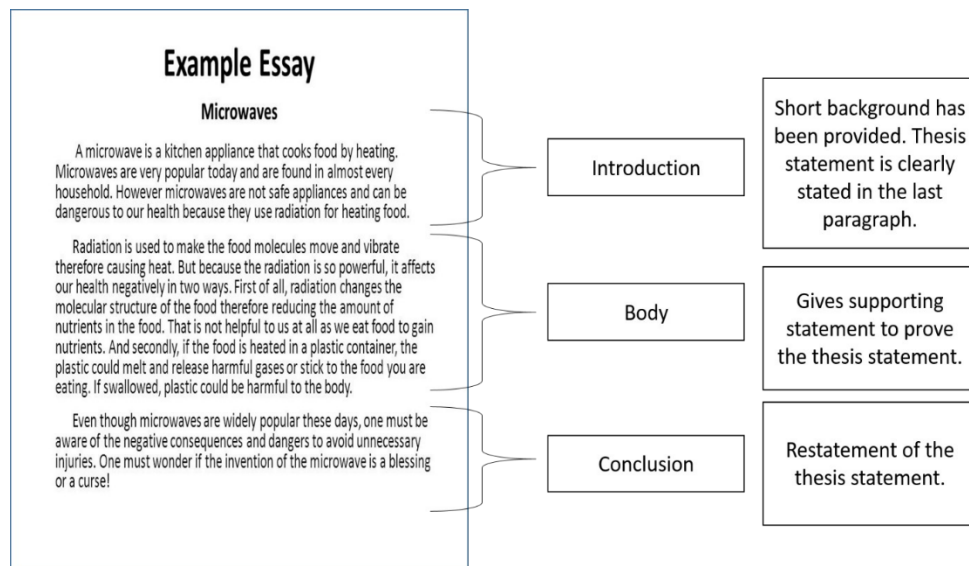
Here is an example of a composition containing three main parts which are introduction, body, and conclusion.

Example:

*The great body parts of a snow leopard help it survive in the mountains. For example, a snow leopard's paws are like sandpaper and that helps them not slipping on the deadly rocks of the mountains. Amazingly, the ears help it hear an animal's footsteps from miles away from where the snow leopard is located. Did you know that a snow leopard's tail helps keep it from falling? The long tail helps it to balance. Finally, the fur on a snow leopard's body helps it stay warm in this frigid habitat. So, all those body parts of a snow leopard help it survive in the mountains. (Source: Assanosi, A. (2016). Paragraph Organization)*

- The italicized statement is the beginning part of the text which serves as the topic sentence.
- The highlighted statements cover the body/middle part of the paragraph which explains in detail how snow leopard body parts help this animal survive in the mountains.
- The underlined statement found in the last part of the restates the thesis/main idea of the text

### Example 2: An essay containing the three essential parts



In summary, each element of the paragraph plays a role in achieving connectedness or unity in the paragraph because:

1. The thesis statement, which contains the main idea, dictates what to talk about in the paragraph.
2. The controlling idea limits what is to be talked about or discussed by the topic sentence and the supporting details, thereby, ensuring oneness of ideas.
3. The supporting details are kept within bounds by the controlling idea.

4. The clinching sentence gets its idea/s from the topic sentence as it restates the topic sentence, or from the supporting details as it summarizes or forms conclusions based on the details.

### TOPIC 3: COHERENCE & COHESION

When ideas are organized well, a text can achieve coherence and cohesion. Coherence refers to the overall sense of unity in a text. On the other hand, cohesion is the connection of ideas both at the sentence level and at the paragraph level. Both should be present to make your text easier for your readers to follow and understand.

