

**THE MINISTRY OF HIGHER AND SPECIAL SECONDARY
EDUCATION OF THE REPUBLIC OF UZBEKISTAN**

GULISTAN STATE UNIVERSITY

English Language and Literature Department

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Practical Writing Skills

(Teaching Methodological Package)

Gulistan – 2013/2014

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ANNOTATION

**Гулистон давлат университети
Ўқув-услубий кенгашининг
2013 йил 1 февралдаги 4 сонли
йиғилишида тасдиқланган**

Ушбу ўқув-услубий мажмуа замонавий педагогик технологиялар асосида, олий таълим муассасалари филология факультетлари чет тиллар (мутахассислик) кафедрасининг 2-босқич Ёзма нутқ амалиёти (танлов) фани ўқув дастури асосида тайёрланган. Ўқув-услубий мажмуа Гулистон давлат университети ўқув-услубий кенгаши томонидан тавсия этилган.

Куйида тақдим этилаётган ўқув-услубий мажмуа фаннинг мақсади ва вазифалари, фанни ўзлаштиришга қўйиладиган талаблар асосида ишлаб чиқилган бўлиб, мажмуа ўз ичига: 18 та амалий машғулот ишланмаларини олади.

Тузувчи

Уразбаев Х.И.

Такризчи

катта ўқитувчи Кулиди О.В.

Учебно-методический комплекс по дисциплине «Практика письменной речи», рекомендован для публикации учебно-методическим советом Гулистанского государственного университета. Данный учебно-методический комплекс основан на современных педагогических технологиях и составлен согласно программе по «Практика письменной речи» для студентов филологического факультета языковых отделений вузов.

Составитель

Уразбаев Х.И.

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The given teaching methodological complex on Practical Writing Skills is recommended for implementation in the teaching process by the Teaching Methodological Council of Gulistan State University. The complex is based on modern pedagogical technologies and compiled according to the syllabus on writing skills for the students of philological faculties.

Compiler

Urazbaev Kh.I.

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AUTHORS

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RECOMMENDATIONS AND SUGGESTIONS

The present manual is intended for training to written English language of students of English branches of universities and pedagogical institutes. It puts before itself aim to teach students to express on the letter the thoughts correctly, in good English language both from the point of view of spelling, and from the point of view of a composition and style. According to these primary goals the grant is divided on two parts. In the first part (II courses) the main attention is given to spelling, in the second (III—IV courses) — compositions of the text and to style questions.

The grant structure is characterised by following features. In the first part material giving is accepted поурочная, in the second — the material is distributed on sections. Such composite distinction is caused by character of a teaching material: its big complexity on older years demands ordering on sections; besides, material giving gives to the teacher the big freedom at planning of the maintenance of lessons depending on quantity of the hours which are taken away on written practice, and level of preparation of students. Lessons of the first part of the book, as a rule, consist of two subsections: in the first spelling rules are stated, the illustrative material is resulted and corresponding exercises are given; in the second the exercises directed on development of skills of a statement of thought in writing contain. The second part of the book covers following sections: Elements of Style, Composition Technique, Grammatical and Lexical Usage, Vocabulary Tests. In the appendix are placed: The table of distribution of an infinitive and gerund, the short dictionary of prepositional management, the list of the adjectives which are not used as prepositive definition; punctuation rules are besides, given. Thus, the offered grant represents systematised, thematically a training complete course to written English language.

The grant is addressed first of all to students. Hence, such kinds of work as dictations and statements with use of a material of the book, assume familiarity of pupils with corresponding texts. After that on employment the text is read by the teacher, necessary explanatories are given, exercises to the text are carried out. The written dictations can be checked up students (everyone checks work of a companion), and the made errors are discussed by all group. At the advanced grade level (III—IV courses) students can charge from time to time check short a statement, for example, statements of the maintenance of a separate episode of the story. Thus gets out one-two statements containing errors to which it is especially important to pay attention of students. At such approach students accept more active participation in the analysis of the errors made them and is better acquire a material.

As a rule, on employment on written practice, including at the analysis of errors, the important place is taken away to grammatical questions as it is impossible to learn well to write in English, not having acquired all features of its grammatical system. Therefore the section devoted to grammatical usage where the questions which usually are not mentioned in textbooks on grammar are considered is included. Study of this grammatical material is expedient for co-ordinating as far as possible to the program at

the rate of grammar and to address to it in all those cases when students break the rules described in this subsection.

Important point in mastering by written English language is mastering of a various communication facility in the offer and between offers that helps students to state the thoughts more accurately and logically *связанно*, and also to improve the style. Necessary additional exercises on association of offers, including the offers forming the paragraph (that assumes their association not in one, and in some *разноструктурных* offers), can be made by simplification and a partition of the English original.

The second part of the grant does not contain instructions what of materials it is necessary to pass on III course and what on IV. As materials of sections are located on accruing degree of difficulty, to distribute it on years of training taking into account the program accepted in this or that high school and level of preparation of students to teachers it will be easy. However some recommendations, probably, will appear useful. The chapter I is desirable for working entirely on III course from the very beginning to provide the conscious approach of students to stylistic processing of the compositions, statements, an essay etc. (Summary Writing), apparently, it is necessary to start a resume writing only in the beginning of 4th year of training when students will already have accurate enough idea about features of style “formal”. For the specified reasons regular studying of an English punctuation also should be taken out on IV course. However (Appendix) of students it is necessary to acquaint with the maintenance of help section of the grant already on I course and to accustom them to search in it for the necessary data, allowing to use it also at a writing of examinations. Mastering by a written language — very difficult process. Therefore all kinds of work, except examination, should be directed first of all on training to this aspect, instead of on check of available knowledge.

REGULATORY DOCUMENTS

Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлиги

Гулистон Давлат университети



**Олий таълим муассасаларида талабалар билимини назорат
қилиш ва баҳолашнинг рейтинг тизими тўғрисида
Н И З О М**

Гулистон - 2013

(Ушбу Низом Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлигининг 2009 йил 11 июндаги 204-сон буйруғи билан тасдиқланган ва Ўзбекистон Республикаси Адлия вазирлигида 2009 йил 10 июлда 1981-сон билан давлат рўйхатидан ўтказилган.

- Топшириққа мувофиқ Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлигининг 2010 йил 25 августдаги буйруғи билан Низомга ўзгартириш ва қўшимчалар киритилган ҳамда Ўзбекистон Республикаси Адлия вазирлигида 2010 йил 26 августда 1981-1-сон билан давлат рўйхатидан қайта ўтказилган.)
- Мазкур Низом Ўзбекистон Республикасининг [“Таълим тўғрисида”](#)ги ва [“Кадрлар тайёрлаш миллий дастури тўғрисида”](#)ги қонунларига ҳамда Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2001 йил 16 августдаги 343-сон “Олий таълимнинг давлат таълим стандартларини тасдиқлаш тўғрисида” қарорига мувофиқ олий таълим муассасаларида талабалар билимини назорат қилиш ва баҳолашнинг рейтинг тизимини тартибга солади.

Ушбу низом қуйидаги 6 та бўлимдан иборат:

- **I. Умумий қоидалар**
- **II. Назорат турлари ва уни амалга ошириш тартиби**
- **Баҳолаш тартиби ва мезонлари**
- **IV. Назорат турларини ўтказиш муддати**
- **V. Рейтинг натижаларини қайд қилиш ва таҳлил этиш тартиби**
- **VI. Яқуний қоидалар**

I. Умумий қоидаларга киритилган ўзгартиришлар

- 2-банд:
- д) талабалар билимини холис ва адолатли баҳолаш ҳамда унинг натижаларини вақтида маълум қилиш;
- ж) ўқув жараёнининг ташкилий ишларини компьютерлаштиришга шароит яратиш.
- 3. Фанлар бўйича талабалар билимини семестрда баҳолаб бориш рейтинг назорати жадваллари ва баҳолаш мезонлари асосида амалга оширилади.
-

II. Назорат турлари ва уни амалга ошириш тартиби

- 4. Назорат турлари, *уни ўтказиш тартиби ва мезонлари* кафедра мудири тавсияси билан олий таълим муассасасининг (факультет) ўқув-услубий кенгашида муҳокама қилинади ва тасдиқланади ҳамда *ҳар бир фаннинг ишчи ўқув дастурида* машғулот турлари билан биргаликда кўрсатилади.
- 5. *Рейтинг назорати жадваллари, назорат тури, шакли, сони ҳамда ҳар бир назоратга ажратилган максимал балл, шунингдек жорий ва оралиқ назоратларнинг саралаш баллари ҳақидаги маълумотлар фан бўйича биринчи машғулотда талабаларга эълон қилинади.*
- 6. Талабаларнинг билим савияси ва ўзлаштириш даражасининг Давлат таълим [стандартларига](#) мувофиқлигини таъминлаш учун қуйидаги назорат турларини ўтказиш назарда тутилади:
 - талабанинг фан мавзулари бўйича билим ва амалий кўникма даражасини аниқлаш ва баҳолаш усули. ЖН фаннинг хусусиятидан келиб чиққан ҳолда, семинар, лаборатория ва амалий машғулотларда *оғзаки сўров, тест ўтказиш, суҳбат, назорат иши, коллоквиум*, текшириш ва шу каби бошқа шаклларда ўтказилиши мумкин;

Оралиқ назорат

- – семестр давомида ўқув дастурининг тегишли (фаннинг бир неча мавзуларини ўз ичига олган) бўлими тугаллангандан кейин талабанинг билим ва амалий кўникма даражасини аниқлаш ва баҳолаш усули. Оралиқ назоратнинг сони *(бир семестрда мартадан кўп ўтказилмаслиги лозим)* ва *шакли (ёзма, оғзаки, тест ва ҳоказо)* ўқув фанига ажратилган умумий соатлар ҳажмидан келиб чиққан ҳолда белгиланади;

Якуний назорат

– семестр якунида муайян фан бўйича назарий билим ва амалий кўникмаларни талабалар томонидан ўзлаштириш даражасини баҳолаш усули. **Якуний назорат асосан таянч тушунча ва ибораларга асосланган “Ёзма иш” шаклида ўтказилади.**

- Таълим йўналиши ва мутахассисликлари айрим фанларининг хусусиятларидан келиб чиққан ҳолда **факультет Илмий кенгаши қарори асосида кўпи билан фанлардан якуний назоратлар бошқа шаклларда (оғзаки, тест ва ҳоказо) ўтказилиши мумкин.**
- 7. Оралиқ назоратни ўтказиш жараёни кафедра мудирини томонидан тузилган комиссия иштирокида даврий равишда ўрганиб борилади ва уни **ўтказиш тартиблари бузилган ҳолларда, оралиқ назорат натижалари бекор қилинади** ҳамда оралиқ назорат **қайта** ўтказилади.

8. Олий таълим муассасаси раҳбарининг буйруғи билан **ички назорат ва мониторинг бўлими раҳбарлигида** тузилган комиссия иштирокида якуний назоратни ўтказиш жараёни даврий равишда ўрганиб борилади ва уни ўтказиш тартиблари бузилган ҳолларда, якуний назорат натижалари **бекор қилинади** ҳамда якуний назорат **қайта** ўтказилади.

III. Баҳолаш тартиби ва мезонлари

10. Талабаларнинг билим савияси, кўникма ва малакаларини назорат қилишнинг **рейтинг тизими асосида** талабанинг ҳар бир фан бўйича **ўзлаштириш даражаси баллар** орқали ифодаланади.

- 11. Ҳар бир фан бўйича талабанинг семестр давомидаги **ўзлаштириш кўрсаткичи 100 баллик** тизимда **бутун сонлар** билан баҳоланади.
- Ушбу 100 балл назорат турлари бўйича қуйидагича тақсимланади:
- **якуний назоратга – балл;**
- **жорий ва оралиқ назоратларга –балл** (фаннинг хусусиятидан келиб чиққан ҳолда 70 балл кафедра томонидан жорий ва оралиқ назоратларга тақсимланади).
- 13. Талабанинг рейтинг дафтарчасига алоҳида қайд қилинадиган **курс иши** (лойиҳаси, ҳисоб-график ишлари), **малакавий амалиёт**, фан (фанлараро) бўйича **якуний давлат аттестацияси, битирув малакавий иши** ва магистратура талабаларининг илмий-тадқиқот ва илмий-педагогик ишлари, магистрлик диссертацияси бўйича ўзлаштириш даражаси – 100 баллик тизимда баҳоланади
- 14. Талабанинг фан бўйича ўзлаштириш кўрсаткичини назорат қилишда қуйидаги намунавий мезонлар тавсия этилади:
- а) учун талабанинг билим даражаси қуйидагиларга жавоб бериши лозим:
- **хулоса ва қарор қабул қилиш;**
- **ижодий фикрлай олиш;**
- **мустақил мушоҳада юрита олиш;**
- **олган билимларини амалда қўллай олиш;**
- **моҳиятини тушуниш;**
- **билиш, айтиб бериш;**
- **тасаввурга эга бўлиш.**
- б) учун талабанинг билим даражаси қуйидагиларга жавоб бериши лозим:
- **мустақил мушоҳада юрита олиш;**
- **олган билимларини амалда қўллай олиш;**
- **моҳиятини тушуниш;**
- **билиш, айтиб бериш;**
- **тасаввурга эга бўлиш.**
- в) учун талабанинг билим даражаси қуйидагиларга жавоб бериши лозим:
- **моҳиятини тушуниш;**
- **билиш, айтиб бериш;**
- **тасаввурга эга бўлиш.**
- г) қуйидаги ҳолларда талабанинг билим даражаси билан баҳоланиши мумкин:

- **аниқ тасаввурга эга бўлмаслик;**
- **билмаслик.**
- 15. Намунавий мезонлар асосида муайян фандан жорий ва оралиқ назоратлар бўйича **аниқ мезонлар** ишлаб чиқилиб, кафедра мудирининг томонидан **тасдиқланади** ва талабаларга эълон қилинади.
- 16. **Намунавий мезонларга мувофиқ** мутахассислик фанлар бўйича таянч олий таълим муассасалари томонидан **якуний назорат учун баҳолаш мезонлари** ишлаб чиқилиб, олий таълим муассасаси **Илмий-услубий кенгаши томонидан тасдиқланади** ва турдош олий таълим муассасаларига етказилади.
- 17. Талабаларнинг ўқув фани бўйича **мустaqил иши** жорий, оралиқ ва якуний назоратлар жараёнида тегишли топшириқларни бажариши ва унга ажратилган баллардан келиб чиққан ҳолда баҳоланади.
- 18. Талабанинг фан бўйича бир семестрдаги рейтингини қуйидагича аниқланади:

$$R_f =$$

- бу ерда:
 - V – семестрда фанга ажратилган умумий ўқув юкламаси (соатларда);
 - –фан бўйича ўзлаштириш даражаси (балларда).
 - 19. Фан бўйича жорий ва оралиқ назоратларга ажратилган умумий балларнинг **саралаш балли** ҳисобланиб, ушбу фоиздан кам балл тўплаган талабалар якуний назоратга **киритилмайди**.
 - **Жорий ва оралиқ** назорат турлари бўйича **55 ва ундан юқори балли** тўплаган талаба фанни ўзлаштирган деб ҳисобланади ва **ушбу фан бўйича** якуний назоратга **кирмаслигига** йўл қўйилади.
20. Талабанинг семестр давомида фан бўйича тўплаган **умумий балли** ҳар бир назорат туридан белгиланган қоидаларга мувофиқ **тўплаган баллари йиғиндисига** тенг.

IV. Назорат турларини ўтказиш муддати

- 21. Оралиқ ва якуний назорат турлари календарь тематик режага мувофиқ **деканат** томонидан тузилган **рейтинг назорат жадваллари** асосида ўтказилади. Якуний назорат семестрнинг охириги мобайнида ўтказилади.
- 22. Талаба фан бўйича **курс лойиҳаси (иши)**ни ушбу фан бўйича тўплаган баллари **умумлаштирилишига қадар** топшириши шарт.
- 23. Жорий ва оралиқ назоратларда саралаш баллидан **кам балл тўплаган** ва **узрли** сабабларга кўра назоратларда қатнаша олмаган талабага **қайта топшириш** учун, **навбатдаги шу назорат турига**, сўнгги жорий ва оралиқ назоратлар учун **якуний назоратга** бўлган муддат берилади.
- **Қасаллиги** сабабли дарсларга қатнашмаган ҳамда белгиланган муддатларда **жорий, оралиқ ва якуний** назоратларни топшира олмаган талабаларга **факультет декани фармойиши** асосида, ўқишни бошлаганидан сўнг муддатда топширишга рухсат берилади.
- 24. Талабанинг семестрда жорий ва оралиқ назорат турлари бўйича тўпланган баллари ушбу назорат турлари **умумий баллининг 55 фоизидан** кам бўлса ёки семестр якунида **жорий, оралиқ ва якуний** назорат турлари бўйича тўпланган баллари йиғиндисининг **55 балдан** кам бўлса, у ҳисобланади.
- Академик қарздор талабаларга **семестр тугаганидан кейин** қайта ўзлаштириш учун муддат берилади. Шу муддат давомида **фанни ўзлаштира олмаган** талаба, факультет **декани** тавсиясига кўра белгиланган тартибда **ректорнинг буйруғи** билан талабалар сафидан **четлаштирилади**.
- 25. Талаба назорат натижаларидан **норози** бўлса, фан бўйича назорат тури натижалари эълон қилинган вақтдан бошлаб мобайнида факультет **деканига** ариза билан мурожаат этиши мумкин. Бундай ҳолда факультет деканининг **тақдимномасига** кўра

ректор буйруғи билан 3 (уч) аъзодан кам бўлмаган таркибда *апелляция* комиссияси ташкил этилади.

- Апелляция комиссияси талабаларнинг аризаларини кўриб чиқиб, *шу куннинг* ўзида хулосасини билдиради.
- 26. Баҳолашнинг ўрнатилган талаблар асосида *белгиланган муддатларда* ўтказилиши ҳамда расмийлаштирилиши *факультет декани, кафедра мудири, ўқув бўлими* ҳамда *ички назорат ва мониторинг бўлими* томонидан назорат қилинади.