COHERENCE	COHESION
<ul style="list-style-type: none"> <li>• This is the overall sense of unity in a passage, including both the main point of sentences and the main point of each paragraph.</li> <li>• This means that ideas are connected at the conceptual or idea level. It can be seen through well-defended arguments and organized points.</li> <li>• Refers to how easy it is to understand the writing and if the elements make sense</li> <li>• A coherent passage focuses the reader's attention on the main ideas and the specific people, things, and events you are writing about.</li> <li>• Thus, coherence is more subjective</li> </ul>	<ul style="list-style-type: none"> <li>• This connection of your ideas both at the sentence level and at the paragraph level.</li> <li>• It can be readily seen in a text through the smooth flow of the sentences and the connection of the ideas.</li> <li>• refers to elements' and structures' connectivity and are linked together in a text</li> <li>• Cohesion is helps the ideas to become meaningful by sticking the ideas together at the sentence level. This can be achieved by using transitional devices, pronouns, repetitions and synonyms.</li> <li>• Thus coherence is more objective</li> </ul>

<b>Coherent but not cohesive</b>	"My favorite color is blue. I'm calm and relaxed. In the summer I lie on the grass and look up."
<b>Cohesive but not coherent</b>	"My favorite color is blue. Blue sports cars go very fast. Driving in this way is dangerous and can cause many car crashes. I had a car accident once and broke my leg. I was very sad because I had to miss a holiday in Europe because of the injury."

<b>Coherent and cohesive</b>	"My favorite color is blue. I like it because it is calming and it relaxes me. I often go outside in the summer and lie on the grass and look into the clear sky when I am stressed. For this reason, I'd have to say my favorite color is blue."
------------------------------	---

Cohesion can be applied using four techniques. The first one is through the use of transitional devices to connect sentences with linked ideas. The second technique is through the use of pronouns to refrain from using a specific word repeatedly. The third technique employs a repetition of keywords to tie up the paragraphs subtly. The last technique is using synonyms.

## 1. TRANSITIONAL DEVICES

If text structures serve as the framework, signal words are textual cues that readers use to follow a text. They can signal the transition from one point to another, the ordering of events and concepts, or the writer's chosen text type.

<b>TRANSITIONAL DEVICES</b>	
<b>Addition</b>	again, also, and, and then, besides, equally important, finally, first, further, furthermore, in addition, in the first place, last, moreover, next, second, still, too
<b>Comparison</b>	also, in the same way, likewise, similarly
<b>Concession</b>	granted, naturally, of course
<b>Contrast</b>	although, and yet, at the same time, but at the same time, despite that, even so, even though, for all that, however, in contrast, in spite of, instead, nevertheless, notwithstanding, on the contrary, on the other hand, otherwise, regardless, still, though, yet
<b>Emphasis</b>	certainly, indeed, in fact, of course
<b>Example Or Illustration</b>	after all, as an illustration, even, for example, for instance, in conclusion, indeed, in fact, in other words, in short, it is true, of course, namely, specifically, that is, to illustrate, thus, truly
<b>Summary</b>	all in all, altogether, as has been said, finally, in brief, in conclusion, in other words, in particular, in short, in simpler terms, in summary, on the whole, that is, therefore, to put it differently, to summarize
<b>Time Sequence</b>	after a while, afterward, again, also, and then, as long as, at last, at length, at that time, before, besides, earlier, eventually, finally, formerly, further, furthermore, in addition, in the first place, in the past, last, lately, meanwhile, moreover, next, now, presently, second, shortly, simultaneously, since, so far, soon, still, subsequently, then, thereafter, too, until, until now, when

### Example: Comparing the British and American Education System

The British system of education is common not only in England but also in countries all over the world that were once British colonies. It differs from the American system in some ways.

**First**, most American children have only one year of kindergarten, beginning at age five. Under the British system, children begin kindergarten at age four and then go on to another year or more advanced kindergarten called preparatory which is comparable to American first grade. Starting in seventh grade, most American students study basic subjects separately, devoting a semester to algebra.

**However**, under the British system, algebra, geometry, and trigonometry are taught together in a single course that is then repeated at a higher level every term. **Also**, in American high schools some classes, particularly elective may include sophomores, juniors, and seniors. In schools run according to the British system, students at different levels, are not mixed in classes; each form attends all its classes altogether.

**Finally**, American students generally graduate after their twelfth year of course work. British students, **on the other hand**, finish everything they need to learn in secondary school during the first term of the eleventh year of school.

*Notice that the signal words which are highlighted in the text above are used to show the relationship from one statement to another. Through the use of signal words, the writer clearly presents the similarities and differences between the British and American education systems.*

## 2. PRONOUNS

These are used to connect sentences by referring to preceding nouns and pronouns. They can also help create paragraphs readable by removing wordiness and unnecessary repetition.

Examples:

- a) **Rodrigo R. Duterte** is the 16th President of the Republic of the Philippines.
- b) Moreover, he also served as Davao City's Mayor for a long period of time. He is also known by many as a strong leader.
- c) **Mrs. Gomez** approved to have a meeting with the workers' union before *she* signed the contract. *She* was willing to hear their concerns about the newly proposed amendments in the company.

## 3. REPETITIONS

This include a word, a phrase, or a full sentence repeated to highlight its importance in the entire text. The repetition of the main ideas keeps continuity and helps the readers remain focused and headed in the right direction.

Examples:

- a) The president said, "**Work, work, and work,**" are the keys to success.
- b) If you think **you can make it, you can make it.**



- c) Most students are intimidated by the works of **William Shakespeare**. They believe **Shakespeare's** sonnets and plays are far too complicated to read and understand.

#### 4. SYNONYMS

These are words similar in meaning to important words or phrases. This technique is used if direct repetition is too obvious.

Example:

Teenagers face an enormous amount of peer **pressure** from friends. Hence, many young adults are showing signs of great **stress or depression** at an early age.

### TOPIC 4: PHYSICAL FORMAT

Another aspect of the organization that is immediately apparent to the reader is the format. It is observed in how the text physically appears like headings and subheadings, bullet points, or font emphasis.

Consider this example: "Marxist ideology has three main theories. **Historical materialism** purports that all the features of society can be historically traced back to economic activity. **Social class** in capitalist societies is what produces unjust structures of power that exist today. **Socialism** would be the next rational step for the development of human society."

*The highlighted words are the three most important Marxist theories that the topic sentence is referring to. Through such emphasis, the reader can easily identify the appropriate term for the concepts together with their definitions. However, this technique must be used carefully for improper or superfluous formatting may confuse the readers.*



## APPLICATION

### ACTIVITY 2

**Directions:** Read the two paragraphs below and answer the guided questions in your workbook.

#### Paragraph 1

Thomas Edison was simply the one who created the first commercially viable light bulb. It is widely believed that he invented the light bulb. What made Edison's light bulb successful was his use of carbonized bamboo as the filament. This made the bulb last longer and it was cheap enough to be available for the masses. He only improved on previous works of inventors who also worked on the same project. (Barrot, 2016)

## Paragraph 2

Although it is widely believed that Thomas Edison invented the light bulb, in reality he was simply the one who created the first commercially viable light bulb. Along with his team, Edison improved the previous works of inventors who also worked on the same project. Compared to previous versions, what made his light bulb successful was his use of carbonized bamboo as the filament. This made the bulb last longer and it was cheap enough to be available for the masses (Barrot, 2016).

Guided Questions:

- Which paragraph is physically appealing to the eye? Why?
- Which paragraph do you think was able to effectively deliver its message? Why?
- Which paragraph was confusing? Why do you think so?

## ACTIVITY 3

**Directions:** Before we proceed to the discussion, let's try this first. Below are sentences in random order. Arrange the sentences following the best and correct logical order by writing the numbers 1 to 9 on the space provided. Then, answer the questions that follow.

\_\_\_\_\_ Dragonflies are not only beautiful insects, but they are also protectors of human beings, as a walk in the marsh taught me.

\_\_\_\_\_ As I left the marsh, I realized that my rescuers, the dragonflies, had lifted deerflies from my hair, skin and clothing, saving me from more bites.

\_\_\_\_\_ That night, after I arrived home from my walk, I understood that dragonflies had taught me to keep an open mind about insects.

\_\_\_\_\_ Soon after the first bite, painful welts formed on my skin, itching and stinging intensely.

\_\_\_\_\_ Because deerfly bites are much more painful than mosquito bites, I moved quickly through the marsh, trying to prevent the first bite of the deerflies which were pursuing me.