V. Рейтинг натижаларини қайд қилиш ва таҳлил этиш тартиби

- 27. Талабанинг фан бўйича назорат турларида тўплаган баллари *семестр якунида* рейтинг қайдномасига *бутун* сонлар билан қайд қилинади. Рейтинг дафтарчасининг “Ўқув режасида ажратилган соат” устунига семестр учун фанга ажратилган *умумий ўқув юклама соатлари*, “Фандан олинган баҳо” устунига эса *100 баллик* тизимдаги *ўзлаштириши* қўйилади.
- Талабанинг саралаш балидан *наст* бўлган ўзлаштириши рейтинг дафтарчасига қайд *этилмайди*.
- 28. Ҳар бир фан бўйича ўтказиладиган назорат турларининг натижалари *гуруҳ журнали* ҳамда *қайдномада* қайд этилади ва *шу куннинг* ўзида (назорат тури *ёзма иш* шаклида ўтказилган бўлса, муддат ичида) талабалар эътиборига етказилади.
- 29. Якуний назорат натижаларига кўра *фан ўқитувчиси* талабаларнинг фан бўйича рейтингини аниқлайди ҳамда рейтинг дафтарча ва қайдноманинг тегишли қисмини тўлдиради.
- 30. Талабанинг рейтинг унинг билими, кўникмаси ва малакалари даражасини белгилайди. Талабанинг семестр (курс) бўйича *умумий рейтинг*и барча фанлардан тўпланган рейтинг баллари *йигиндиси* орқали аниқланади.
- 31. Талабалар умумий рейтинг ҳар бир семестр ва ўқув йили якунлангандан сўнг эълон қилинади.
- 32. Диплом иловаси ёки академик маълумотномани *деканат* томонидан расмийлаштиришда фан *бир неча семестр* давом этган бўлса, *рейтинглар йигиндиси* олинади.
- *Талабага имтиёзли диплом белгилашда унинг ҳар бир семестр якунидаги фанлар бўйича ўзлаштириши кўрсаткичи ҳисобга олинади.*
- 33. Талабаларнинг назорат турлари бўйича эришган *натижалари кафедралар, деканатлар ва ўқув-методик бўлинмаларида компьютер хотирасига киритилиб*, мунтазам равишда таҳлил қилиб борилади.
- 34. Жорий, оралик ва якуний назорат натижалари *кафедра йигилишлари, факультет ва олий таълим муассасаси Илмий кенгашларида* мунтазам равишда муҳокама этиб борилади ва тегишли *қарорлар* қабул қилинади.

VI. Якуний қондалар

- 35. Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлиги ҳамда Ўзбекистон Республикаси Вазирлар Маҳкамаси ҳузуридаги Давлат тест маркази тест баҳолари ва рейтинг балларининг ҳолислигини текширишни ташкил этади ва назорат қилади.
- 36. Ушбу Низомда белгиланган масалалар бўйича келиб чиққан низолар қонун ҳужжатлари асосида ҳал қилинади.

37. Ушбу Низом Ўзбекистон Республикаси Вазирлар Маҳкамаси ҳузуридаги Давлат тест маркази, Халқ таълими вазирлиги, Соғлиқни сақлаш вазирлиги, Қишлоқ ва сув хўжалиги вазирлиги, Маданият ва спорт ишлари вазирлиги, Ўзбекистон Бадий академияси, Ташқи ишлар вазирлиги, Ўзбекистон алоқа ва ахборотлаштириш агентлиги, “Ўзбекистон темир йўллари” давлат-акциядорлик компанияси, Давлат солиқ қўмитаси ва Навоий кон-металлургия комбинати билан келишилган.

Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлиги

Гулистон Давлат университети



**Талабаларнинг фанлардан мустақил
ишларини ташкил этиш, назорат қилиш
ва баҳолаш тартиби тўғрисида
Низом**

Гулистон-2013

**Гулистон давлат университетида талабалар мустақил
ишларини ташкил этиш, назорат қилиш ва баҳолаш
тартиби тўғрисида Низом**

I. Умумий қоидалар

1.1. Мазкур Низом Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2001-йил 16-августдаги "Олий таълимнинг давлат таълим стандартларини тасдиқлаш тўғрисида"ги 343-сон қарори, Олий ва ўрта махсус таълим вазирлигининг 2005-йил 21-февралдаги "Талабалар мустақил ишини ташкил этиш, назорат қилиш ва баҳолаш тартиби тўғрисидаги намунавий низом тўғрисида"ги 34-сонли буйруғи, 2009 йил 14 августдаги 286-сонли буйруғи билан тасдиқланган "Талабалар мустақил ишини ташкил этиш ва назорат қилиш бўйича йўриқнома" асосида талабалар томонидан фанларни ўзлаштириш сифатини яхшилаш ҳамда талабаларда мустақил фикрлаш, ахборот манбаларидан олинган маълумотларни таҳлил этиш, хулосалаш, татбиқ этишга йўналтирилган кўникма ва малакаларни ривожлантириш мақсадида ишлаб чиқилган бўлиб, талабаларнинг мустақил ишларини ташкил этиш, назорат қилиш ва баҳолаш тартибини белгилайди.

1.2. Фанлардан мустақил ишлар намунавий ва ишчи ўқув режалари асосида муайян фанни тўла ўзлаштириш учун белгиланган ўқув ишлари ҳажмининг бир қисми сифатида, ўқитувчи назорати остида талабанинг фан учун тутган умумий дафтарига (маъруза, амалий, семинар, лаборатория) фанлар кесимида келтирилган мустақил таълим мавзулари мустақил тарзда бажарилади. Мустақил иш мавзуларини бажаришда асосан фаннинг ишчи дастурида келтирилган асосий, қўшимча адабиётлардан, университет АРМи манбаларидан ҳамда Интернет тармоғида мавжуд материаллардан, кафедра профессор-ўқитувчилари томонидан яратилган ЎУМ, ўқув-услубий қўлланма ва кўрсатма, маъруза матнлари, шунингдек бошқа манбалардан фойдаланилади.

1.3. Талабаларнинг мустақил ишларни бажариш бўйича тўплаган рейтинг баллари ўқув семестри давомида ҳар бир фан бўйича аудитория ўқув ишларига берилган рейтинг баллари билан биргаликда академик гуруҳларнинг рейтинг қайдномасида қайд этилади.

II. Талабалар мустақил ишининг мақсад ва вазифалари

2.1. Талаба мустақил ишининг асосий мақсади - талабаларда, фан ўқитувчисининг раҳбарлиги ва назорати остида, муайян фан бўйича маъруза, амалий (семинар) ва лаборатория машғулотларидан берилган ўқув топшириқларини мустақил равишда бажариш жараёнида зарур билим, кўникма ва малакаларни шакллантириш ҳамда ривожлантиришдан иборат.

2.2. Талаба мустақил ишининг вазифалари:

- фанлардан маъруза (амалий лаборатория) машғулотларида берилган билимларни мустақил тарзда пухта, мукамал ўзлаштириш кўникмаларига эга бўлиш;
- тавсия этилган адабиётларни университет АРМида ва интернет сайтларидан топиш, мавзуларни ўрганиш жараёнида керакли маълумотларни излаб йиғиш, қулай усуллари ва воситаларини аниқлаш;
- ўқув ва илмий адабиётлар, илмий, илмий-методик журналлар ҳамда меъёрий ҳужжатлар билан ишлаш, электрон ўқув адабиётлар ва маълумотлар банкидан фойдалана олиш ва зарур маълумотларни тўплаш ҳамда таҳлил қилиш;
- интернет тармоғининг тавсия этилган сайтларидан мақсадли фойдаланишга ўргатиш;
- ўқув машғулотларида берилган топшириқларнинг рационал ечимини топиш ва таҳлил этиш;
- фанлардан мустақил иш топшириқларни, ҳисоб чизма ишларини, курс иши ва курс лойиҳаларини бажаришда тизимли ва ижодий ёндошишга ўргатиш;
- мустақил иш топшириқларини бажариш жараёнида ишлаб чиқилган ечим, лойиҳа ёки ғояларни асослаш ва мутахассислар жамоасида ҳимоя қилиш;
- фан бўйича талабанинг мустақил фикрлаш, билим, кўникма ва тасаввур оламини ҳамда муаммоларни мустақил ҳал қила олиш қобилиятини шакллантиришдан иборат.

III. Талаба мустақил ишининг ташкилий шакллари

3.1. Талаба мустақил ишини ташкил этишда муайян фан(курс)нинг хусусиятларини, шунингдек, ҳар бир талабанинг академик ўзлаштириш даражаси ва қобилиятини ҳисобга олган ҳолда қуйидаги шакллардан фойдаланилади:

- Ўқув-услубий мажмуалар асосида маъруза мавзулари материалларини мустақил ўзлаштириш;

- семинар ва амалий машғулотлар бўйича уйга берилган топшириқларни бажариш;
- лаборатория ишларини бажаришга тайёргарлик кўриш ҳамда ҳисоботлар тайёрлаш;
- Техникавий, табиий фанлар бўйича ҳисоб-график ишларни бажариш;
- курс иши (лойиҳаси)ни мустақил бажариш;

- илмий мақола, Республика ва халқаро миқёсидаги анжуманларга маъруза тезисларини тайёрлаш.

Фаннинг хусусиятларидан келиб чиққан ҳолда, кафедра йиғилиши қарорига кўра фанлардан талаба мустақил ишларини ташкил этишда бошқа шакллардан ҳам фойдаланилиши мумкин.

3.2. Ўқув фанлари бўйича намунавий ва ишчи дастурларда талаба мустақил ишининг шакли, мазмуни ва ҳажми ҳамда баҳолаш мезони кўрсатилади;

3.3. Кафедралар томонидан талаба мустақил иши учун ажратилган вақт бюджетига мос равишда ҳар бир фан бўйича мустақил ишнинг ташкилий шакллари, топшириқлар ишлаб чиқилади ва кафедра йиғилишида муҳокама этилиб, факультет ўқув-услубий кенгашида тасдиқланади. Кафедранинг рейтинг ойнасида ҳар бир фан бўйича мустақил таълим мавзулари таништириш учун эълон қилинади.

3.4. Кафедра томонидан мустақил ишларни бажариш бўйича фанлардан талабаларга зарурий методик қўлланма, кўрсатма ва тавсиялар ишлаб чиқилади.

IV. Фанлардан ўқув машғулотлари бўйича топшириқлари

4.1. Фанлар бўйича маъруза (амалий, семинар, лаборатория) машғулотларидан мустақил иш топшириқлари кафедраларнинг етакчи профессор–ўқитувчилари (профессор, доцентлар), фан ўқитувчиси билан биргаликда ишлаб чиқилади, кафедра йиғилишида муҳокамадан ўтказилади ва тегиши қарор билан тасдиқланади.

4.2. Фанлардан мустақил иш топшириқлари фан бўйича ишчи дастурга мос ҳолда мавзулар келтирилади ва мустақил иш топшириқларини бажариш муддатлари кўрсатилади.

4.3. Фаннинг ишчи ўқув дастурига киритилган ва маъруза шаклида ўрганиши белгиланган мавзуларни тўлалигича мустақил иш сифатида бажарилишига рухсат этилмайди.

4.4. Амалий, (семинар) машғулотлар бўйича аудиторияда бажарилган топшириқларга мазмунан ўхшаш, мураккаблиги мос келувчи топшириқлар мустақил тарзда уйда ишлашга тавсия этилади.

4.5. Лаборатория ишида назарий тайёргалик кўриш, натижалар олиш, таҳлил этиш ҳамда ўлчаш хатоликларини аниқлаш мустақил иш топшириғи ҳисобланади, лекин лаборатория иши бажарилиб, тўла топширгандан сўнг ҳисобга олинади.

4.6. Кафедралар томонидан фанлардан мустақил иш топшириқларини бажариш учун зарур бўлган ўқув адабиётлари, методик адабиётлар, методик тавсиялар, кўрсатмалар, интернет сайтлари ва ҳ.к.лар аниқ кўрсатилади. Мустақил ишларни бажариш жараёнида фан ўқитувчиси томонидан талабаларнинг талаблари асосида консultasiялар уюштирилади.

4.7. Талабалар томонидан курс иши (лойиҳа) ларини тайёрлаш жараёнида зарур ҳолларда марказий АКМ, АРМлардан коллежлар, лицейларнинг АРМларидан, интернет тармоқларидан фойдаланишга амалий имкониятлар яратиб берилади.

V. Талабалар томонидан мустақил ишларни расмийлаштириш топшириш тартиби

5.1. Фанлардан мустақил ишлар бўйича тайёрланган материаллар талабанинг фан бўйича тутган маъруза ва амалий (семинар) машғулотлари дафтарига ёзилади, ўқитувчи томонидан кўриб чиқилади ва қисқа оғзаки сўров орқали баҳоланади.

Лаборатория машғулотларида мустақил иш топшириқларини бажариш натижалари ҳам лаборатория дафтарига ёзилади. Талаба ҳар бир лаборатория иши бўйича коллоквиум

топширганидан сўнг лаборатория ишини бажаришга рухсат этилади ва ишни тўла топширгандан сўнг баҳоланади.

5.2. Ҳисоб-чизма ишларини ҳамда курс иши ёки курс лойиҳаси ишларини мустақил бажариш натижалари белгиланган тартибда ёзилади ва ҳимоя қилинади, баҳоланади.

5.3. Кафедралар томонидан фанлардан маъруза, амалий (семинар) ва лаборатория машғулотлари бўйича мустақил иш топшириш графиги семестр бошланишида кафедранинг рейтинглар ойнасига осиб қўйилади.

5.4. Фанлардан ўқув машғулотлари кесимида мустақил иш топшириқларини график асосида машғулот дафтарига қайт этиб бажариш ва муддатида топшириш масъулияти талабага, назорати фан ўқитувчиси зиммасига юклатилади. Белгиланган муддатда топширилмаган мустақил иш топшириқлари факультет деканатининг рухсатномаси асосида ЖНдан кейинги ЖНга қадар, ОНдан кейинги ОНга қадар муддатларда топширишга рухсат этилади.

VI. Талабалар мустақил ишларини бажарилишини назорат қилиш ва баҳолаш

6.1. Фанлардан талабалар мустақил ишларининг бажарилиши фан ўқитувчиси томонидан назорат қилинади. Фан ўқитувчиси мустақил иш топшириқларини муддатида бажармаган ва топширмаган талабалар тўғрисида кафедра йиғилишида ахборот беради. Кафедранинг йиғилиш қарорига асосан деканатларга ўзлаштирмаган талабалар тўғрисида маълумот берилади.

6.2. Фанлардан талабалар мустақил ишларининг бажарилиши кафедра йиғилишларида ҳар ойда бир марта, факультет кенгашида семестр давомида камида уч марта муҳокама этилади.

6.3. Фанлардан талабаларнинг мустақил ишлари ўқув режада фан бўйича ажратилган соатлар ҳисобидан ишлаб чиқилган рейтинг ишланмага кўра рейтинг жадвалида қайд этилган бўлиб, ЖН ва ОН учун ажратилган балларга қўшиб баҳоланади.

6.4. Фанлардан ЖН ва ОН ҳамда мустақил иш топшириқларини бажариш бўйича тўпланган баллари кафедранинг рейтинг ойнасида ёритиб борилади.

6.5. Фанлардан талабалар мустақил ишларини назорат қилиш тартиби ва баҳолаш мезонлари кафедралар томонидан ишлаб чиқилади ва тегишли тартибда тасдиқланади.

Мустақил ишларни баҳолаш мезонлари талабаларга ўқув семестри бошланишида эълон қилинади.

Ҳар бир мустақил ишнинг мавзусига баллар ажратиш, фаннинг рейтинг ишланмасига асосланган ҳолда фан ўқитувчиси томонидан ишлаб чиқилади ҳамда кафедра йиғилишида муҳокама этилиб, кафедра мудири томонидан тасдиқлашга тавсия этилади.

Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлигининг 2005 йил 21 февралдаги “Талабалар мустақил ишини ташкил этиш, назорат қилиш ва баҳолаш тартиби ҳақидаги намунавий низом тўғрисида”ги 34-сонли буйруғи, 2009 йил 14 августдаги 286-сонли буйруғи билан тасдиқланган “Талабалар мустақил ишини ташкил этиш ва назорат қилиш бўйича йўриқнома”си асосида тузатишлар киритилган “Гулистон давлат университети талабаларининг мустақил ишларини ташкил этиш, назорат қилиш ва баҳолаш тартиби тўғрисида Низом” Гулистон давлат университетининг 2013 йил 25 январдаги Илмий Кенгашнинг 5-сонли мажлисида муҳокама этилиб, университетнинг 2013 йил __ январдаги ____ -сонли буйруғи билан қайта тасдиқланган.

**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ
ВАЗИРЛИГИ**

ГУЛИСТОН ДАВЛАТ УНИВЕРСИТЕТИ



**Талабаларнинг фанлардан қолдирган
дарсларини қайта ўзлаштириши тўғрисида
НИЗОМ**

Гулистон

Талабаларнинг фанлардан қолдирган дарсларини қайта ўзлаштириши тўғрисида НИЗОМ

1. Умумий ҳолатлар

1. Ушбу Низом Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2010 йил 18 июндаги “ОТМга қабул қилиш, талабалар ўқишини кўчириш, қайта тиклаш ва ўқишдан четлаштириш тартиби тўғрисидаги Низомларни тасдиқлаш ҳақида”ги 118-сонли Қарорининг 30-банди, Ўзбекистон Республикаси Олий ва ўрта махсус таълим Вазирлигининг 1999 йил 29 мартдаги 99-сонли “Олий ўқув юртларида ўқув ва меҳнат интизомини мустаҳкамлаш тўғрисида”ги буйруғи, “Олий ўқув юртининг факултети тўғрисида Низом”, 2010 йил 25 августдаги 333-сонли буйруқ билан тасдиқланган (Ўзбекистон Республикаси Адлия вазирлигида 2010 йил 26 августда 1981-1 сон билан давлат рўйхатидан ўтказилган) “Олий таълим муассасаларида талабалар билимини назорат қилиш ва баҳолашнинг рейтинг тизими тўғрисида Низом”нинг 2, 23, 24, 25, 26, 33, 34-бандлари, “Талаба мустақил ишини ташкил қилиш, назорат қилиш ва баҳолаш тартиби тўғрисидаги намунавий Низом” ҳамда 2010 йил 29 августдаги “ОТМнинг кафедра ва деканатлари иш юритишда бўлган асосий ҳужжатларни соддалаштириш тўғрисида”ги 340-сонли буйруғи талаблари асосида талабаларнинг сабабсиз дарс қолдиришлари олдини олиш ва фанлардан қолдирган дарсларини қайта ўзлаштириши тартибини белгилайди.

2. Ушбу Низомнинг мақсади талабаларда касбий малакаларни мустаҳкамлаш жараёнида фанлардан билим олиш самарадорлигини янада ошириш ҳамда ўқув ва меҳнат интизомини яхшилашга қаратилган.

3. Мазкур Низом:

- фан ўқитувчиси, гуруҳ мураббийси, кафедра мудир ва факултет деканининг талабалар томонидан ўқув фанларидан сабабсиз дарс қолдирилишини камайитириш ва қайта ўзлаштиришни ташкил қилиш бўйича ҳуқуқ ва масъулиятларини белгилаш;

- қайта ўзлаштиришнинг ўз вақтида бўлишини таъминлаш;

- фанлардан қолдирилган дарсларни қайта ўзлаштиришда ҳозирги кунгача шаклланиб қолган эски (семестр якунида қайта ўзлаштириш каби) салбий услублардан воз кечиш, талаба ва фан ўқитувчисининг мазкур жараёнга масъулият билан ёндашиши ҳамда қайта ўзлаштириш жараёнида илғор инновацион услуб ва тажрибаларидан фойдаланиш каби асосий вазифаларнинг бажарилишини кўзда тутати.

II. Фанлардан қолдирилган дарсларнинг қайта ўзлаштирилишини қайд қилиш тартиби

4. Ўқув фанларидан қолдирилган дарслар Олий ва ўрта махсус таълим вазирлигининг 2010 йил 29 августдаги 340-сонли буйруғи асосида юритиладиган академик гуруҳ журналига “й” ёки “нб” белгиларини қўйиш орқали қайд қилинади. Узрли сабаб билан қолдирилган дарс доирага олинади (одатда қора ёки кўк сиёҳда). Сабабнинг узрлилиги деканат маълумотномаси асосида белгиланади.

5. “Ўқитувчи журнали” ва “Гуруҳ журнали”даги “й” ёки “нб” белгилари қайта топширилган дарс мавзуси мос санада қизил сиёҳ билан (иккинчи) доирага олинади.

6. Ўқув фанларидан қолдирилган дарслар ва уларни қайта ўзлаштириш “Ўқитувчи журнали” ва “Гуруҳ журнали”да бир хил кўринишда қайд қилинади. Бу борадаги маълумотларнинг аниқлигига ўқитувчи масъулдир.

7. Дарсдан сўнг фан ўқитувчиси кафедрада юритиладиган махсус журналга дарс қолдирган талабалар ва фан мавзуси бўйича тегишли маълумотларни ўрнатилган тартибда қайд этади ва бу тўғрисида талабани огоҳлантиради.

Қайта ўзлаштиришдан сўнг ўқитувчи томонидан талабанинг дафтарига ва кафедрада жорий қилинган махсус журналга дарсни қайта ўзлаштирилганлиги қайд қилинади.

8. Қолдирилган дарсларни тўлиқ ўзлаштирамаган талабалар фанни ўзлаштириш бўйича юқори баллга даъвогарлик қила олмайди.

III. Қолдирилган дарсларни қайта топшириш ва қабул қилиш тартиби

9. Қолдирилган дарсларни (маъруза, амалий, семинар, лаборатория) қайта топшириш учун талаба мавзу бўйича ўқув материални тегишли турдаги машғулот дафтарига тайёрлаб келади ва ўқитувчининг қисқа суҳбатидан ўтади.

10. Қолдирилган лаборатория машғулотларини қайта топшириш учун талаба ўқитувчига коллоквиумни топшириб, лаборант назорати остида ишни бажаради ва ҳисоботни расмийлаштириб ўқитувчига топширади.

11. Қайта топширишлар Вазирликнинг 340-сонли буйруғи иловасининг 11-шакли ("Рейтинг қайдномаси") бўйича белгиланган **3 та** муддат ичида қабул қилинади. Муддат ўтганидан сўнг деканат рухсати билан қабул қилинади.

12. Қолдирилган дарсларни қабул қилиш, рейтинг кўрсаткичларини баҳолаш юкломаси ҳисобидан амалга оширилади.

13. Қайта топширишни ўз вақтида бажармаган ва фанни ўзлаштирамаган талабага семестр якунида қолдирган дарсларини қайта топширишига рухсат берилмайди.

14. Қолдирилган дарсларни узрли сабаб билан (касаллик маълумотномаси **ТМК** тасдиғи билан ёки касаллик тарихидан кўчирма) ўзлаштира олмаган талабаларга ўрнатилган тартибда деканат томонидан қайта топшириш ташкил этилади.

IV. Дарсларнинг қолдирилишини камайтириш ва қайта ўзлаштирилишини ташкил қилиш бўйича белгиланган ҳуқуқ ва мажбуриятлар

16. Талаба фанлардан қолдирилган дарсларга ва уларни белгиланган муддатларда ўзлаштиришга шахсан жавобгар ҳисобланади.

17. Дарсдаги даволат ҳамда қолдирилган дарсларнинг ўзлаштирилиши учун фан ўқитувчиси ҳамда гуруҳ мураббийси масъул ҳисобланади.

18. Гуруҳ мураббийси гуруҳ талабаларининг фанлардан қолдирган дарслари сабаблари ва уларни қайта ўзлаштирилиши ҳақида тўлиқ маълумотга эга бўлиши, гуруҳнинг ҳар бир мажлисида ва ахборот таълим-тарбия соатида талабаларнинг даволати ҳамда фанлардан қайта ўзлаштиришларни муҳокама қилиб, тегишли чоралар кўриши ва сабабсиз дарс қолдирилмаслигини ҳамда фанлардан қолдирилган дарсларни ўз вақтида ўзлаштирилишини таъминлаши зарур.

19. Кафедра мудири **қайта топширишларни қабул қилиш жадвалига мувофиқ профессор-ўқитувчилар фаолиятининг ташкил этилишини** назорат қилади ва фанлар бўйича қайта ўзлаштириш натижаларини ҳар ойда бир марта кафедра мажлисларида муҳокамадан ўтказиб, дарс қолдирган талабалар ва уларнинг қайта топширишлари натижалари юзасидан деканатга маълумотнома тақдим этади.

20. Талабаларнинг даволати учун масъулият Вазирлик томонидан тасдиқланган "Олий ўқув юртининг факултети тўғрисида Низом"нинг 6-бандига асосан факултет декани зиммасига юклатилади. Декан сабабсиз кўп дарс қолдирган талабалар ҳақида батафсил маълумотга эга бўлиши, фан ўқитувчилари ва гуруҳ мураббийларининг фаолиятини узлуксиз назорат қилиб бориши ва талабаларнинг сабабсиз дарс қолдирмаслиги учун кескин чоралар кўриши лозим.

Фан ўқитувчиси тақдим этган билдиришномага мувофиқ 3 маротабадан кўп дарс қолдирган ёки кўпол тарзда университет ички тартиб-қоидаларини бузиб, дарсга ҳалакит берган талабанинг дарс қолдириш сабаблари ўрганилиб, чора кўрилганидан кейин факультет деканининг рухсати билан талаба дарсга киритилади.

21. Талабаларнинг ўқув фанларидан дарс қолдириш ҳолати бўйича факультет деканлари томонидан тақдим этилган маълумотлар маъмурият йиғилишларида муҳокама қилиб борилади ва тегишли қарорлар қабул қилинади.

23. Ушбу Низомга ўзгартириш киритиш университет Илмий Кенгаши қарори асосида амалга оширилади.

Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлигининг 2009 йил 14 августдаги 286-сонли буйруғи билан тасдиқланган “Талабаларнинг фанлардан қолдирган дарсларини қайта ўзлаштириши тўғрисида НИЗОМ”и асосида тайёрланган “Гулистон давлат университети талабаларининг фанлардан қолдирган дарсларини қайта ўзлаштириши тўғрисида Низом” Гулистон давлат университетининг 2013 йил 25 январдаги Илмий Кенгашининг 5-сонли мажлисида муҳокама этилиб, университетнинг 2013 йил __январдаги __ -сонли буйруғи билан қайта тасдиқланган.

WORKING SYLLABUS

ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА ЎРТА МАХСУС
ТАЪЛИМ ВАЗИРЛИГИ

ГУЛИСТОН ДАВЛАТ УНИВЕРСИТЕТИ

ИНГЛИЗ ТИЛИ ВА АДАБИЁТИ КАФЕДРАСИ

«Тасдиқлайман»
Ректор _____ А. Эминов
« _____ » _____ 2013 йил



ЁЗМА НУТҚ АМАЛИЁТИ

фани бўйича

ИШЧИ ЎҚУВ ДАСТУР

5120100 – Филология ва тилларни ўқитиш (инглиз тили)

Умумий ўқув соати	– 50
Шу жумладан:	
Маъруза	–
Амалиёт машғулоти	– 36
Лаборатория иши	–
Мустақил таълим соати	– 24

Гулистон 2013

Фаннинг ишчи ўқув дастури намунавий ўқув дастури ва ўқув режасига мувофиқ ишлаб чиқилди.

Тузувчи: Уразбаев Ҳ.И. – ГулДУ Инглиз тили ва адабиёти кафедраси
ўқитувчиси _____ (имзо)

Такризчи: Тожиев Х. – ГулДУ Инглиз тили ва адабиёти кафедраси
доценти _____ (имзо)

Фаннинг ишчи ўқув дастури “Инглиз тили ва адабиёти” кафедрасининг 2012 йил “___” _____ даги ___ - сонли мажлисида кўриб чиқилиб, факультет Илмий-услубий Кенгашида кўриб чиқиш учун тавсия қилинди.

Кафедра мудири:

Бўтаева Д.Ҳ.

Фаннинг ишчи ўқув дастури “Филология” факультети Илмий-услубий Кенгашининг 2012 йил “___” _____ даги “___” - сонли мажлисида тасдиқланди.

Факультет Илмий-услубий
Кенгаши раиси:

доц. М.Бойэшонов

Келишилди:

Ўқув ишлари бўйича ректор муовини

1. Кириш

Ушбу фан 4 семестр давомида ўқитилади ва ўқув режадаги Асосий чет тили фани билан боғлиқ ҳолда олиб борилади. Сўнгги босқичда талабаларга битирув малакавий ишларни ёзишда ёрдам беради.

1.1. Фаннинг мақсади ва вазифалари

Талабаларнинг лингвистик, коммуникатив ва лингво-мамлакатшунослик имкониятларини шакллантиришдир. Лингвистик компетентлик тил тизими ҳақидаги билим ва унинг хорижий тилда коммуникация жараёнида амал қилиш қоидаларини ўз ичига қамраб олади. Коммуникатив компетентлик нутқий коммуникация шартларига биноан хорижий тилда коммуникация жараёнини назарда тутди. Муомала (нутқ) вазияти мурожаат кимга қаратилгани ва суҳбатдошларнинг ўзаро муносабати коммуникация жиҳатдан ўта муҳимдир.

- Талабаларга ёзиш жараёнини тўғри ташкил этишга, жумладан режа тузиш (режалаштириш), ишларни таҳрир қилишга, тузатишга ўргатиш;
- Ўтилган мавзулар бўйича ёзма матнларни ёзишга ва таҳлил қилишга ўргатиш, параграфлар турларини фарқлай олишга, ушбу параграфларни реал ҳаётий вазиятларда эркин ёза олишга ўргатиш;
- Яхши ёзма ишнинг сифатлари, хусусиятлари ҳақида тушунча бериш;
- Талабалар ёзма нутқда ўз фикрини бемалол ифодалай олишга ўргатиш;
- Қисқа иншолар, баёнлар, кундалик ёзиш орқали мантиқий фикрлаш ва мустақил мушоҳода юритиш кўникмаларини ривожлантириш.

Фаннинг вазифалари: янги лексик материалларни сақловчи янги нутқий консутрукциялар намуналарини кейинги босқичларда мустаҳкамлаш. Инглиз тилида ёзма нутқ малакаларини шакллантириш, матнлар турини стилистик ва структуравий жиҳатдан турларга ажратишга ўргатиш, талабаларга кейинчалик реал ҳаётий шароитларда ёзишмалар олиб боришда керак бўладиган, илмий фаолиятда зарур бўладиган мақолалар ёза олиш, қисқа баёнотлар, илмий эсселар ёза олишни ўргатиш бўлиб, фан орқали талабалар инглиз тилида иншолар ёзишда кенг фойдаланиладиган параграфлар турлари ҳақида тасаввурга эга бўладилар. Инглиз тилида сўзлашувчи мамлакатларнинг талаффузидаги ўхшашликларни ва фарқли томонларини кўрсатиш.

1.2. Фанни ўзлаштирган талабанинг малакавий даражалари

Фанни ўзлаштиришда талабалар:

- Турли жанрдаги ёзма матнлар, жумладан таклифнома, таржимаи ҳол, шахсий хатларни тўғри ёзишни ўрганадилар ва ушбу матнларнинг ўзига хос хусусиятларини аниқлай оладилар;
- Эшитган, кўрган ва ўқиган мавзуси асосида қисқа иншолар (параграфлар) ёза олиш кўникмасини ривожлантирадилар;
- Грамматик жиҳатдан тўғри бўлган гапларни тузишни машқ қиладилар;
- Жумлаларни бир бирига боғлаш учун ишлатиладиган боғловчилар, кириш сўзларидан тўғри фойдаланишни ўрганадилар;
- Иншонинг тузилиши (кириш, асосий қисм ва хулоса), унинг мантиқий узвийлиги ва яхлитлигини таъминлашни ўрганадилар;
- ёзма нутқда матн жанрига ҳамда мақсадига мувофиқ расмий ёки норасмий услубни танлашни ўрганадилар.

1.3 Фаннинг ўқув режасидаги фанлар билан боғлиқлиги

Ёзма нутқ амалиёти фанини чуқур ўзлаштириш, назарий ва амалий масалалар ечимини тўлиқ ниҳоясига етказиш учун қатор фанларга асосланади;

Хусусан амалий фонетика: лексикология, асосий чет тили, стилистика, инглиз тили грамматикаси ва орфографияси, пунктуация ва бошқа фанлар билан ҳамма вақт боғлиқ.

Лексикология фанининг сўзларнинг ясалиши, морфема, сўзларнинг шакл ва мазмунига кўра турлари бўлимлари, сўзларнинг кўплик ва бирлик шакллари матнда тўғри қўллай олиш масалалари билан;

Грамматиканинг содда ва мураккаб сўзлар, уларнинг кўплик ва бирликдаги шакллари, гап бўлаклари, синтаксис, морфология бўлимлари, замонлардан, боғловчи ва кўмакчи сўзларни грамматика қоидаларига мос тарзда қўлланилиши масалалари билан боғлиқ.

1.4 Фанни ўқитишда педагогик ва ахборот технологияларидан фойдаланиш

Фанни ўқитишда талабаларнинг билимини рейтинг назорати тизимини қўллаб аниқлашга асосланган замонавий педагогик технологиялар қўлланилади. Талабаларга ушбу фанни ўқитишда компьютер технологиясидан амалий машқлар бажаришда, Internet маълумотларидан фойдаланган ҳолда мустақил ишларни бажаришда фойдаланиш, ҳамда тест саволлари тўпламидан фойдаланиш тавсия этилади.

Асосий қисм

Матн жанрлари

- табрикномалар ва таклифномалар
- шахсий маълумотномалар, анкета саволлари
- содда хатлар, эслатмалар, қайдлар
- воқеа, одамлар ва предметлар тасвирига бағишланган хатлар, матнлар
- e-mail, Интернет форумларга хатлар
- резюме ва таржимаи хол
- кичик ҳикоялар
- таом рецептлари
- шахсий кундалик

Ёзма нутқни ривожлантиришнинг асосий омиллари

- ёзма ишни режалаштириш (кластер усулида, ақлий ҳужум ва х.)
- ёзма ишнинг мақсади ва ўқувчисини аниқлаш ва шунга қараб тегишли услубни танлаш маҳорати.

Лингвистик масалалар

- Гап тузиш (гапда сўз тартиби)
- эга ва кесим мослашуви
- гап турлари (оддий, эргаш, қўшма гап)
- боғловчилар ва кириш сўзлари
- сўз танлаш (расмий ва норасмий услубдаги сўзлар)

Қисқа иншо (параграф) ёзиш босқичлари

- мос келувчи сарлавҳани танлаш;
- кириш қисмини ёзиш
- иншонинг асосий ғоясини ифодалаш
- далил ва исботларни баён этиш
- ёзма ишда плагиатга (кўчирмачиликка) йўл қўймаслик

Дастурнинг информацион методик таъминоти

Ишлаш тартиби: якка ҳолда, жуфтликда ва кичик гуруҳларда

Вазифалар:

- турли ҳил интерфаол методларга асосланган вазифалар
- турли ёзма матнлар намуналарини таҳлил қилишга қаратилган машқлар
- талабанинг яратган тайёр ҳолдаги ёзма ишидан кўра ёзиш жараёнига кўпроқ эътибор бериш орқали

ёзма ишнинг режасини тузиш --- хомаки вариантини ёзиш --- такриз --- таҳрир қилиш --- қайта ёзиш

Курс якунида талабалар қуйидаги натижаларга эришади:

- ёзиш жараёни тўғри ташкил этишга, жумладан режа тузиш (режалаштириш), ишларни таҳрир қилишга, тузатишга ўрганади;
- ўтилган мавзулар бўйича ёзма матнларни ёза оладилар ва энг яхши ёзма ишлари намуналарини тўплайди;
- яхши ёзма ишнинг сифатлари, хусусиятлари ҳақида тасаввурга эга бўладилар;
- ёзма нутқда ўз фикрини бемаоло ифода қиладиган бўладилар;
- қисқа иншолар, баёнлар, кундалик ёзиш орқали мантикий фикрлаш ва мустақил мушоҳода юритиш кўникмаларини ривожлантирадилар.

Фандан ўтиладиган мавзулар ва улар бўйича машғулоти турларига ажратилган соатларнинг тақсими

Т/р	Фаннинг бўлими ва мавзуси, маъруза мазмуни	Соатлар			
		Жами	Маъруза	Амалий машғулоти	Лаборатория машғулоти
1	Writing a Paragraph	2	-	2	-
2	Paragraph Structure	2	-	2	-
3	Exemplification Paragraph	2	-	2	-
4	Writing Exemplification Paragraph	2	-	2	-
5	Narrative Paragraph	2	-	2	-
6	Writing a Narrative Paragraph	2	-	2	-
7	Descriptive Paragraph				
8	Writing a Descriptive Paragraph	2	-	2	-
9	Process Paragraph	2	-	2	-
10	Writing a Process Paragraph	2	-	2	-
11	Cause and Effect Paragraph	2	-	2	-
12	Writing a Cause and Effect Paragraph	2	-	2	-
13	Comparison-and-contrast paragraphs	2	-	2	-
14	Writing Comparison-and-contrast paragraphs	2	-	2	-
15	Classification paragraph	2	-	2	-
16	Writing a classification paragraph	2	-	2	-

17	Definition paragraph	2	-	2	-
18	Writing a Definition paragraph	2	-	2	-
	ЯН				
	Жами	36		36	

2. Ўқув материаллари мазмуни

2.1 Амалий машғулотлар мазмуни

2.1.1. Writing a Paragraph. (2 hours)

Understanding paragraph structure, Focus on your assignment, purpose, and audience, finding ideas. Identifying your main idea and write a topic sentence. Choosing supporting points. [A1.132-188; A2.74-147; A13.24-58]

2.1.2. Fine-Tuning a Paragraph (2 hours)

Arranging supporting points. Drafting a paragraph. Revising a paragraph. Editing a paragraph. [A1.190-207; A2.151- 209; A7.7-11; A13.35-62]

2.1.3. Exemplification Paragraph (2 hours)

Different ways of organizing ideas within paragraphs: exemplification, narration, description, process, cause and effect, comparison and contrast, classification, definition, and argument. Recognizing these patterns and understanding how they help you organize your ideas will make a more confident writer. [A4.26-58; A5.121-128; A13.84-88]

2.1.4. Writing Exemplification Paragraph (2 hours)

Exercises on writing exemplification paragraphs. Drafting, self checking and editing narrative paragraphs. [A1.9-30; A2.6-7; K1.6-10;]

2.1.5. Narrative Paragraph (2 hours)

Arranging ideas in a narrative paragraph, being sure to use clear transitional words and phrases. Signals that help readers follow narrative by indicating the order of the events discussed. [A4.26-58; A5.121-128; A13.84-88]

2.1.6. Writing a Narrative Paragraph (2 hours)

Writing a narrative paragraph via reading examples of narration. Evaluating, drafting and checking the quality of narrative paragraph. [A1.132-188; A2.74-147;]

2.1.7. Descriptive Paragraph (2 hours)

Types of descriptive paragraphs. Distinctive features of descriptive paragraphs from other types of paragraphs. Reading a descriptive paragraph and action planning about writing a descriptive paragraph. [A1.132-188; A2.74-147;]

2.1.8. Writing a Descriptive Paragraph (2 hours)

Exercises on descriptive paragraph writing. Editing, drafting and self-checking descriptive paragraphs. [A1.132-188; A2.74-147;]

2.1.9. Process Paragraph (2 hours)

Forms and functions of process paragraph. Reading a process paragraph and making an analysis of the paragraph. Components and grammatical features of a process paragraph.