\_\_\_\_\_ When I first entered the open marsh, aggressive deerflies began to circle and swarm around me.

\_\_\_\_\_ Since they devour deerflies as part of their diet, the lovely dragonflies were attracted to the deerflies on my skin and clothing and came so close that they brushed me with their multicolored, transparent wings.

\_\_\_\_\_ Then, clouds of big, beautiful dragonflies suddenly appeared, shimmering like rainbows.

\_\_\_\_\_ One day in July, unaware that deerflies were in season, I decided to take a walk in the marsh in northern Michigan.

Follow-up questions:

- How did you arrange the paragraph? Is there any word determiner that gives you hint on how to arrange the paragraph?
- Reading it the way it was originally arranged; does it make sense? Why or why not?

## ACTIVITY 4: IF I WERE TO CHOOSE

**Directions:** Read the Text A and Text B. Then, choose which of the two texts is more understandable to read and explain why you say so.

### TEXT A

Social distancing is part of the new normal or practice these times. When this is strictly observed by people, this can prevent the spread of virus. However, other people are not mindful of this simple health standard.

### TEXT B

Social distancing is part of the new normal or practice these times. This is strictly observed by people, this can prevent the spread of virus. Other people are not mindful of this simple health standard.

Follow up question:

- Which of the two texts is more understandable? Why do you think so?

## ACTIVITY 5

**Directions:** Read the two versions of the same text. Choose between the two texts that shows a better and a well-organized version. Then, answer the questions that follow.

### Version 1

For me, the worst thing about waiting tables is the uniform. All the waitress has to wear this ugly brown striped jumper. The shirts were polyester. Sometimes someone you know comes in. Now, I have a job in an office (Jose and Larioque, 2016).

### Version 2

For me, the worst thing about waiting tables is the uniform. At the last place I worked, all the waitresses have to wear an ugly brown striped jumper. Underneath it we had to wear an even uglier polyester shirt. Sometimes someone I knew would come in and I'd feel embarrassed by my outfit. Now I have a job in an office, where I can wear my own clothes (Jose and Larioque, 2016).

Guided Questions:

- After reading the Version 1, what message did you get from the text? What is it talking about?
- Is the message of the version one clear and precise to the reader? Why or why not?
- After reading the Version 2, did your interpretation to the text changes? Why?
- Which do you think is the better version? What makes it better over the other?

## ACTIVITY 6. Where do I belong?

**Directions:** Identify the kinds of order (*sequential, spatial, complexity, and listing*) that can be applied in these topics. You can write your answers on the blank.

- \_\_\_\_\_ 1. testimony of a COVID-19 survivor
- \_\_\_\_\_ 2. definition of new normal in a deductive order
- \_\_\_\_\_ 3. article on how to do the proper hand washing
- \_\_\_\_\_ 4. causes and effects of lockdown to the economy
- \_\_\_\_\_ 5. authors, books, and articles listed in the references
- \_\_\_\_\_ 6. scheduling of barangays to enter the malls during quarantine
- \_\_\_\_\_ 7. arrangement of things in the living room in a descriptive essay
- \_\_\_\_\_ 8. list of the most essentials to the least essentials during quarantine
- \_\_\_\_\_ 9. ways to use the time wisely and productively from morning till night even at home
- \_\_\_\_\_ 10. names of regions and provinces under Enhanced Community Quarantine (ECQ) and General Community Quarantine (GCQ)

## ACTIVITY 7. WHAT COMES FIRST?

**Directions:** Let us check your understanding on coherence and cohesion by arranging the sentences from 1 to 5 in appropriate order to form a sensible paragraph. Write your answer on the blank.

- \_\_\_\_\_ a. However, when people do not wash their hands after using phones and cards, they are still prone to infections.
- \_\_\_\_\_ b. These microorganisms can survive on the coins and paper bills that can be transmitted through hand contact.
- \_\_\_\_\_ c. Studies suggest that paper bills are covered with germs leading to the spread of virus.
- \_\_\_\_\_ d. Paper currency and coins may be a cause of the spread of virus and bacteria.
- \_\_\_\_\_ e. Thus, there is a suggestion to go for cashless payments and transactions.