2.1.10. Writing a Process Paragraph (2 hours)

Exercises on process paragraph writing. Editing, drafting and self-checking process paragraphs. [A1.190-207; A2.151- 209;]

2.1.11. Cause and Effect Paragraph (2 hours)

Forms and functions of cause and effect paragraph. Reading a cause and effect paragraph and making an analysis of the paragraph. Components and grammatical features of a cause and effect paragraph. [A1.190-207; A2.151- 209;]

2.1.12. Writing a Cause and Effect Paragraph (2 hours)

Exercises on cause and effect paragraph writing. Editing, drafting and self-checking process paragraphs. [A4.26-58; A5.121-128; A7.30-33;]

2.1.13. Comparison-and-contrast paragraphs (2 hours)

Forms and functions of comparison and contrast paragraph. Reading a comparison and contrast paragraph and making an analysis of the paragraph. Components and grammatical features of a comparison and contrast paragraph. [A4.26-58;]

2.1.14. Writing Comparison-and-contrast paragraphs (2 hours)

Exercises on comparison and contrast paragraph writing. Editing, drafting and self-checking comparison and contrast paragraphs. [A5.121-128; A7.30-33;]

2.1.15. Classification paragraph (2 hours)

Forms and functions of classification paragraph. Reading a classification paragraph and making an analysis of the paragraph. Components and grammatical features of a classification paragraph. [A7.30-33;]

2.1.16. Writing a classification paragraph (2 hours)

Exercises on classification paragraph writing. Editing, drafting and self-checking classification paragraphs. [A1.9-30; A2.6-7; K1.6-10;]

2.1.17. Definition paragraph (2 hours)

Forms and functions of definition paragraph. Reading a definition paragraph and making an analysis of the paragraph. Components and grammatical features of a definition paragraph.

2.1.18. Writing a Definition paragraph (2 hours)

Exercises on definition paragraph writing. Editing, drafting and self-checking definition paragraphs. [A2.9-30; A2.6-7; K1.6-10;]

3. Мустақил таълимни ташкил этишнинг шакли ва мазмуни

Талабаларнинг амалий машғулотларига тайёрланиб келиши ва ўтилган материалларни мустақил ўзлаштиришлари учун кафедра ўқитувчилари томонидан ўқув услубий мажмуалар ишлаб чиқилган, ҳар бир талабага ушбу материаллардан фойдаланиш тавсия этилади.

Талабанинг фанни мустақил тарзда қандай ўзлаштирганлиги жорий, оралиқ ва якуний назоратда ўз аксини топади. Шу сабабли рейтинг тизимида мустақил ишларга алоҳида балл ажратилмайди, улар ЖН, ОН ва ЯН лар таркибига киритилган.

Мустақил учун фан бўйича жами 38 соат ажратилган.

Ушбу соатлар тахминан қуйидаги тартибда тақсимланади:

- амалий машғулотлар бўйича уй вазифаларни тайёрлаш – 18 соат.
- ҳар бир мавзу бўйича мустақил ёзма матнлар тайёрлаш – 10 соат
- Иншо ёзиш – 4 соат.
- Мавзулар бўйича оғзаки тақдиротларга тайёргарлик кўриш – 4 соат.

Амалий машғулотларда назарий билимлар мавзуга оид машқларни бажариш орқали мустаҳкамланади. Ёзма нутқ амалиёти фанини чуқур ўзлаштириш учун талаба фаннинг ҳар бир мавзусини мустақил ўрганиши ва ёзма топшириқларни бажариш орқали мустаҳкамлаши зарур.

Қолдирилган дарсларни топшириш учун талаба дарс материалини тайёрлаб келиши ва ўқитувчининг оғзаки суҳбатидан ўтиши зарур. Қолдирилган ОН ва ЯН лар белгиланган тартиб бўйича топширилади.

Талабалар мустақил таълимнинг мазмуни ва ҳажми
(Амалий машғулотлар)

Ишчи ўқув дастурининг мустақил таълимга оид бўлим ва мавзулари	Мустақил таълимга оид топшириқ ва тавсиялар	Бажарилиш муддатлари	Ҳажми (соатда)
Томоша қилинган фильмга тақриз ёзиш	To write a paragraph that shows the main points of a writer and support topic sentences with events, evidences and facts. To write an original exemplification paragraph consisting of at least 200 words, using the materials and information given in the session.	1 – ҳафта 5–ҳафта	11
Берилган мавзу асосида брошюра, буклет тайёрлаш ва тақдимотини қилиш	To write a narrative paragraph consisting of at least 250 words using correct punctuation, grammar and linking words. To write an original descriptive paragraph consisting of at least 100 words and support topic sentences with facts and use proper grammar and linking words.	6 ҳафта 10 ҳафта	11
Иншо	To write an original process paragraph consisting of at least 500 words and use proper grammar and linking words discussed during sessions. To write cause and effect paragraph using correct grammar and linking words reviewed in sessions. To write an original comparison and contrast paragraph using appropriate	11 ҳафта 18-ҳафта	11

	grammar and linking words.		
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4. Рейтинг баҳолаш тизими

4.1. Рейтинг назорати жадвали

№	Назорат тури	Сўровлар сони	Ажратилган балл	Жами балл
1.	1. Жорий назорат			
1.1	Ёзма машқлар	10	1	10
1.2	CV тайёрлаш	1	5	5
1.3	Инглиз тилида хат ёзиш ва email орқали жўнатиш	1	5	5
1.4	Газета, журнал мақоласига тақриз ёзиш	1	5	5
1.5	Бадий асар, ҳикоя тақризини ёзиш	1	5	5
1.6	Ўтилган мавзулар асосида рефлексив топшириқлар бажариш	7	1	7
	МУСТАҚИЛ ТАЪЛИМ			
1.6	Томоша қилинган фильмга тақриз ёзиш	1	11	11
1.7	Берилган мавзу асосида брошюра, буклет тайёрлаш ва тақдимотини қилиш	1	11	11
1.8	Иншо	1	11	11
	ЖН Жами балл			70
4.	2. Якуний назорат (ЯН)			
4.1	Ёзма шакли	1	30	30
	Жами балл			30
	ФАН БЎЙИЧА МАКСИМАЛ БАЛЛ			100

БАХОРГИ СЕМЕСТР

			февраль		март				апрель				май				июнь				
			18 - 23	25 - 2	4 - 9	11 - 16	18 - 23	25 - 30	1 - 6	8 - 13	15 - 20	22 - 27	29 - 4	6 - 11	13 - 18	20 - 25	27 - 1	3 - 8	10 - 15	24 - 29	
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
1	ЖН 70 %	Амалий		4		3	5	4		3		5	3		3			7			37
		Мустақил таълим					11					11								11	33
2	ЯН – 30%																				30
	Жами		23				23				24										100
	Жами ГП бўйича		20				55				70										100

Эслатма: 4- семестрда ўқитиладиган “Ёзма нутқ амалиёти” фанининг ўқув ҳажми 50 соатни ташкил этганлиги сабабли фан коэффиценти 0.5 бўлади. Фан бўйича ўзлаштиришни аниқлашда талаба тўплаган бали 0.5 га кўпайтирилади ва бутунгача яхлитлаб олинади.

Баҳо	5	4	3	2
Рейтинг	86-100	71-85	55-70	< 55
Фанни ўзлаштириш кўрсаткичлари	43-50	36-42	28-41	<28

4.2 Ёзма нутқ амалиёти фани бўйича талабалар билимини баҳолаш мезони

4.2.1 ЖНни баҳолаш мезонлари

Ёзму нутқ амалиёти фани давомида талабаларга инглиз тилида иншолар, докладлар ва бошқа ёзма материаллар тайёрлашда керак бўладиган абзацлар турлари, уларнинг структураси, ўзига хос жиҳатлари, грамматикаси ва боғловчи сўзлари ҳақида тушунча берилиб борилади. Талабалар амалий машғулотлар давомида олган билимларини машқлар ёрдамида мустаҳкамлаб боришади. Бунда талабалардан бутун курс давомида амалий машғулотлар давомида ёзма машқлар бажариш сўралади. Ҳар бир машқ учун максимал 1 баллдан ажратилади.

Шунингдек ҳар 18 та мавзу ўтилганидан сўнг талабалардан рефлексив топшириқларни бажариш сўралади. Бунда талабалар ўтилган мавзуларда ўзлаштирган маълумотлари ҳақида ёзма ахборот беришади. Рефлексив машқлар сони жами 18 та бўлиб ҳар бирига максимал 1 баллдан ажратилади. Курс давомида талабаларга ёзма нутқни ривожлантирувчи ва реал ҳаётий шароитларда асқотадиган материаллар тайёрлаш вазифалари берилиб улар қуйидигилардир: CV тайёрлаш, Инглиз тилида хат ёзиш ва email орқали жўнатиш, Газета, журнал мақоласига тақриз ёзиш, Бадиий асар, ҳикоя тақризини ёзиш, Томоша қилинган фильмга тақриз ёзиш, Берилган мавзу асосида брошюра, буклет тайёрлаш ва тақдимотини қилиш, Иншо. Ҳар битта вазифа учун 5 балл ажратилган бўлиб, улар қуйидаги мезонлар асосида баҳоланади:

1. Услуб, сўзлар тўғри танланганлиги, ўқувчига маълумотни етказа олганлиги. 1 балл.

2. Матндаги гапларнинг бир бирига боғланиши, матннинг режа асосида тузилганлиги. 1 балл.

3. Ўқувчига нисбатан самарали таъсирга ва маъноли сўзлар танланганлиги. 1

4. Грамматик жиҳатдан тўғри тузилганлиги 1 балл.

5. Мавзуга оидлик 1 балл

Шунингдек машғулотлар давомида олинган билимларига кўра талаба иншо тайёрлаши керак бўлади. Курс давомида талаба 1 та иншо тайёрлайди ва ҳар бир иншо учун талаба максимал 5 балл олиши мумкин. Бунда иншо қуйидаги мезон асосида баҳоланади.

1. Услуб, сўзлар тўғри танланганлиги, ўқувчига маълумотни етказа олганлиги. 1 балл.

2. Матндаги гапларнинг бир бирига боғланиши, матннинг режа асосида тузилганлиги. 1 балл.

3. Ўқувчига нисбатан самарали таъсирга ва маъноли сўзлар танланганлиги. 1 балл
4. Грамматик жиҳатдан тўғри тузилганлиги 1 балл
5. Машғулотлар давомида олган билимларидан фойдаланганлиги 1 балл.

4.2.2 ЯНни баҳолаш мезони

Ёзма нутқ амалиёти курсининг сўнгида ЯН ёзма тарзида олинади. ЯН синови давомида талабалардан 1 та иншо ёзиш сўралади. Иншо тури машғулотлар давомида ўтилган мавзулардан келиб чиққан ҳолда танланади. Иншо учун талаба максимал 30 балл олиши мумкин.

Иншо қуйидаги мезон асосида баҳоланади.

<ul style="list-style-type: none"> • <u>Content</u> (relevance to assigned topic, substantive development of thesis, to what extend the text, supported with details, facts, examples from readings and experience) 	10
<ul style="list-style-type: none"> • <u>Organisation</u> (how well the assignment organized, developed logically and systematically, presents coherent overall structure which is indicated to the reader by devices such as good paragraphing and discourse markers) 	10
<ul style="list-style-type: none"> • <u>Variety of vocabulary and structure</u> (sophisticated range of vocabulary, effective word choice and usage, complex sentence constructions, agreement, tense, number, articles, pronouns and prepositions) 	5
<ul style="list-style-type: none"> • <u>Mechanics</u> (spelling, punctuation, capitalization, appropriate headings) 	5

5. ИНФОРМАЦИОН-УСЛУБИЙ ТАЪМИНОТ

5.1. АСОСИЙ АДАБИЁТЛАР

№	Муаллиф, адабиёт номи, тури, нашриёт, йили, ҳажми	Кутубхона да мавжуд нусхаси
1.	Littlejohn, A. (2000). Writing 1&2. Cambridge: Cambridge University Press.	2
2	Evans, V. Successful Writing Proficiency. Camb. Univ. Press	2

5.2. ҚЎШИМЧА АДАБИЁТЛАР

№	Муаллиф, адабиёт номи, тури, нашриёт, йили, ҳажми	Кутубхонада мавжуд нусхаси
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1	H.Urazbaev. Writing. Methodological Complex. Gulistan 2013.	10
2.	Scarry, S., & Scarry, J. (2008).The Writer's Workplace with Readings: Building College Writing Skills. Thomson Learning. Sixth Edition.	
3.	Harmer, J. (2004). Just (Reading and Writing). Spain: Marshal Cavendish.	
4.	Mc Arthur, T. (1994). The Written Word Book. Oxford: OUP	
5.	Stephens, M. (1996). Practise Writing. China: Longman	

TECHNOLOGY OF EDUCATION

Lesson 1. Writing a Paragraph

<i>Time (Ажратилган соат): 2 hours</i>	<i>Number of students (Талабалар сони):</i>
<i>Type and form of session (Маиғулот тури ва шакли)</i>	Practical (visual type)
<i>Lesson plan / structure of session (Амалий муиғулот режаси / маиғулот тузилиши)</i>	-to discuss the key concepts under the given theme -to explain the essence of the themes: 1. become aware of some types of paragraphs. 2. identified means and ways of writing effective paragraphs. 3. designed strategies for creating and drafting effective paragraphs. 4. practiced focusing on audience, assignment and purpose when writing a paragraph 5. analyzed essential parts of paragraphs; 6. reflected on the session and made an action plan
<i>Aim of the lesson (Маиғулот мақсади):</i>	To provide students with information about writing paragraphs
<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> To introduce the main concepts under the given theme; To explain the early development of the English literature The brief outline of the history of the Middle Ages, the impact of several invasions, including of Roman Empire, Angles, Saxon and Jutes, as well as Normans, on the formation of the then English literature. 	<i>Ўқув фаолияти натижалари:</i> <ul style="list-style-type: none"> Be able to understand the concepts Be able to understand the main tendencies of development Be able to analyze the influence of this historic period on the main tendencies of development of the English literature
<i>Methods of education (Таълим усуллари)</i>	Visual Slide (Power Point materials) presentation
<i>Form of education (Таълим шакли)</i>	Practice
<i>Educational aids (Таълим воситалари)</i>	V. Evans. Successful Writing Proficiency. Cambridge Univ. Press. Posters, Markers, Presentation, Notebook PC
<i>Place of education (Таълим бериш шароити)</i>	Auditory room

Lesson 2. Paragraph Structure

<i>Time (Ажратилган соат): 2 hours</i>	<i>Number of students (Талабалар сони):</i>
<i>Type and form of session</i>	Practical (visual type)

<i>(Маиғулот тури ва шакли)</i>	
<i>Lesson plan / structure of session</i> <i>(Амалий муиғулот режаси / маиғулот тузилиши)</i>	-to discuss the key concepts under the given theme -to explain the essence of the themes: 1. become aware of fine - tuning paragraphs. 2. identified means and ways of writing effective fine – tuning paragraphs. 3. designed strategies for creating and drafting fine – tuning own paragraphs. 4. practiced focusing on audience, assignment and purpose when writing a fine – tuning own paragraph 5. analyzed essential parts of fine – tuning paragraphs; 6. reflected on the session and made an action plan
<i>Aim of the lesson (Маиғулот мақсади):</i>	To provide students with information about writing paragraphs
<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> To introduce the main concepts under the given theme; To explain the early development of the English literature The brief outline of the history of the Middle Ages, the impact of several invasions, including of Roman Empire, Angles, Saxon and Jutes, as well as Normans, on the formation of the then English literature. 	<i>Ўқув фаолияти натижалари:</i> <ul style="list-style-type: none"> Be able to understand the concepts Be able to understand the main tendencies of development Be able to analyze the influence of this historic period on the main tendencies of development of the English literature
<i>Methods of education (Таълим усуллари)</i>	Visual Slide (Power Point materials) presentation
<i>Form of education (Таълим шакли)</i>	Practice
<i>Educational aids (Таълим воситалари)</i>	V. Evans. Successful Writing Proficiency. Cambridge Univ. Press. Posters, Markers, Presentation, Notebook PC
<i>Place of education (Таълим бериш шaroити)</i>	Auditory room

Lesson 3. Exemplification Paragraph

<i>Time (Ажратилган соат):</i> 2 hours	<i>Number of students (Талабалар сони):</i>
<i>Type and form of session</i> <i>(Маиғулот тури ва шакли)</i>	Practical (visual type)
<i>Lesson plan / structure of session</i> <i>(Амалий муиғулот режаси / маиғулот тузилиши)</i>	-to discuss the key concepts under the given theme -to explain the essence of the themes: 1. become aware of some types of exemplification paragraphs. 2. identified means and ways of exemplification paragraphs.