This time read the text again from 1 to 5 in appropriate order. Can you say that the text is coherent? Does it have a topic sentence? What is it? Write your answer on the space provided.

---

---

---

---

---

Can you also say that the text is cohesive? Does it contain the transitional devices, pronouns, subordinators and coordinators, and lexical patterning? Write your answers below.

---

---

---

---

## ACTIVITY 8

**Directions:** Each of the topic sentences given below is accompanied by details in scrambled order. Some of the details given however do not support the topic sentence in some paragraphs. Cross out (x) the unrelated detail if there is any, and arrange the related ones to form a logically coherent and unified paragraph using numbers from 1 to 7.

- A. Topic Sentence: Everything in the bedroom was in disorder.

\_\_\_\_\_ Bottles tumbled with brushes and combs on the dresser table.  
\_\_\_\_\_ A waste basket half filled with soiled pieces of tissue paper sprawled on the dirty floor.  
\_\_\_\_\_ The bed was unmade.  
\_\_\_\_\_ The floor was unpolished and swept.  
\_\_\_\_\_ On the dresser on the right side of the room stood a vase with a few roses.  
\_\_\_\_\_ The pillows were strewn all over the place.  
\_\_\_\_\_ The bed cover lay crumpled on the floor.

- B. Topic Sentence: Indeed, wonders are many, but none is more wonderful than man himself.

\_\_\_\_\_ Then, he discovered penicillin, the wonder drug, to prolong his life.  
\_\_\_\_\_ Today, modern man has harnessed the atom to serve his many needs and is conquering space, the final frontier, for his future habitation.  
\_\_\_\_\_ Then, he learned to glide and fly as gracefully as a bird in flight.  
\_\_\_\_\_ First, he discovered the use of fire to improve his nutrition.  
\_\_\_\_\_ Gradually, he discovered the use of machines to lighten his workload and the use of wheels to hasten and facilitate his travel.  
\_\_\_\_\_ He has also devised beautiful structures for shelter to ensure his safety, comfort, and protection.  
\_\_\_\_\_ Then, he developed tools to improve his livelihood.

## ACTIVITY 9

**Directions:** A main idea is given in the following items. Try to come up with four sentences in the form of reasons or examples that would support the main idea.

1. People today are more isolated from their neighbors than they were fifty years ago.

a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_  
d. \_\_\_\_\_

2. Young boys are more interested in active games than young girls.

a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_  
d. \_\_\_\_\_

3. The traditional family (father as breadwinner and mother as homemaker) has all disappeared.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
4. For students, school must be just like a job.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
5. Holding a part-time job can benefit students.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_

## ACTIVITY 10

**Directions:** Rewrite the paragraphs below by checking if the flow of ideas from one sentence to another is logical and relevant and the sentences observe fluidity and continuity. Write your answers on the space provided.

### Paragraph 1

Music is important to man. Music is important because it makes us happy. Music makes us happy because we can dance or sing when we hear music. Music makes us sad. Music makes us sad because sometimes the songs are sad. Music can make us think. Music makes us think because the lyrics of the songs make us think. The lyrics of the song “Too much love will kill you” will make you think. Is it true that too much love can kill?

---

---

---

---

---

---

### Paragraph 2

First, the floodwater must be controlled to keep streets clear, but water pumps cannot always access them. Flood creates problems for homeowners. So, many communities leave the expense of clearing floods up to the homeowners; and some homeowners cannot afford the expense of really cleaning up their areas. Always potentially hazardous, water can damage houses and endanger those who live in them. Moreover, water may seem harmless, yet it is not.

---

---

---

---

---

---

## ACTIVITY 11

**Directions:** Read the essay below about online learning. Complete the sentences with missing words with an appropriate transitional device. Write your answers on the blanks.

### Online learning by: Gbiele

\_\_\_\_\_ traditional forms of learning have been developed new technologies. \_\_\_\_\_, more and more people are choosing to improve skills using online learning. Majority of people say it is beneficial whereas others argue that online education has disadvantages as well.