	3. designed strategies for creating and drafting exemplification paragraphs. 4. practiced focusing on audience, assignment and purpose when writing an exemplification paragraph 5. analyzed essential parts of exemplification paragraphs; 6. reflected on the session and made an action plan
<i>Aim of the lesson (Маишгулот мақсади):</i>	To provide students with information about writing paragraphs
<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> To introduce the main concepts under the given theme; To explain the early development of the English literature The brief outline of the history of the Middle Ages, the impact of several invasions, including of Roman Empire, Angles, Saxon and Jutes, as well as Normans, on the formation of the then English literature. 	Ўқув фаолияти натижалари: <ul style="list-style-type: none"> Be able to understand the concepts Be able to understand the main tendencies of development Be able to analyze the influence of this historic period on the main tendencies of development of the English literature
<i>Methods of education (Таълим усуллари)</i>	Visual Slide (Power Point materials) presentation
<i>Form of education (Таълим шакли)</i>	Practice
<i>Educational aids (Таълим воситалари)</i>	V. Evans. Successful Writing Proficiency. Cambridge Univ. Press. Posters, Markers, Presentation, Notebook PC
<i>Place of education (Таълим бериш шароити)</i>	Auditory room

Lesson 4. Writing Exemplification Paragraph

<i>Time (Ажратилган соат):</i> 2 hours	<i>Number of students (Талабалар сони):</i>
<i>Type and form of session (Маишгулот тури ва шакли)</i>	Practical (visual type)
<i>Lesson plan / structure of session (Амалий мушгулот режаси / маишгулот тузилиши)</i>	-to discuss the key concepts under the given theme -to explain the essence of the themes: <ol style="list-style-type: none"> become aware of some types of writing exemplification paragraphs. identified means and ways of writing exemplification paragraphs. designed strategies for creating and drafting writing exemplification paragraphs. practiced focusing on audience, assignment and purpose when writing an exemplification paragraph analyzed essential parts of writing exemplification paragraphs;

	6. reflected on the session and made an action plan on this theme;
<i>Aim of the lesson (Машигулот мақсади):</i>	To provide students with information about writing paragraphs
<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> To introduce the main concepts under the given theme; To explain the early development of the English literature The brief outline of the history of the Middle Ages, the impact of several invasions, including of Roman Empire, Angles, Saxon and Jutes, as well as Normans, on the formation of the then English literature. 	<i>Ўқув фаолияти натижалари:</i> <ul style="list-style-type: none"> Be able to understand the concepts Be able to understand the main tendencies of development Be able to analyze the influence of this historic period on the main tendencies of development of the English literature
<i>Methods of education (Таълим усуллари)</i>	Visual Slide (Power Point materials) presentation
<i>Form of education (Таълим шакли)</i>	Practice
<i>Educational aids (Таълим воситалари)</i>	V. Evans. Successful Writing Proficiency. Cambridge Univ. Press. Posters, Markers, Presentation, Notebook PC
<i>Place of education (Таълим бериш шароити)</i>	Auditory room

Lesson 5. Narrative Paragraph

<i>Time (Ажратилган соат):</i> 2 hours	<i>Number of students (Талабалар сони):</i>
<i>Type and form of session (Машигулот тури ва шакли)</i>	Practical (visual type)
<i>Lesson plan / structure of session (Амалий машигулот режаси / машигулот тузилиши)</i>	-to discuss the key concepts under the given theme -to explain the essence of the themes: <ol style="list-style-type: none"> become aware of some types of narrative paragraphs. identified means and ways of narrative paragraphs. designed strategies for creating and drafting narrative paragraphs. practiced focusing on audience, assignment and purpose when writing a narrative paragraph analyzed essential parts of a narrative paragraphs; reflected on the session and made an action plan
<i>Aim of the lesson (Машигулот мақсади):</i>	To provide students with information about writing paragraphs

<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> To introduce the main concepts under the given theme; To explain the early development of the English literature The brief outline of the history of the Middle Ages, the impact of several invasions, including of Roman Empire, Angles, Saxon and Jutes, as well as Normans, on the formation of the then English literature. 	<i>Ўқув фаолияти натижалари:</i> <ul style="list-style-type: none"> Be able to understand the concepts Be able to understand the main tendencies of development Be able to analyze the influence of this historic period on the main tendencies of development of the English literature
<i>Methods of education (Таълим усуллари)</i>	Visual Slide (Power Point materials) presentation
<i>Form of education (Таълим шакли)</i>	Practice
<i>Educational aids (Таълим воситалари)</i>	V. Evans. Successful Writing Proficiency. Cambridge Univ. Press. Posters, Markers, Presentation, Notebook PC
<i>Place of education (Таълим бериш шароити)</i>	Auditory room

Lesson 6. Writing a Narrative Paragraph

<i>Time (Ажратилган соат): 2 hours</i>	<i>Number of students (Талабалар сони):</i>
<i>Type and form of session (Маишулот тури ва шакли)</i>	Practical (visual type)
<i>Lesson plan / structure of session (Амалий мушулот режаси / маишулот тузилиши)</i>	-to discuss the key concepts under the given theme -to explain the essence of the themes: <ol style="list-style-type: none"> become aware of some types of narrative paragraphs. identified means and ways of writing a narrative paragraphs. designed strategies for creating and drafting writing a narrative paragraphs. practiced focusing on audience, assignment and purpose when writing a narrative paragraph analyzed essential parts of writing a narrative paragraphs; reflected on the session and made an action plan on this theme;
<i>Aim of the lesson (Маишулот мақсади):</i>	To provide students with information about writing paragraphs
<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> To introduce the main concepts under the given theme; To explain the early development of the English literature The brief outline of the history of the 	<i>Ўқув фаолияти натижалари:</i> <ul style="list-style-type: none"> Be able to understand the concepts Be able to understand the main tendencies of development Be able to analyze the influence of this historic period on the main tendencies of development of the English literature

Middle Ages, the impact of several invasions, including of Roman Empire, Angles, Saxon and Jutes, as well as Normans, on the formation of the then English literature.	
<i>Methods of education (Таълим усуллари)</i>	Visual Slide (Power Point materials) presentation
<i>Form of education (Таълим шакли)</i>	Practice
<i>Educational aids (Таълим воситалари)</i>	V. Evans. Successful Writing Proficiency. Cambridge Univ. Press. Posters, Markers, Presentation, Notebook PC
<i>Place of education (Таълим бериш шароити)</i>	Auditory room

Lesson 7. Descriptive Paragraph

<i>Time (Ажратилган соат): 2 hours</i>	<i>Number of students (Талабалар сони):</i>
<i>Type and form of session (Машғулот тури ва шакли)</i>	Practical (visual type)
<i>Lesson plan / structure of session (Амалий мушғулот режаси / машғулот тuzилиши)</i>	<p>-to discuss the key concepts under the given theme</p> <p>-to explain the essence of the themes:</p> <ol style="list-style-type: none"> 1. become aware of some types of descriptive paragraphs. 2. identified means and ways of writing descriptive paragraphs. 3. designed strategies for creating and drafting descriptive paragraphs. 4. practiced focusing on audience, assignment and purpose when writing a descriptive paragraph 5. analyzed essential parts of a descriptive paragraphs; 6. reflected on the session and made an action plan on this theme;
<i>Aim of the lesson (Машғулот мақсади):</i>	To provide students with information about writing paragraphs
<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> • To introduce the main concepts under the given theme; • To explain the early development of the English literature • The brief outline of the history of the Middle Ages, the impact of several invasions, including of Roman Empire, Angles, Saxon and Jutes, as well as Normans, on the formation of the then English literature. 	<i>Ўқув фаолияти натижалари:</i> <ul style="list-style-type: none"> • Be able to understand the concepts • Be able to understand the main tendencies of development • Be able to analyze the influence of this historic period on the main tendencies of development of the English literature
<i>Methods of education (Таълим усуллари)</i>	Visual Slide (Power Point materials) presentation
<i>Form of education (Таълим шакли)</i>	Practice

<i>Educational aids (Таълим воситалари)</i>	V. Evans. Successful Writing Proficiency. Cambridge Univ. Press. Posters, Markers, Presentation, Notebook PC
<i>Place of education (Таълим бериш шароити)</i>	Auditory room

Lesson 8. Writing a Descriptive Paragraph

<i>Time (Ажратилган соат): 2 hours</i>	<i>Number of students (Талабалар сони):</i>
<i>Type and form of session (Машғулот тури ва шакли)</i>	Practical (visual type)
<i>Lesson plan / structure of session (Амалий мушғулот режаси / машғулот тузилиши)</i>	-to discuss the key concepts under the given theme -to explain the essence of the themes: 1. become aware of some types of writing a descriptive paragraphs. 2. identified means and ways of writing a descriptive paragraphs. 3. designed strategies for creating and drafting writing a descriptive paragraphs. 4. practiced focusing on audience, assignment and purpose when writing a descriptive paragraph; 5. analyzed essential parts of writing a descriptive paragraphs; 6. reflected on the session and made an action plan on this theme;
<i>Aim of the lesson (Машғулот мақсади):</i>	To provide students with information about writing paragraphs
<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> • To introduce the main concepts under the given theme; • To explain the early development of the English literature • The brief outline of the history of the Middle Ages, the impact of several invasions, including of Roman Empire, Angles, Saxon and Jutes, as well as Normans, on the formation of the then English literature. 	<i>Ўқув фаолияти натижалари:</i> <ul style="list-style-type: none"> • Be able to understand the concepts • Be able to understand the main tendencies of development • Be able to analyze the influence of this historic period on the main tendencies of development of the English literature
<i>Methods of education (Таълим усуллари)</i>	Visual Slide (Power Point materials) presentation
<i>Form of education (Таълим шакли)</i>	Practice
<i>Educational aids (Таълим воситалари)</i>	V. Evans. Successful Writing Proficiency. Cambridge Univ. Press. Posters, Markers, Presentation, Notebook PC
<i>Place of education (Таълим бериш шароити)</i>	Auditory room

Lesson 9. Process Paragraph

<i>Time (Ажратилган соат): 2 hours</i>	<i>Number of students (Талабалар сони):</i>
<i>Type and form of session (Маишулот тури ва шакли)</i>	Practical (visual type)
<i>Lesson plan / structure of session (Амалий мушулот режаси / маишулот тузилиши)</i>	-to discuss the key concepts under the given theme -to explain the essence of the themes: 1. become aware of some types of a process paragraphs. 2. identified means and ways of a process paragraphs. 3. designed strategies for creating and drafting a process paragraphs. 4. practiced focusing on audience, assignment and purpose when a process paragraph; 5. analyzed essential parts of a process paragraphs; 6. reflected on the session and made an action plan on this theme;
<i>Aim of the lesson (Маишулот мақсади):</i>	To provide students with information about writing paragraphs
<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> To introduce the main concepts under the given theme; To explain the early development of the English literature The brief outline of the history of the Middle Ages, the impact of several invasions, including of Roman Empire, Angles, Saxon and Jutes, as well as Normans, on the formation of the then English literature. 	<i>Ўқув фаолияти натижалари:</i> <ul style="list-style-type: none"> Be able to understand the concepts Be able to understand the main tendencies of development Be able to analyze the influence of this historic period on the main tendencies of development of the English literature
<i>Methods of education (Таълим усуллари)</i>	Visual Slide (Power Point materials) presentation
<i>Form of education (Таълим шакли)</i>	Practice
<i>Educational aids (Таълим воситалари)</i>	V. Evans. Successful Writing Proficiency. Cambridge Univ. Press. Posters, Markers, Presentation, Notebook PC
<i>Place of education (Таълим бериш шариити)</i>	Auditory room

Lesson 10. Writing a Process Paragraph

<i>Time (Ажратилган соат): 2 hours</i>	<i>Number of students (Талабалар сони):</i>
<i>Type and form of session (Маишулот тури ва шакли)</i>	Practical (visual type)
<i>Lesson plan / structure of session (Амалий мушулот режаси / маишулот тузилиши)</i>	-to discuss the key concepts under the given theme -to explain the essence of the themes: 1. become aware of some types of writing

	<p>a process paragraphs.</p> <ol style="list-style-type: none"> 2. identified means and ways of writing a process paragraphs. 3. designed strategies for creating and drafting writing a process paragraphs. 4. practiced focusing on audience, assignment and purpose when writing a process paragraph; 5. analyzed essential parts of writing a process paragraphs; 6. reflected on the session and made an action plan on this theme;
<i>Aim of the lesson (Маишгулот мақсади):</i>	To provide students with information about writing paragraphs
<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> • To introduce the main concepts under the given theme; • To explain the early development of the English literature • The brief outline of the history of the Middle Ages, the impact of several invasions, including of Roman Empire, Angles, Saxon and Jutes, as well as Normans, on the formation of the then English literature. 	<i>Ўқув фаолияти натижалари:</i> <ul style="list-style-type: none"> • Be able to understand the concepts • Be able to understand the main tendencies of development • Be able to analyze the influence of this historic period on the main tendencies of development of the English literature
<i>Methods of education (Таълим усуллари)</i>	Visual Slide (Power Point materials) presentation
<i>Form of education (Таълим шакли)</i>	Practice
<i>Educational aids (Таълим воситалари)</i>	V. Evans. Successful Writing Proficiency. Cambridge Univ. Press. Posters, Markers, Presentation, Notebook PC
<i>Place of education (Таълим бериш шароити)</i>	Auditory room

Lesson 11. Cause and Effect Paragraph

<i>Time (Ажратилган соат):</i> 2 hours	<i>Number of students (Талабалар сони):</i>
<i>Type and form of session (Маишгулот тури ва шакли)</i>	Practical (visual type)
<i>Lesson plan / structure of session (Амалий мушгулот режаси / маишгулот тузилиши)</i>	<p>-to discuss the key concepts under the given theme</p> <p>-to explain the essence of the themes:</p> <ol style="list-style-type: none"> 1. become aware of some types of cause and effect paragraphs. 2. identified means and ways of cause and effect paragraphs. 3. designed strategies for creating and drafting cause and effect paragraphs. 4. practiced focusing on audience, assignment and purpose cause and effect paragraph;

	5. analyzed essential parts of cause and effect paragraphs; 6. reflected on the session and made an action plan on this theme;
<i>Aim of the lesson (Маиғулот мақсади):</i>	To provide students with information about writing paragraphs
<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> To introduce the main concepts under the given theme; To explain the early development of the English literature The brief outline of the history of the Middle Ages, the impact of several invasions, including of Roman Empire, Angles, Saxon and Jutes, as well as Normans, on the formation of the then English literature. 	<i>Ўқув фаолияти натижалари:</i> <ul style="list-style-type: none"> Be able to understand the concepts Be able to understand the main tendencies of development Be able to analyze the influence of this historic period on the main tendencies of development of the English literature
<i>Methods of education (Таълим усуллари)</i>	Visual Slide (Power Point materials) presentation
<i>Form of education (Таълим шакли)</i>	Practice
<i>Educational aids (Таълим воситалари)</i>	V. Evans. Successful Writing Proficiency. Cambridge Univ. Press. Posters, Markers, Presentation, Notebook PC
<i>Place of education (Таълим бериш шароити)</i>	Auditory room

Lesson 12. Writing a Cause and Effect Paragraph

<i>Time (Ажратилган соат):</i> 2 hours	<i>Number of students (Талабалар сони):</i>
<i>Type and form of session (Маиғулот тури ва шакли)</i>	Practical (visual type)
<i>Lesson plan / structure of session (Амалий муиғулот режаси / маиғулот тузилиши)</i>	-to discuss the key concepts under the given theme -to explain the essence of the themes: <ol style="list-style-type: none"> become aware of some types of writing cause and effect paragraphs. identified means and ways of writing cause and effect paragraphs. designed strategies for creating and drafting writing of cause and effect paragraphs. practiced focusing on audience, assignment and purpose of writing cause and effect paragraph; analyzed essential parts of writing cause and effect paragraphs; reflected on the session and made an action plan on this theme;
<i>Aim of the lesson (Маиғулот мақсади):</i>	To provide students with information about writing paragraphs

<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> To introduce the main concepts under the given theme; To explain the early development of the English literature The brief outline of the history of the Middle Ages, the impact of several invasions, including of Roman Empire, Angles, Saxon and Jutes, as well as Normans, on the formation of the then English literature. 	<i>Ўқув фаолияти натижалари:</i> <ul style="list-style-type: none"> Be able to understand the concepts Be able to understand the main tendencies of development Be able to analyze the influence of this historic period on the main tendencies of development of the English literature
<i>Methods of education (Таълим усуллари)</i>	Visual Slide (Power Point materials) presentation
<i>Form of education (Таълим шакли)</i>	Practice
<i>Educational aids (Таълим воситалари)</i>	V. Evans. Successful Writing Proficiency. Cambridge Univ. Press. Posters, Markers, Presentation, Notebook PC
<i>Place of education (Таълим бериш шароити)</i>	Auditory room

Lesson 13. Comparison-and-contrast paragraphs

<i>Time (Ажратилган соат): 2 hours</i>	<i>Number of students (Талабалар сони):</i>
<i>Type and form of session (Машғулот тури ва шакли)</i>	Practical (visual type)
<i>Lesson plan / structure of session (Амалий мушғулот режаси / машғулот тузилиши)</i>	-to discuss the key concepts under the given theme -to explain the essence of the themes: <ol style="list-style-type: none"> become aware of some types of comparison-and-contrast paragraphs. identified means and ways of comparison-and-contrast paragraphs. designed strategies for creating and drafting comparison-and-contrast paragraphs. practiced focusing on audience, assignment and purpose comparison-and-contrast of paragraph; analyzed essential parts of comparison-and-contrast paragraphs; reflected on the session and made an action plan on this theme;
<i>Aim of the lesson (Машғулот мақсади):</i>	To provide students with information about writing paragraphs
<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> To introduce the main concepts under the given theme; To explain the early development of the English literature The brief outline of the history of the 	<i>Ўқув фаолияти натижалари:</i> <ul style="list-style-type: none"> Be able to understand the concepts Be able to understand the main tendencies of development Be able to analyze the influence of this historic period on the main tendencies of development of the English literature

Middle Ages, the impact of several invasions, including of Roman Empire, Angles, Saxon and Jutes, as well as Normans, on the formation of the then English literature.	
<i>Methods of education (Таълим усуллари)</i>	Visual Slide (Power Point materials) presentation
<i>Form of education (Таълим шакли)</i>	Practice
<i>Educational aids (Таълим воситалари)</i>	V. Evans. Successful Writing Proficiency. Cambridge Univ. Press. Posters, Markers, Presentation, Notebook PC
<i>Place of education (Таълим бериш шароити)</i>	Auditory room

Lesson 14. Writing Comparison-and-contrast paragraphs

<i>Time (Ажратилган соат): 2 hours</i>	<i>Number of students (Талабалар сони):</i>
<i>Type and form of session (Машгулот тури ва шакли)</i>	Practical (visual type)
<i>Lesson plan / structure of session (Амалий мушгулот режаси / машгулот тузилиши)</i>	<p>-to discuss the key concepts under the given theme</p> <p>-to explain the essence of the themes:</p> <ol style="list-style-type: none"> 1. become aware of some types of writing comparison-and-contrast paragraphs. 2. identified means and ways of writing comparison-and-contrast paragraphs. 3. designed strategies for creating and drafting writing comparison-and-contrast paragraphs. 4. practiced focusing on audience, assignment and purpose of writing comparison-and-contrast of paragraph; 5. analyzed essential parts of writing comparison-and-contrast paragraphs; 6. reflected on the session and made an action plan on this theme;
<i>Aim of the lesson (Машгулот мақсади):</i>	To provide students with information about writing paragraphs
<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> • To introduce the main concepts under the given theme; • To explain the early development of the English literature • The brief outline of the history of the Middle Ages, the impact of several invasions, including of Roman Empire, Angles, Saxon and Jutes, as well as Normans, on the formation of the then English literature. 	<p><i>Ўқув фаолияти натижалари:</i></p> <ul style="list-style-type: none"> • Be able to understand the concepts • Be able to understand the main tendencies of development • Be able to analyze the influence of this historic period on the main tendencies of development of the English literature
<i>Methods of education (Таълим усуллари)</i>	Visual Slide (Power Point materials) presentation

<i>Form of education (Таълим шакли)</i>	Practice
<i>Educational aids (Таълим воситалари)</i>	V. Evans. Successful Writing Proficiency. Cambridge Univ. Press. Posters, Markers, Presentation, Notebook PC
<i>Place of education (Таълим бериш шароити)</i>	Auditory room

Lesson 15. Classification paragraph

<i>Time (Ажратилган соат): 2 hours</i>	<i>Number of students (Талабалар сони):</i>
<i>Type and form of session (Маишулот тури ва шакли)</i>	Practical (visual type)
<i>Lesson plan / structure of session (Амалий мушулот режаси / маишулот тузилиши)</i>	-to discuss the key concepts under the given theme -to explain the essence of the themes: 1. become aware of some types of classification paragraphs. 2. identified means and ways of classification paragraphs. 3. designed strategies for creating and drafting classification paragraphs. 4. practiced focusing on audience, assignment and purpose classification of paragraph; 5. analyzed essential parts of classification paragraphs; 6. reflected on the session and made an action plan on this theme;
<i>Aim of the lesson (Маишулот мақсади):</i>	To provide students with information about writing paragraphs
<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> To introduce the main concepts under the given theme; To explain the early development of the English literature The brief outline of the history of the Middle Ages, the impact of several invasions, including of Roman Empire, Angles, Saxon and Jutes, as well as Normans, on the formation of the then English literature. 	<i>Ўқув фаолияти натижалари:</i> <ul style="list-style-type: none"> Be able to understand the concepts Be able to understand the main tendencies of development Be able to analyze the influence of this historic period on the main tendencies of development of the English literature
<i>Methods of education (Таълим усуллари)</i>	Visual Slide (Power Point materials) presentation
<i>Form of education (Таълим шакли)</i>	Practice
<i>Educational aids (Таълим воситалари)</i>	V. Evans. Successful Writing Proficiency. Cambridge Univ. Press. Posters, Markers, Presentation, Notebook PC
<i>Place of education (Таълим бериш шароити)</i>	Auditory room

Lesson 16. Writing a classification paragraph

<i>Time (Ажратилган соат): 2 hours</i>	<i>Number of students (Талабалар сони):</i>
<i>Type and form of session (Маиғулот тури ва шакли)</i>	Practical (visual type)
<i>Lesson plan / structure of session (Амалий муиғулот режаси / маиғулот тузлиши)</i>	-to discuss the key concepts under the given theme -to explain the essence of the themes: 1. become aware of some types of writing a classification paragraphs. 2. identified means and ways of writing a classification paragraphs. 3. designed strategies for creating and drafting of writing a classification paragraphs. 4. practiced focusing on audience, assignment and purpose of writing a classification paragraph; 5. analyzed essential parts of writing a classification paragraphs; 6. reflected on the session and made an action plan on this theme;
<i>Aim of the lesson (Маиғулот мақсади):</i>	To provide students with information about writing paragraphs
<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> To introduce the main concepts under the given theme; To explain the early development of the English literature The brief outline of the history of the Middle Ages, the impact of several invasions, including of Roman Empire, Angles, Saxon and Jutes, as well as Normans, on the formation of the then English literature. 	<i>Ўқув фаолияти натижалари:</i> <ul style="list-style-type: none"> Be able to understand the concepts Be able to understand the main tendencies of development Be able to analyze the influence of this historic period on the main tendencies of development of the English literature
<i>Methods of education (Таълим усуллари)</i>	Visual Slide (Power Point materials) presentation
<i>Form of education (Таълим шакли)</i>	Practice
<i>Educational aids (Таълим воситалари)</i>	V. Evans. Successful Writing Proficiency. Cambridge Univ. Press. Posters, Markers, Presentation, Notebook PC
<i>Place of education (Таълим бериш шароити)</i>	Auditory room

Lesson 17. Definition paragraph

<i>Time (Ажратилган соат): 2 hours</i>	<i>Number of students (Талабалар сони):</i>
<i>Type and form of session (Маиғулот тури ва шакли)</i>	Practical (visual type)
<i>Lesson plan / structure of session (Амалий муиғулот режаси / маиғулот тузлиши)</i>	-to discuss the key concepts under the given theme -to explain the essence of the themes:

	<ol style="list-style-type: none"> 1. become aware of some types of definition paragraphs. 2. identified means and ways of definition paragraphs. 3. designed strategies for creating and drafting definition paragraphs. 4. practiced focusing on audience, assignment and purpose definition of paragraph; 5. analyzed essential parts of definition paragraphs; 6. reflected on the session and made an action plan on this theme;
<i>Aim of the lesson (Маишулот мақсади):</i>	To provide students with information about writing paragraphs
<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> • To introduce the main concepts under the given theme; • To explain the early development of the English literature • The brief outline of the history of the Middle Ages, the impact of several invasions, including of Roman Empire, Angles, Saxon and Jutes, as well as Normans, on the formation of the then English literature. 	<i>Ўқув фаолияти натижалари:</i> <ul style="list-style-type: none"> • Be able to understand the concepts • Be able to understand the main tendencies of development • Be able to analyze the influence of this historic period on the main tendencies of development of the English literature
<i>Methods of education (Таълим усуллари)</i>	Visual Slide (Power Point materials) presentation
<i>Form of education (Таълим шакли)</i>	Practice
<i>Educational aids (Таълим воситалари)</i>	V. Evans. Successful Writing Proficiency. Cambridge Univ. Press. Posters, Markers, Presentation, Notebook PC
<i>Place of education (Таълим бериш шароити)</i>	Auditory room

Lesson 18. Writing a Definition paragraph

<i>Time (Ажратилган соат):</i> 2 hours	<i>Number of students (Талабалар сони):</i>
<i>Type and form of session (Маишулот тури ва шакли)</i>	Practical (visual type)
<i>Lesson plan / structure of session (Амалий мушулот режаси / маишулот тузилиши)</i>	-to discuss the key concepts under the given theme -to explain the essence of the themes: <ol style="list-style-type: none"> 1. become aware of some types of writing a definition paragraphs. 2. identified means and ways of writing a definition paragraphs. 3. designed strategies for creating and drafting writing a definition paragraphs. 4. practiced focusing on audience,

	<p>assignment and purpose of writing a definition of paragraph;</p> <p>5. analyzed essential parts of writing a definition paragraphs;</p> <p>6. reflected on the session and made an action plan on this theme;</p>
<i>Aim of the lesson (Маингулот мақсади):</i>	To provide students with information about writing paragraphs
<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> • To introduce the main concepts under the given theme; • To explain the early development of the English literature • The brief outline of the history of the Middle Ages, the impact of several invasions, including of Roman Empire, Angles, Saxon and Jutes, as well as Normans, on the formation of the then English literature. 	<p>Ўқув фаолияти натижалари:</p> <ul style="list-style-type: none"> • Be able to understand the concepts • Be able to understand the main tendencies of development • Be able to analyze the influence of this historic period on the main tendencies of development of the English literature
<i>Methods of education (Таълим усуллари)</i>	Visual Slide (Power Point materials) presentation
<i>Form of education (Таълим шакли)</i>	Practice
<i>Educational aids (Таълим воситалари)</i>	V. Evans. Successful Writing Proficiency. Cambridge Univ. Press. Posters, Markers, Presentation, Notebook PC
<i>Place of education (Таълим бериш шароити)</i>	Auditory room

COLLECTION OF EXERCISES FOR PRACTICAL SESSIONS

1-mashq. Quyida berilgan otlarni sanaladigan va sanalmaydigan otlar guruhiga ajrating.

Piano, computer, cheese, car, music, love, information, lady, idea, education, progress, doctor, milk, fact, butter, tomato, table, airport, money, bread, cat, camel, instrument, gold, spaghetti, coffee, bank, student, petrol, meat.

2-mashq. Quyida berilgan otlarni bir hil ma'no beruvchi turiga qarab guruhlaga ajrating.

Namuna: furniture — table

Food, money, flat, lamp, information, goalkeeper, telescope, traffic, baggage, furniture, guitar, work, loaf, accommodation, football, electricity, job, fruit, banknote, fact, car, music, suitcase, trip, potato, banana, equipment, travel.

3-mashq. Qavs ichida berilgan so'zning mosini qo'yib gaplarni to'ldiring.

1. Could you pass me _____? This table is made of _____ (a glass, glass). 2. The actor does that for There are very many ... in Hyde Park, (an amusement, amusement). 3. ... goes so quickly. She phoned six ... yesterday, (a time, time). 4. Three ... , please. ... makes you fat. (a beer, beer). 5. There's ... in the garden. Do you want ... or bee ? (a chicken, chicken). 6. I need a piece of The house was near (a wood, wood). 7. She looked at him with It's ... Ann isn't here, (a pity, Pity). 8. My mother never drinks Spain produces some wonderful (a wine, wine). 9. He hasn't got much It was ... I won't forget, (an experience, experience). 10. I'm going out to buy Paper is made from (a wood, wood).

4-mashq. Quyida berilgan so'zlarning ko'plikdagi shaklini yozing.

1) Hat, box, day, desk, clock, bus, list, toy, address, brush, face, family, puppy, book, wife, scarf, knife, video, tomato, tree, zoo, shop, man, woman, child, tooth, foot, goose, ox, sheep, deer, means, volcano, church.

2) Schoolboy, postman, hotel-keeper, mother-in-law, passerby, man-servant, woman-doctor, businessman, step-daughter, fingertip, customs-house, housewife, forget-me-not, Englishman.

5-mashq. Quyidagi gaplarni ko'plik shaklida yozing.

1. She's a pretty girl. 2. A hen is a bird. 3. Here's a pen and a pencil. 4. He's a pilot. 5. There's a car behind you. 6. A lazy boy isn't a good pupil. 7. There's a bird on the tree. 8. A woman is busier than a man. 9. Where's the key of the door? 10. The oth is broken. 11. There's an apple in the basket. 12. The child is ill. 13. The photo is excellent. 14. It's a picture of a flower. 15. The foot is sore.

6-mashq. Quyidagi gaplarni birlik shaklida yozing.

1. The cats caught the mice. 2. The women told the children stories. 3. We saw geese and foxes. 4. The teachers gave some lessons in grammar. 5. The birds were singing in the bushes. 6. The oxen ate the grass. 7. The leaves fell from the trees. 8. The boys had watches. 9. His feet were large. 10. There were pictures on the walls of the rooms. 11. The policemen found the thieves. 12. Open the windows and shut the doors, please. 13. We saw dictionaries on the shelves. 14. These families needed new flats. 15. Use your dictionaries.

7-mashq. Qavs ichidagi so'zlarning mosini qo'yib gapni to'ldiring.

1. There are many (class, classes) in a big school. 2. London and New York are (city, cities). 3. There are a lot of (policeman, policemen) in London. 4. How many (toast, toasts) do you want? 5. Lots of (person, people) are unhappy about it. 6. Several (child, children) are in the yard. 7. She's a rich (lady, ladies). 8. Our (computer, computers) are very expensive. 9. The (book, books) is very interesting. 10. Many small (village, villages) are very nice. 11. Let me give you some (advice, advices). 12. There's a lot of (furniture, furnitures) in the room: three (desk, desks), four (table, tables) and one (sideboard, sideboards). 13. The (woman, women) has two (son, sons). 14. (Fruit, Fruits) is useful for our health. 15. He's fond of lots of interesting (information, informations). 16. There are many (dish, dishes) in the cupboard.

8-mashq. Quyidagi gaplarni ot so'z turkumining ishlatilishiga qarab Ingliz tiliga tarjima qiling.

1. Uning sochlari qop-qora. Ular juda chiroyli. 2. Эти новости очень интересные. 3. Sizning pullaringiz stol ustida. Ularni oling. 4. Bu ishni bajarish uchun uning bilimi yetarli. 5. Sizning shimingiz juda uzun. 6. Ko'zoynagim stol ustida. Uni uzatib yuboring, iltimos. 7. Bu yil mevalar ancha arzon. 8. Stol ustida apelsin, bananlar, uzum va boshqa mevalar bor. 9. Qanday yangilik bor? – Men ingliz tilidagi muvaffaqiyatlarimdan qoniqmayapman. 10. Sizning maslahatlaringiz juda foydali. 11. Matematika – qiyin fan. 12. Zina uzun va tor. 13. U yerda ko'p odam bor. 14. Uning kiyimi kir va xo'l. Uni yuvib qo'ying, iltimos. 15. Uning bilimlari keng. 16. Mevalar juda foydali. 17. Mening soatim orqada qoladi va men tez tez kech qolaman. 18. Iltimos bir shisha sut, bitta non va ikkita pirojniy harid qiling.

9-mashq. a) va b) qatordagi so'zlarni bir biriga mos qilib qaratqich kelishigida yozing.

Namuna: your sister's house

a) Your sister, my teachers, yesterday, most people, Jonathan, Katie, doctors, Ann and Pat, our dog, tomorrow, those women, my parents, their friend, Sam and Jill, his neighbour, her brother, these workmen, today, our country, the world.

b) Address, instruments, car/cars, ideas, legs, clothes, father/ fathers, fear of heights, newspaper, health, education, trip, concert, library, nose/noses, future, toy/toys, house, name/names, son.

10-mashq. Qaratqich kelishigida yozing.

1. the poems of Navoyi 2. the hat of the man 3. the voice of his sister 4. the new club of the students 5. the signature of Mr Brown 6. the watches of my friend 7. the pages of the book 8. the plays of Shakespeare 9. the parents of my groupmate Rustam 10. the walls of the room 11. the birthday of my daughter Nasiba 12. the shop of the chemist 13. the conclusions of the experts 14. the flat of Ravshan and Durdona 15. the colour of the carpet

11-mashq. Qavs ichidagi so'zlarni qaratqich kelishigiga qo'yib yozing.

1. Have you seen (Henry) new bicycle? 2. Let's join in the (children) games. 3. We heard the (men) shouts in the distance. 4. Mary sings in the (ladies) choir. 5. That building is (Jack and Marry) house. 6. What's (the Wilsons) number? 7. You can buy this mixture at the (chemist). 8. Henry is a ballet-dancer at the Bolshoi Theatre which is the (world) best ballet house. 9. The (ship) crew stood on deck. 10. She went to the (baker). 11. (Moscow) theatres are the best in the world. 12. My (sister) friend is coming to tea. 13. The name of Mrs (Smith) dog is Micky. 14. My elder brother (Peter) son is very ill. 15. He's my (sister) (husband) father. 16. Ellen is a (lady) servant. 17. Hilary is going to the (dentist). 18. The students have ten (minutes) break. 19. That's (the Prince of Wales) helicopter. 20. Did you see the cartoon in (yesterday) newspaper.

1-mashq. Nuqtalar o'rniga can/can't qo'ying.

1. Karim asked me to lunch next Saturday. ... I come? 2. She ... have anything she asks. 3. You ... speak aloud in the library. 4. Sheila ... use my dictionary as often as she wants. 5. Students ... bring pet animals to the reading-hall. 6. "To come to the point, ... we have a word with you in private?" asked Sir James. 7. That'll do Brown. You ... go. 8. You ... take a seat, Mr. Blake. — Thank you, Lady Bracknell, I prefer standing. 9. You ... take the books out of the reading-hall. 10. You ... have a look at my paper if you like. 11. Drivers ... leave their cars in a no-parking zone. 12. The children ... stay up late and watch TV on New Year's eve. 13. You ... swim across the river in this place, it's extremely dangerous. 14. Jack, you ... take my car tonight, I'm not using it. 15. The law says you ... drive a car without a seat-belt. 16. ... I borrow your camera? — Of course, you can.

2-mashq. Nuqtalar o'rniga agar mumkin bo'lsa can/can't agar bo'lmasa could or will be able to qo'ying.

1. I think I ... speak English quite well in a few months. 2. Dr Parker ... see you at 12 on Tuesday. 3. It's quite fine, Clara, the rain has stopped. We... have a small walk. 4. I ... tell stories, never 5. The mountains were a long way away and we ... see snow on their tops. 6. She ... travel again in a few weeks. 7. If I practise a bit, I ... be pretty good at tennis. 8. I'm free at the weekend, so you ... come round. 9. They knew the town so they ... advise him where to go. 10. Mary usually leaves work at six, but she ... leave earlier on Fridays. 11. Do you think one day people ... travel to the stars? 12. Since he was working at the hospital all day he ... only learn in the evening. 13. In a few years, computers ... think better than we do. 14. I'll post your letter, but I don't

think the postman ... read the address. 15. She ... do your job with no trouble at all. 16. ... you believe the girl? ... it be true? 17. We ... get in touch with him in such a short time. 18. I ... come tomorrow, I'm afraid. I'm too busy. 19. This week isn't good, but I ... bring the car in next week. 20. I ... hear Miss Graham's voice, but I ... hear what she said.

3-mashq. Nuqtalar o'rniga could/couldn't yoki was/were able to qo'yib yozing.

1. Her grandparents were multilingual. They ... speak six foreign languages. 2. Though the day was rather windy the firemen ... put the fire out in less than ten minutes. 3. Linda loved sewing greatly. She ... make her clothes without any help. 4. He ... do this, if he tried. 5. Even though I hurt my leg I ... swim back to the boat. 6. She ... enter the university as she knew the material well enough. 7. ... you speak English before you went to London? — Unfortunately I ... not speak it very well. 8. Doreen had a terrible sore-throat. It was very difficult for her to swallow but she ... drink a cup of broth. 9. Did you buy any fresh fruit? — Oh, it was really a problem, I ... buy it in the market. 10. I was sure I ... get to the top of the mountain. 11. Happily Ann ... swim across the river, otherwise she would have drowned. 12. As he was not interrupted he ... finish his work by the evening. 13. I'm sorry but I... not come to the party on Sunday. 14. They were a long way from the stage. They ... see all right but they ... not hear very well. 15. The police were suspicious at first but I ... convince them that we were innocent. 16. I had no key so I ... not lock the door. 17. When the garage had repaired our car we ... continue our journey. 18. George played tennis well but he ... not beat Graham. 19. The car fell down into the river. The driver ... get out but the passengers sank. 20. At five years old he ... compose poems and everyone approved of them.

4-mashq. May yoki can ni nuqtalar o'rniga qo'ying. Ularning ishlatilishiga ahamiyat bering.

1. ... I speak to Mr Pitt, please? — I'm afraid he's out at the moment. ... you ring back later? 2. If a letter comes to me ... you please forward it to this address? 3. ... you tell me the time, please? — I'm afraid, I ... not. I haven't got a watch. 4. ... you lend me 2500 pounds? — No, I ... not. 5. I wonder if you ... help me? — With great pleasure. 6. Excuse me, ... you tell me the time of the next train, please? — Yes, certainly. 11:30, platform 3. 7. ... I have some more coffee, please. 8. ... you come to the party at my place Thursday evening? — Thanks a lot. What time? Is it something special? 9. Excuse me, ... you tell me the way to the nearest underground station? — Oh, I'm sorry, I ... not. I'm afraid I'm lost myself. Let's ask the policeman over there. 10. ... you help me with my luggage, please? — Yes, certainly.