People are in search of many new ways of learning. One of the most popular methods is online learning. \_\_\_\_\_, this manner has not only advantages but and disadvantages.

Online method of education are advantageous for many reasons. \_\_\_\_\_, it is a very convenience. A human can use a computer access and Internet connection anywhere, for example, at home, outdoor or even on a bus. This benefit is especially important for people who live in remote or rural areas and cannot relocate or commute to school.

\_\_\_\_\_, it is also useful for parents who want to study young children at home or any student who prefers to work in the comfort of their own home or coffee. \_\_\_\_\_, online learning is more cheaper than traditional classroom academic or trade course. These courses are unpaid. Students can save money. \_\_\_\_\_, they do not have to pay for course of fees.

\_\_\_\_\_, online learning has the negative aspects. \_\_\_\_\_, limited social interaction prevents to study how much time an individual wants. Always online programs give people a possibility of limited to use their programme. \_\_\_\_\_, students will have to pay money if they want to continue a course further.

\_\_\_\_\_, the only method of communication of online learning is through e-mail, chat room or discussion groups. People cannot interact with others to face to face. It is the unnatural communication way. Humans do not see and feel relationship with classmates and feedbacks.

\_\_\_\_\_, online manner of education has both pros and cons. \_\_\_\_\_, online learning is necessary for humans due to it relieves and accelerates a method to deepen themselves skills.

## ACTIVITY 12

**Directions:** Fill in the blanks below with appropriate details that will complete the thought of the sentences and paragraphs. Choose among the details listed at the end of the essay. Providing relevant details would depend on your judgment of how specific the information that you need should be (coherence) and how it fits into the logical structure of the preceding and succeeding information in the other sentences in the paragraph (cohesion).

*Note: No. 1 has been answered for you.*

Prejudice is the concept which, as far back in the 13th century, describes any of the following; injury by judgment or action that ignores the rights of another; \_\_\_\_\_ (1); an irrational behavior or attitude towards a person; hostility directed against a person, a group, a race, or any characteristics associated with them. Prejudice is also related to certain -isms that reveal how systematic and organized its application can be. These are regionalism and nationalism, which are not bad in themselves, but which often trigger (2) \_\_\_\_\_ on the part of those who, as an expression of their identity or cultural membership, seem to regard all others as being less, inadequate, second-class, \_\_\_\_\_.(3)

Hollingshead's piercing description of social class calls our attention to the \_\_\_\_\_ (4) logic that might just be the perfect way to catch a prejudiced reader off guard. In fact, this may just be the point of his discussion: Confronted with the kind of thinking and point of view that imitates their own, prejudiced readers can't help but agree. \_\_\_\_\_ (5). What Hollingshead wants to achieve is not without its own \_\_\_\_\_ (6); sometimes, the best way to understand a point is, precisely, to ) misunderstand it. In other words, reading and resistance do not have to be \_\_\_\_\_ (7).

Perhaps there is no better topic for exploring \_\_\_\_\_ (8) than social class. Everybody knows what social class is, yet, like Pandora's box, its disclosure is met with (9) \_\_\_\_\_, much like anyone's reaction to an anticipated disease. Revelations, of course, are hardly a positive thing – especially when it means \_\_\_\_\_ (10). Furthermore, to say that social classes exist is no less than an admission that democracy has failed in its highest ideal: \_\_\_\_\_ (11). Hollingshead's choice to use a \_\_\_\_\_ (12) name such as "Elmstowners" to designate his idea of socially prejudiced collective, in fact, carries with it an incisive insight into the very source of prejudice itself: "small town" thinking. Like all other forms of thinking associate with the \_\_\_\_\_ (13), the name suggest a narrow mindedness, a way of seeing that can only be uncritical, insensitive, and \_\_\_\_\_ (14). To describe how Elmstowners see the world is to describe everything in black and white; \_\_\_\_\_ (15). In other words, to be an "Elmstowners" is to be acutely perceptive and yet ineffective in separating fact from opinion, \_\_\_\_\_ (16). It is a failure to go beyond the convenient logic of \_\_\_\_\_ (17), a failure to see truths rather than those that confer power and privilege on the beholder.