5-mashq. Can ni Infinitive ning kerakli shakli bilan yozing.

1. Have you a friend you ... (to trust)? 2. He ... not (to see) me. I came when he had gone. 3. ... you (to call) a little later? I'm afraid I'll be busy till 7. 4. He's not answering the phone. He ... not (to get) home yet. 5. She ... not (to forget) your

address; she has visited you several times. 6. You ... (to join) her much later if she wants you to go on the yacht. 7. My cousin ... not (to do) it. I don't believe it. 8. I ... (to help) him but I didn't know he needed help. 9. Your English is quite good for a beginner. You ... (to read) English books in the original. 10. If your friends are planning to go to the country you ... (to go) with them. 11. He ... not still (to write) his composition. The teacher has already left the classroom. 12. I don't believe a single word of his; he ... not (to fail) to learn the news before us. 13. It ... not (to be) a joke. He means it. 14. ... you (to pass) me the bread, please? 15. Look! I ... (to lift) this chair with one hand. 16. It wasn't easy but our team ... (to win) the match. 17. She was sitting with her back to me, so I... not (to see) her face. 18. He has no idea what the book is about. He ... not (to read) it very carefully. 19. ... this old woman (to be) Laura? She ... not (to change) like that. 20. The situation was bad but it ... (to be) even worse.

6-mashq. Can dan foydalanirg va gaplarni davom ettiring.

1. Until he came nearer ... 2. Since I was working at the office all day ... 3. Interesting book? — Very. You ... 4. I'm afraid I ... 5. She dialed the number but ... 6. He lost his eyeglasses and he ... 7. Is there anything ...? 8. They do everything they ... 9. I wanted to see what I ... 10. I had no idea that ...

7-mashq. Ingliz tiliga tarjima qiling.

1. Men bu maqolani tarjima qila olmayman, chunki menda lug'at yo'q. (Я не могу перевести эту статью, так как у меня нет словаря.) 2. Billni ko'rsam bo'ladimi? — Albatta, uni o'quv zalidan topishingiz mumkin. (Я могу видеть Билла? — Конечно. Вы можете найти его в читальном зале.) 3. Men birdaniga ko'p so'z yodlay olaman. (Я могу запомнить сразу много слов.) 4. Kecha oldingizga kira olmadim, chunki band edim. (Вчера я не смог зайти к вам, так как был занят.) 5. U tez yura olmaydi. U charchagan. (Он не может идти быстро. Он устал.) 6. Siz qo'shiq ayta olasizmi? — Ha. — Ertaga konsertda ishtirok eta olasizmi? — Albatta, jonim bilan. (Вы умеете петь? — Да. — Вы сможете принять участие в концерте завтра? — Конечно, с удовольствием.) 7. Menga dasturxon tuzashga yordam bera olasizmi? — Kechirasan, shoshib turibman, hozir senga yordam bera olmayman. (Ты можешь помочь мне накрыть на стол? — Извини, я тороплюсь и сейчас не могу помочь тебе.) 8. Qiziq, u bu ishni o'zi uddalay olarmikan? (Интересно, сумеет ли он сделать эту работу сам?) 9. Agar jiddiy shug'ullansangiz tez orada Ingliz tilida yaxshi gapira olasiz. (Если вы будете работать серьезно, то скоро сможете хорошо говорить по-английски.) 10. Kecha teatrqa билет topa olmadim. (Я не смог достать билеты в театр вчера.) 11. Mening do'stim mashinani yaxshi hayday olmaydi. (Мой друг не умеет хорошо водить машину.) 12. U Lotin tilini o'qiy olmasdi va vrach unga nima yozib berganini tushunmadi. (Он не умел читать по-латыни и не мог понять, что ему прописал врач.) 13. Menga lug'atingni berib tura olaysanmi? Ertadan keyin qaytarib beraman. (Не мог бы ты дать мне свой словарь? Я верну его послезавтра.) 15. Boshqaruvchini ko'rsam bo'ladimi? — Afsuski, yo'q. U soat 12 da bo'ladi. (Могу я видеть управляющего? — К сожалению, нет. Он будет в 12.)

1-Mashq. Nuqtalar o'rniga tasdiq so'roq gapning davomini yozing.

1. A new house is being built here, ...? 2. The work hasn't been done yet, ...? 3. This copy hasn't been read, ...? The pages haven't been cut, ...? 4. She was given a clock, ...? 5. His name wasn't mentioned at the meeting, ...? 6. The proposal is being heatedly discussed for an hour, ...? 7. The books will be returned to the library in time, ...? 8. You aren't allowed to smoke here, ...? 9. The letter must be answered at once, ...? 10. They weren't invited to the party, ...? 11. The letter has been sent off, ...? 12. The tape-recorder is already repaired, ...? 13. The girl wasn't allowed to go to the concert, ...? 14. He has been told everything, ...? 15. This article will be translated into English, ...? 16. The light hasn't been switched off, ...? 17. When we returned the door had already been locked, ...? 18. Betty was met at the station, ...? 19. They won't be given this information until Friday, ...? 20. The car has been stolen, ...?

2-Mashq. Quyidagi majhul nisbatdagi gaplarni berilgan zamonlarda yozing.

1. This picture (always admire). — *Present* 2. The Tower of London (formerly use) as a prison. — *Past* 3. This play (forget) in a few years' time. — *Future* 4. English (speak) all over the world. — *Present* 5. The piano (play) far too loudly. — *Past* 6. The matter (discuss) tomorrow. — *Future* 7. Any questions (ask) about me? — *Past* 8. Milk (use) for making butter and cheese. — *Present* 9. Your question (answer)? — *Present* 10. The bridge (build) last year. — *Past* 11. I (punish) for something I didn't do. — *Past* 12. Not a sound (hear). — *Past* 13. The book (finish) next month? — *Future* 14. This exercise (do) very carefully. — *Present* 15. What (do) about this? — *Present*

3-Mashq. Quyidagi gaplarni majhul nisbatda yozing.

Namuna: Someone's interviewing Dr Jonhson at the moment. Dr Jonhson is being interviewed at the moment.

1. You mustn't use this machine after 5:30 p. m. 2. We had warned him the day before not to go too near the canal. 3. They are mending your shoes at the moment. 4. Someone will drive your car to Edinburgh on Tuesday. 5. They don't allow smoking at this restaurant. 6. You should pay your bill before you leave the hotel. 7. I have told the children about the party. 8. About thirty million people are watching this programme. 9. We expect students not to talk during the examination. 10. You mustn't touch this button while the experiment is in progress. 11. Someone will blow a whistle if there's an emergency. 12. You should keep flowers in «a warm sunny place. 13. Someone has moved my chair. 14. The police are questioning Mr and Mrs Davidson. 15. They invited two hundred people to the wedding.

4-Mashq. Quyidagi gaplarni majhul nisbatda yozing.

MODEL: They gave my little sister a ticket too. — My little sister was given a ticket too.

1. People will show the visitors the new buildings. 2. They promise us higher wages. 3. Somebody will tell you what time the train leaves. 4. Somebody recommended me to another doctor. 5. Someone taught him French and gave him a dictionary. 6. They will allow each boy a second plate of ice-cream. 7. The authorities refused John a

passport. 8. They will ask us all several questions. 9. When we first met, they had already offered me a new job at the bank. 10. Someone will read you another chapter next time. 11. They requested the stranger to leave the meeting. 12. This is the third time they have written to us about this. 13. They still deny women the right to vote in some countries. 14. They asked the rest of us to be there at 8 o'clock. 15. The others told the new students where to sit.

5-Mashq. Quyidagi gaplar tuzulishini o'zgartiring.

Namuna: Nothing was sent to me. — I was sent nothing.

1. All the papers were brought to the manager to sign. 2. A clock was given to Harry when he retired. 3. A lot of funny stories were read to the children. 4. A new job was offered to me. 5. French is taught to us by Mrs Lee. 6. A car has been lent to them for the weekend. 7. A full explanation was promised to us. 8. Interesting news was told to him a few days ago. 9. Three lessons a day are given to us at the beginning of the term. 10. The answer will be given to you in a week. 11. The money was paid to us yesterday. 12. Our report must be sent to Mrs Samuels at once. 13. A lot of beautiful flowers were given to my sister at her wedding. 14. A modern camera was bought to him on his birthday. 15. A film had been shown to us before he came.

6-Mashq. Predlogli fe'llardan foydalanig quyidagi gaplarni majhul nisbatda yozing.

MODEL: They spoke much of the talented actress. — The talented actress was much spoken of.

1. They never object to his suggestions. 2. We called in the police. 3. They will arrive at some agreement. 4. Burglars broke into the house. 5. They have always referred to his book. 6. He hasn't slept in his bed. 7. All the ministers will see him off at the airport. 8. Then they called up men of 28. 9. They have sent for the doctor. 10. No one took notice of his words. 11. They took good care of these children. 12. They listen attentively to his lectures. 13. They took down the notice. 14. You'll have to pull down this building as you have not complied with the town planning regulations. 15. You are to leave this box here. Someone will call for it later on.

7-Mashq. Quyidagi gaplar tuzulishini o'zgartiring.

1. They told her to be quick. 2. Somebody gave her a box of chocolates for her birthday. 3. Someone must finish the work. 4. Has anyone posted my parcel? 5. You need not type this letter. 6. They will take her to hospital tomorrow. 7. They built two new houses last year. 8. They make these artificial flowers of silk. 9. A machine could do this work much more easily. 10. The examiner will read the passage three times. 11. People will laugh at you if you wear that silly hat. 12. They took the photographs after the ceremony. 13. A Japanese firm makes these TV-sets. 14. Why did no one inform me of the change of the plan? 15. His French was so good that they took him for a Frenchman.

8-Mashq. Quyidagi gaplar tuzulishini o'zgartiring.

1.1 can assure you I can arrange everything in time. (2 passives) 2. They tell somebody has shot your uncle. (2 passives) 3. Naturally one expects you to interest yourself in the job they have offered you. (3 passives) 4. We haven't moved anything since they sent you away to cure you. (3 passives) 5. I've only used this pen once since the day I had mended it. (2 passives) 6. It must have disappointed him terribly that people told him they didn't want him. (3 passives) 7. They had eaten all the dinner before they finished the conversation. (2 passives) 8. We'll lock the house for the summer and the old gardener will look after it. (2 passives) 9. One cannot eat an orange if nobody has peeled it. (2 passives) 10. They gave the thief a fair trial and sent him to prison. (2 passives) 11. There's a new block of flats they are building down the road, perhaps you'd like someone to introduce you to the landlord. (2 passives) 12. Someone had already promised me a watch for my birthday when they presented me with one as a prize. (2 passives) 13. You must clear up all these books and papers and put them away in the cupboards you usually keep them in. (3 passives) 14. People should tell us how much they expect of us. (2 passives) 15. When I returned I found that they had towed my car away, I asked why they had done this and they told me that it was because I had parked it under a "No Parking" sign. (4 passives)

9-Mashq. Ingliz tiliga tarjima qiling.

1. Bu maqola eng mashhur jurnalistlardan biri tomonidan yozilgan. (Эта статья написана одним из наиболее известных журналистов.) 2. U tarjima vaqtida tayyor bo'ladi deb so'z beryapti. (Он обещает, что перевод будет выполнен вовремя.) 3. U uyiga kelganida dasturxon tuzalgan edi. (Когда он пришел домой, стол уже был накрыт.) 4. Bu kitoblarning hammasi kutubxonadan olingan. (Все эти книги взяты из библиотеки.) 5. Fakultetimizning talabalari har doim klub majlisiga chaqiriladi. (Студенты нашего факультета всегда приглашаются на заседание клуба.) 6. O'ylashimcha, non va saryog' singlim tomonidan sotib olinadi. (Я думаю, хлеб и масло будут куплены сестрой.) 7. Bu masala qachon muhokama qilinadi. (Когда обсуждался этот вопрос?) 8. Men kelganimda bu doklad endigina muhokama qilinayotgan edi. (Когда я пришла, этот доклад как раз обсуждался.) 9. Telegramm ertaga qabul qilinadi. (Телеграмма будет получена только завтра.) 10. U musobaqalarda istirok etishga taklif etildi. (Его попросили принять участие в соревнованиях.) 11. Unga dokladni ingliz tilida yozish maslahat qilindi. (Ей посоветовали написать доклад на английском языке.) 12. Xat hali jo'natilmadi. (Письмо еще не отправили.) 13. Bu roman hali o'zbek tiliga tarjima qilinmagan. (Этот роман еще не переведен на узбекский язык.) 14. Sen kechaga taklif etildingmi? — Yo'q hali. Lekin taklif etishlariga ishonchim komil. (Тебя пригласили на вечер? — Нет еще. Но я уверена, что пригласят.) 15. Sizni telefonga chaqirishiyapti. (Вас просят к телефону.) 16. Agar buni aytasang kulgiga qolasan. (Над тобой будут смеяться, если ты скажешь это.) 17. Unga oldinlari ham bunday savollar berilganligi uchun u nima deb javob berishni bilar edi. (Так как ему уже раньше задавали такие вопросы, он знал, что отвечать.) 18. Ish bugun kechga

nixoyasiga yetkaziladi. (Работа будет закончена сегодня к вечеру.) 20. Meni to'g'ri tushunishlarini hohlayman. (Я хочу, чтобы меня поняли правильно.)

VARIANTS OF TASKS PREPARED FOR TYPES OF ASSESSMENT

1. People attend college or university for many different reasons (for example, new experiences, career preparation, increased knowledge). Why do you think people attend college or university? Use specific reasons and examples to support your answer.
2. Do you agree or disagree with the following statement? Parents are the best teachers. Use specific reasons and examples to support your answer.
3. Nowadays, food has become easier to prepare. Has this change improved the way people live? Use specific reasons and examples to support your answer.
4. It has been said, "Not everything that is learned is contained in books." Compare and contrast knowledge gained from experience with knowledge gained from books. In your opinion, which source is more important? Why?
5. A company has announced that it wishes to build a large factory near your community. Discuss the advantages and disadvantages of this new influence on your community. Do you support or oppose the factory? Explain your position.
6. If you could change one important thing about your hometown, what would you change? Use reasons and specific examples to support your answer.
7. How do movies or television influence people's behavior? Use reasons and specific examples to support your answer. Do you agree or disagree with the following statement? Television has destroyed communication among friends and family. Use specific reasons and examples to support your opinion.
8. Some people prefer to live in a small town. Others prefer to live in a big city. Which place would you prefer to live in? Use specific reasons and details to support your answer.
9. "When people succeed, it is because of hard work. Luck has nothing to do with success." Do you agree or disagree with the quotation above? Use specific reasons and examples to explain your position.
10. Do you agree or disagree with the following statement? Universities should give the same amount of money to their students' sports activities as they give to their university libraries. Use specific reasons and examples to support your opinion.
11. Many people visit museums when they travel to new places. Why do you think people visit museums? Use specific reasons and examples to support your answer.
12. Some people prefer to eat at food stands or restaurants. Other people prefer to prepare and eat food at home. Which do you prefer? Use specific reasons and examples to support your answer.
13. Some people believe that university students should be required to attend classes. Others believe that going to classes should be optional for students. Which point of view do you agree with? Use specific reasons and details to explain your answer.
14. Neighbors are the people who live near us. In your opinion, what are the qualities of a good neighbor? Use specific details and examples in your answer.

15. It has recently been announced that a new restaurant may be built in your neighborhood. Do you support or oppose this plan? Why? Use specific reasons and details to support your answer.
16. Some people think that they can learn better by themselves than with a teacher. Others think that it is always better to have a teacher. Which do you prefer? Use specific reasons to develop your essay.
17. What are some important qualities of a good supervisor (boss)? Use specific details and examples to explain why these qualities are important.
18. Should governments spend more money on improving roads and highways, or should governments spend more money on improving public transportation (buses, trains, subways)? Why? Use specific reasons and details to develop your essay.
19. It is better for children to grow up in the countryside than in a big city. Do you agree or disagree? Use specific reasons and examples to develop your essay.
20. In general, people are living longer now. Discuss the causes of this phenomenon. Use specific reasons and details to develop your essay.
21. We all work or will work in our jobs with many different kinds of people. In your opinion, what are some important characteristics of a co-worker (someone you work closely with)? Use reasons and specific examples to explain why these characteristics are important.
22. In some countries, teenagers have jobs while they are still students. Do you think this is a good idea? Support your opinion by using specific reasons and details.
23. A person you know is planning to move to your town or city. What do you think this person would like and dislike about living in your town or city? Why? Use specific reasons and details to develop your essay.
24. It has recently been announced that a large shopping center may be built in your neighborhood. Do you support or oppose this plan? Why? Use specific reasons and details to support your answer.
25. It has recently been announced that a new movie theater may be built in your neighborhood. Do you support or oppose this plan? Why? Use specific reasons and details to support your answer.
26. Do you agree or disagree with the following statement? People should sometimes do things that they do not enjoy doing. Use specific reasons and examples to support your answer.
27. Do you agree or disagree with the following statement? Television, newspapers, magazines, and other media pay too much attention to the personal lives of famous people such as public figures and celebrities. Use specific reasons and details to explain your opinion.
22. Some people believe that the Earth is being harmed (damaged) by human activity. Others feel that human activity makes the Earth a better place to live. What is your opinion? Use specific reasons and examples to support your answer.
23. It has recently been announced that a new high school may be built in your community. Do you support or oppose this plan? Why? Use specific reasons and details in your answer.
24. Some people spend their entire lives in one place. Others move a number of times throughout their lives, looking for a better job, house, community,

or even climate.

25. Which do you prefer: staying in one place or moving in search of another place? Use reasons and specific examples to support your opinion.

26. Is it better to enjoy your money when you earn it or is it better to save your money for some time in the future? Use specific reasons and examples to support your opinion.

27. You have received a gift of money. The money is enough to buy either a piece of jewelry you like or tickets to a concert you want to attend. Which would you buy? Use specific reasons and details to support your answer.

28. Businesses should hire employees for their entire lives. Do you agree or disagree? Use specific reasons and examples to support your answer.

29. Do you agree or disagree with the following statement? Attending a live performance (for example, a play, concert, or sporting event) is more enjoyable than watching the same event on television. Use specific reasons and examples to support your opinion.

30. Choose one of the following transportation vehicles and explain why you think it has changed people's lives. • automobiles • bicycles • airplanes Use specific reasons and examples to support your answer.

31. Do you agree or disagree that progress is always good? Use specific reasons and examples to support your answer.

32. Learning about the past has no value for those of us living in the present. Do you agree or disagree? Use specific reasons and examples to support your answer.

33. Do you agree or disagree with the following statement? With the help of technology, students nowadays can learn more information and learn it more quickly. Use specific reasons and examples to support your answer.

34. The expression "Never, never give up" means to keep trying and never stop working for your goals. Do you agree or disagree with this statement? Use specific reasons and examples to support your answer.