Those who agree that class V people do have the characteristics Hollingshead assigns to them might as well insist that \_\_\_\_\_ (18). Although this sounds less harsh and judgmental, it still ignores the fact that certain social realities as well as individuals, for the most part, are responsible for creating cultural divisions, including social class (19) \_\_\_\_\_. Negative



insights into the issue of poverty that leads to condemnation and the assignment of blame to victims rather than to those forces that perpetuate unfair economic conditions are just \_\_\_\_\_ (20). In the end, society succumbs to prejudice, if only because it is by far the most economical and convenient means to avoid \_\_\_\_\_ (21).

1. **a. negative opinion based on insufficient knowledge**  
b. criticisms that are based on sound opinion and observable facts  
c. observations that are based on experience alone
2. a. a host of negative opinions and false beliefs  
b. unnecessary hostility and irrational behavior  
c. unpleasant memories
3. a. and the worst human being that may be found in a civilized society  
b. or even a negation of the ideal self they strive to be  
c. or a complete loser who has no place in society
4. a. impractical, unnecessary  
b. thoughtless, unclear  
c. shallow, common-sense-like
5. a. understanding, after all, comes easy when one agrees  
b. prejudice, after all, is about uncritical assumptions  
c. agreement, after all, is the key to understanding what the writer wants to achieve
6. a. ambiguity  
b. irony  
c. significance
7. a. ambiguous  
b. antithetical  
c. always difficult
8. a. a false belief  
b. covert hostility  
c. prejudice
9. a. a certain dread and discomfort  
b. shock and amazement  
c. surprise and disbelief
10. a. making excuses for everyone  
b. disturbing the public mind with false claims that have no immediate relevance  
c. intruding into the unspoken hostilities of a civilized status quo

11. a. the creation of a society of equals  
b. the defense of liberty and freedom  
c. the preservation of morals
12. a. anonymous  
b. fictional  
c. awkward and absurd
13. a. herd or the crowd  
b. mentally deranged  
c. common mass of nameless individuals
14. a. dangerously misleading  
b. corrosive-that is, by shaping public opinion in ways that favor its own biases  
c. unsympathetic in its analysis and judgment of social strife or human weakness
15. a. one doesn't need to read between the lines  
b. one doesn't need to see beyond the surface to know the difference  
c. one doesn't need to point out that black is always be black, and white will always be white
16. a. right from wrong  
b. the perceiver from the perceived  
c. cause from effect
17. a. science  
b. common sense or direct experience  
c. observation and perception
18. a. class V people all over the world cannot expect to share the same rights and privileges since they belong to the lower class.  
b. class V people all over the world share a culture of poverty that naturally turns them into what they are; people who lack motivation and discipline.  
c. class V people deserved to be dominated by the higher classes since they were born poor and cannot rise above their social status.
19. a. Idleness, laziness, and such attributes locally assigned to individuals as personality traits simply reflect a capitalist orientation that benefits the working class people with success goals.  
b. After all, poverty all over the world is the problem that continues to plague even the most economically advanced societies, reflecting population and cultural trends that are here to remain for many more generations.  
c. The fact remains, however, that any observer who has been acquainted with poverty in any country, would agree that poor people continue to be poor because they lack the necessary skill and attitudes that lead to success.
20. a. excuses designed to relocate responsibilities away from the status quo to sectors in society who do not have to be persuaded by guilt conscience to help the lower class.

- b. rationalizations that have no meaning because they simply confuse the issue and create new problems for those who are neither rich nor poor but who are just willing to help the needy.
- c. arguments that reveal how the issue of poverty is often politicized, leading to claims that support the rights of the lower class in exchange for their voluntary exile from the political, economic, and social life of the community.

21. a. the problem of poverty created by an ever-growing population of lower-class individuals
- b. the question of ethical responsibility which every individual owes to his fellow human being
- c. the confusion of having to decide whether lower-class individuals should be helped or not



## REFLECTION

**Directions:** In one paragraph, share the topics and concepts that you have learned in this unit. Relate it to the importance of enhancing your writing skills.

---

---

---

---

---

---