35. Some people think that human needs for farmland, housing, and industry are more important than saving land for endangered animals. Do you agree or disagree with this point of view? Why or why not? Use specific reasons and examples to support your answer.

36. What is a very important skill a person should learn in order to be successful in the world today? Choose one skill and use specific reasons and examples to support your choice.

37. Why do you think some people are attracted to dangerous sports or other dangerous activities? Use specific reasons and examples to support your answer.

38. Some people like to travel with a companion. Other people prefer to travel alone. Which do you prefer? Use specific reasons and examples to support your choice.

39. Some people prefer to get up early in the morning and start the day's work. Others prefer to get up later in the day and work until late at night. Which do you prefer? Use specific reasons and examples to support your choice.

40. What are the important qualities of a good son or daughter? Have these qualities changed or remained the same over time in your culture? Use specific reasons and examples to support your answer.

TEST QUESTIONS

There are 20 Questions in this Test; You will Find the Answers at the Bottom of the Page

Level : Lower Intermediate

READY... STEADY... GO !!

- 1) Do you in any sporting activities?
a. take place b. take a stand c. participate d. take position e. take apart
- 2) Despite all his efforts in the stages of the race, there wasn't in fact much left he could do to change the inevitable.
a. forward b. fading c. farewell d. final e. fatal
- 3) He says he used to much more than that in his old job.
a. inherit b. win c. gain d. earn e. acquire
- 4) It was very of him to leave you there all unprotected.
a. noble b. kind c. admirable d. polite e. inconsiderate
- 5) There's a here which says, "Beware of the dog!"
a. notice b. flag c. label d. billboard e. banner
- 6) I didn't say I didn't like it. It just doesn't my waist properly.
a. fit b. match c. look good on d. go well with e. suit
- 7) Will you kindly not me again till I've finished!
a. interrupt b. interview c. interfere d. interpret e. intervene
- 8) "How much is the?" she asked the bus conductor.
a. fare b. price c. cost d. prize e. fee
- 9) What was all that about?
a. speak b. say c. tell d. talk e. inform
- 10) I have some wonderful news to you.
a. speak b. inform c. tell d. talk e. communicate
- 11) Would you my keeping the door ajar?
a. agree b. intend c. imply d. neglect e. mind
- 12) The whole discussion was pointless. I got so with their endless quarelling that I left the hall long before the meeting ended.
a. bored b. borne c. reborn d. boring e. boredom
- 13) What do you do for recreation? Don't you have a ?
a. leisure b. game c. rest d. sport e. hobby
- 14) Previous experience is certainly a(n) when you're applying for a job.
a. adventure b. benefit c. advertisement d. profit e. advantage
- 15) Life used to be and gay for us, too!
a. livelihood b. lifelong c. lively d. lifelike e. lifeless

16) Ladies and gentlemen! Our business enterprise, which -- I must say -- everyone had ridiculed at first, has proven well our efforts in the end.

- a. profitable b. value c. worth d. worthy e. worthless

17) By the way, that me something I was supposed to be doing this afternoon.

- a. reminds b. remembers c. memorizes d. remains e. repeats

18) This one is out of You'll have to use the other one.

- a. order b. business c. work d. employment e. job

19) My objection to neurotics is that they are difficult to live with.

- a. primarily b. principle c. privileged d. principal e. priority

20) Of the two books you've just mentioned, I certainly prefer the The former isn't my cup of tea at all.

- a. later b. latest c. late d. last e. latter

Fill in the Blanks, Choosing a Word from Among the Supposed Alternatives

There are 20 Questions in this Test; You will Find the Answers at the Bottom of the Page

Level : Intermediate

READY... STEADY... GO !!

1) As he hated every minute of his life in the army, it is no wonder that he decided one day to his unit.

- a. dessert b. descend c. avoid d. desert e. deserve

2) He had travelled only twenty miles into the desert when he had engine trouble and had to from the race.

- a. retreat b. detour c. deviate d. defeat e. withdraw

3) It is no injustice to say that the sense of a person has is closely bound up with his cultural background.

- a. harbour b. rumour c. tumour d. labour e. humour

4) People become quite when it comes to discussing the differences between the sexes.

- a. illogical b. illiterate c. illegible d. illegal e. illegitimate

5) He was from service for his insistent disobedience.

- a. distorted b. investigated c. dismissed d. exploded e. participated

6) He couldn't the thought of leaving his hometown forever.

- a. support b. bear c. think of d. hold e. carry

- 7) His new appointment takes from the beginning of next month.
a. place b. effect c. post d. part e. position
- 8) They did everything they could to the patient's blood pressure.
a. produce b. reduce c. clarify d. nurse e. hasten
- 9) You could being a little bit more friendly, couldn't you?
a. effort b. comfort c. support d. please e. afford
- 10) It needed the collective genius of mankind to the wheel.
a. discover b. perform c. find d. do e. invent
- 11) The volcano is expected to any day now.
a. expose b. erupt c. stimulate d. tremble e. shake
- 12) The of the play included a famous Turkish film star.
a. playwright b. acts c. cast d. scenes e. stage
- 13) What does this pill have on a person's stomach?
a. affect b. defect c. effect d. reflect e. suspect
- 14) I noticed that there were two buttons from his coat.
a. falling b. losing c. departing d. dropping e. missing
- 15) I think it was a gross to condemn her.
a. impartiality b. injustice c. fairness d. penalty e. invasiveness
- 16) A loud scream from the street me from my reverie.
a. distracted b. obstructed c. prevented d. restrained e. dissolved
- 17) The main road was blocked because of an accident two lorries (trucks).
[lorry (UK), truck (USA)]
a. containing b. fastening c. involving d. including e. combining
- 18) It was a good piece of land. They got quite by using it to cultivate the much-needed industrial plants.
a. tranquil b. peaceful c. responsible d. hostile e. prosperous
- 19) I don't think that was a very decision. The people are bound to rise up against it in arms.
a. enormous b. tremendous c. intellectual d. malignant e. wise
- 20) A tramp may hunt, beg or steal occasionally to keep himself alive; he may even, in times of real need, do a little work, but he will never his ever-so-precious freedom.
a. suffer from b. hold on c. surround d. give up e. derive from
- 1) In a speech he made today, the President of Passagonia advocated the of nuclear arms and said that his country was ready for "urgent and effective measures to the arms race."
a. expansion/hinder
b. propulsion/end

- c. escalation/curtail
- d. acceleration/stop
- e. elimination/curb

2) The traditional bonds that exist between the two countries, as well as the mutual respect they hold for one another, will a firm basis for further development of their economic ties.

- a. compromise b. compensate c. contribute
- d. constitute e. capitulate

3) Both countries have declined to the treaty on nonproliferation of nuclear weapons, partly out of concern for the other's supposed intentions.

- a. praise b. assess c. avoid
- d. endorse e. advocate

4) Soldiers in full battle gear took up outside the Presidential Palace as tens of thousands of demonstrators slowly marched towards the building.

- a. trenches b. position c. situation
- d. deployment e. statement

5) Naim Süleymanoğlu, born of Turkish descent and one of the world's top weight-lifters then, to Turkey some twenty years ago while he was competing in Australia.

- a. immigrated b. interrogated c. defected
- d. conspired e. emigrated

6) If you can do without the few pleasures of the country, you will find the city can provide you with the best that life has to offer.

- a. rational b. pastoral c. humorous
- d. scornful e. satiric

7) Modern ocean-liners offer you a great variety of comforts.

- a. vulgar b. infamous c. ludicrous
- d. civilized e. hospitable

8) These figures will give you a rough idea as to the cost of a sports car.

- a. maintenance b. accessories c. how expensive
- d. license plate e. running

9) Precautions of this sort are necessary, for it is next to impossible to the exact nature of the difficulties which will confront us.

- a. forewarn b. forbid c. forsake
- d. fortify e. foretell

10) The day after the birth of the , no less than six helicopters arrived, bringing over sixty reporters and photographers to the small mountain village.
a. mountaineers b. cannibals c. prostitutes
d. midwives e. quintuplets

11) Inviting the fire-brigade to put out an imaginary, non-existent fire is a crude form of deception which no person would ever indulge in.
a. self-conscious b. self-respecting c. self-indulgent
d. self-sacrificing e. self-confident

12) Grandma has no authority over the children and lets them do anything they like. They're completely , as a result.
a. spoilt b. damaged c. humorous
d. scornful e. impulsive

13) She is very ; you just couldn't make her walk pass under a ladder.
a. credulous b. religious c. supernatural
d. surreptitious e. superstitious

14) Don't forget to wish your elders many happy on their birthdays.
a. returns b. celebrations c. anniversaries
d. jubilees e. congratulations

15) In the medical profession, men women by two to one.
a. outlive b. outdo c. outshine
d. outnumber e. outclass

16) Aggressiveness, the violent expression of selfishness, is relatively simple to explain in evolutionary
a. texts b. books c. words d. lectures e. terms

17) Only over the past few decades have we come to understand how surprisingly much of what we do may be by the kind of creatures we are and especially by the information stored in our genes.
a. enlarged b. swollen c. avoided
d. gestured e. influenced

18) Scientists have become increasingly with the fact that genes not only govern physical characteristics but they also play a large role in behavior.
a. critical b. impressed c. indistinct
d. intensified e. stimulated

19) In the normal brain a large number of substances were that were later found to be abnormal in quantity or metabolism in a substantial variety of neurological disorders.

- a. identified b. deviated c. overtaken
- d. appointed e. experimented

20) Severe difficulties must be before cloning can be done with mammals and humans.

- a. concluded b. overcome c. aggravated
- d. endangered e. guaranteed

CURRENT CONTROL QUESTIONS ON THE SUBJECT

Writing a Paragraph

1. Learning to write a paragraph is an important step in becoming a competent writer.
2. Before you start to write, consider your assignment, purpose, and audience.
3. Use freewriting, brainstorming, clustering, and journal writing to help you find ideas.
4. Identify your main idea, and write a topic sentence.
5. Choose points to support your main idea.
6. Arrange your points in the order in which you plan to discuss them.
7. Write a first draft of your paragraph.
8. Revise your paragraph.
9. Edit your paragraph.

Exemplification paragraph

1. Do you have a clearly worded topic sentence that states your paragraph's main idea?
2. Does your topic sentence state an idea that can be supported with examples?
3. Do all your examples support your topic sentence, or should some be deleted?
4. Do you have enough examples, or do you need to add more?
5. Do transitions introduce all the examples your paragraph discusses, or do you need to add transitions to make your paragraph more coherent?
6. Does your paragraph end with a concluding statement that summarizes your main idea?

Narrative Paragraph

1. Do you have a clearly worded topic sentence that states your paragraph's main idea?
2. Does your topic sentence give readers an idea why you are telling the story?
3. Do your details fully support your paragraph's topic sentence, or should some be added?
4. Do you include enough information about the events you discuss, or do you need to add more?
5. Do your transitions clearly indicate the order of events in the paragraph, or do you need to add transitions to make your paragraph more coherent?
6. Does your paragraph end with a concluding statement that summarizes your main idea?

Writing a Descriptive Paragraph

1. Do you have a clearly worded topic sentence that states your paragraph's main idea?

2. Does your topic sentence indicate what person, place, or object you will be describing in your paragraph?
3. Do all your examples and details help to support your paragraph's main idea, or should some be deleted?
4. Do you have enough descriptive details, or do you need to introduce more details?
5. Do transitions lead readers from one detail to the next, or do you need to add transitions to make your paragraph more coherent?
6. Are your details presented in a clear spatial order?
7. Does your paragraph end with a concluding statement that summarizes your main idea?

Writing a Process Paragraph

1. Do you have a clearly worded topic sentence that states your paragraph's main idea?
2. Does your topic sentence identify the process you will discuss?
3. Does your topic sentence indicate whether you will be explaining a process or giving instructions?
4. Have you included all the steps in the process?
5. If your paragraph is set of instructions, have you included all the information readers will need to perform the process?
6. Do your transitions indicate the order of steps in the process, or do you need to add transitions to make your paragraph more coherent?
7. Does your paragraph end with a concluding statement that summarizes your main idea?

Writing a Cause-and-Effect Paragraph

1. Do you have a clearly worded topic sentence that states your paragraph's main idea?
2. Does your topic sentence identify the cause or effect on which your paragraph will focus?
3. Do you need to add other important causes or effects?
4. Do you need to explain your causes or effects in more detail?
5. Do all your details and examples support your paragraph's main idea?
6. Do your transitions show how your points are related?
7. Do your transitions clearly introduce each cause or effect, or do you need to add transitions to make your paragraph more coherent?
8. Does your paragraph end with a concluding statement that summarizes your main idea?

Writing a Comparison-and-Contrast Paragraph

1. Does the topic sentence clearly state your paragraph's main idea?
2. Does the topic sentence indicate whether you are focusing on similarities or on differences?

3. Do you need to include more examples of similarities or differences?
4. If you have used a subject-by-subject comparison, do transitional words and phrases signal the shift from one subject to another?
5. If you have used a point-by-point comparison, do transitional words and phrases lead readers from one point to another?
6. Do you need to add transitional words and phrases to make your paragraph more coherent?
7. Does your paragraph end with a concluding statement that sums up your main idea?

Writing a Classification Paragraph

1. Do you have a clearly worded topic sentence that states your main idea?
2. Does your topic sentence identify the categories you will discuss?
3. Do all your examples and details support your paragraph's main idea?
4. Do you need to include more examples or specific explanations?
5. Do your transitions clearly indicate which categories are more important than others?
6. Do your transitions tell readers when you are moving from one category to another, or do you need to add more transitions to make your paragraph more coherent?
7. Does your paragraph end with a concluding statement that sums up your main idea?

Writing a Definition Paragraph

1. Do you have a clearly worded topic sentence that states your paragraph's main idea? Does your topic sentence identify the term you are defining?
2. Do all your examples and details support your topic sentence?
3. Do you need to add more examples or details to help you define your term?
4. Are your transitions appropriate for the pattern (or patterns) of development you use, or do you need to add transitions to make your paragraph more coherent?
5. Does your paragraph end with a concluding statement that summarizes your main idea?

Writing an Argument Paragraph

1. Do you have a clearly worded topic sentence that states your position on this issue?
2. Does your topic sentence state your position on a debatable topic?
3. Does all your evidence support your paragraph's main idea?
4. Have you included enough evidence to support your points, or do you need to add more?
5. Do you include transitions to let readers know when you move from one point to another?
6. Do you include transitions to indicate when you are addressing opposing arguments?
7. Do you need to add transitions to make your argument more coherent?
8. Does your paragraph end with a concluding statement that reinforces your position on the issue?

HANDOUTS AND PRESENTATION MATERIALS

Topic: Developing Writing Skills

- General objectives:
- Trainees will be able to give a lesson in developing writing skills.
- Trainees will be able to integrate writing with listening, speaking and reading.

Lesson One

Giving a Lesson in Developing Reading Skills

- **Pre-task activities**
- **Step One: elicit kinds and reasons of real-life writing.**
- **Step Two: elicit the difference between spoken and written text.**
- **Step Three: discuss the skills of writing.**
- **Step Four: suggested activities in developing writing skills.**
- **Step Five: tips in design a writing task.**
- **While-task activities**
- **Step Six: trainees giving lessons in developing reading skills.**
- **Post-task activities**
- **Step Eight: trainees evaluate the lesson**



The differences between spoken and written texts

- *Written language is complex at the level of clause while spoken language is complex in the way clauses are linked together*
- *Written language is also reinforced by the tendency of create nouns from verbs*
- *Writing is often decontextualised*



Two Versions of a Texts

- The use of this method of control unquestionably leads to safer and faster trains running in the most adverse weather conditions
- You can control the trains this way and if you do that you can be quite sure that they'll be able to run more safely and more quickly than they would otherwise no matter how bad the weather gets



Verbs to Nouns

- Spoken

Good writers reflect on what they write

Written

Reflection is a characteristic of good writers



Skills of writing

- Ability to put sounds down on graphic form according to the conventional sound-spelling rules.
- Ability to spell English words correctly, including using correct punctuation and capitalization.
- Ability to do writing practice, such as dictation, grammar exercises, constructing dialogues according to the model, simple translation exercises.
- Ability to write short compositions, including functional writing skills, such as writing simple letters, taking notes, writing outlines and summaries.



Major types of writing

- 1. Explanation and analysis
 - (a) a process
 - (b) an opinion or point of view
 - (c) event(s) and phenomena
 - (d) instructions and directions
- 2. Argument
 - (a) persuasion
 - (b) refutation
 - (c) examining both sides of a point
- 3. Description and summary
 - (a) a thing
 - (b) a person
 - (c) a place
 - (d) an event
 - (e) concepts
- 4. Narration
 - (a) a series of events; a report
 - (b) biography or autobiography
 - (c) historical events
 - (d) fiction or nonfiction



How do we design writing tasks

- Product and process
- Information gap
- Recursive activity involving revision of successive drafts
- *Three-stage process: pre-writing, writing, revision*
- Interesting
- Co-operative
- Purpose
- Linking different skills
- Various



WRITING

- In almost every course you will take in college, you are going to be asked to present your understanding of the course using the written word in tests, essays etc.
- It is of paramount importance to your success at college that you master the skill of effective writing...

Master the pen, it will serve you well.



WRITING: A BASIC SKILL THAT . . .

- allows you to get ideas on paper, even if you don't think you know the concepts.
- enables you to see relationships between ideas.
- requires you to organize your thoughts.
- inspires creativity.
- enables you to share your ideas.

FIVE STEPS TO BETTER WRITING

1. **Pre-write** to generate ideas.
 - Brainstorm, listing, free-writing
2. **Organize** your ideas in an outline or essay map
3. **Write or draft** to develop a structure for your ideas as you put them on paper.
4. **Rewrite or revise** to polish your work.
5. **Proofread** for errors, then submit it.



Use your campus Writing Center or English lab for help with final drafts.

HABITS OF EFFECTIVE WRITERS

- Being ready
- Getting started
- Selecting a topic
- Crafting a thesis
- Developing your ideas
- Organizing your argument
- Creating the right tone
- Following the rules
- Drafting and revising
- Consulting
- Finishing touches
- Learning from feedback

PREPARE BEFORE YOU WRITE

- Know & clarify your goal
- Define your purpose
- Know your audience
- Select a topic
- Narrow your topic
- Develop a working thesis
- Support your thesis

Preparedness is paramount!



KNOW YOUR GOAL

- Are you writing an essay, research paper, etc. ?

DEFINE YOUR PURPOSE

- To explain an idea or provide information (expository).
 - To persuade or argue a point.
- To describe an experiment or process or report on lab results.
 - To classify, illustrate or demonstrate.
 - To tell a story



WHO IS YOUR AUDIENCE?

Probably your instructor, but personally?
Academically? As a critic? As an expert?

What is your topic?

- Is your topic (subject):
 - An assignment ?
 - Your choice ?
 - Something completely “out of the blue?”

*What I want
you to write
about is...*



DEVELOP A WORKING THESIS

- | | |
|--|---|
| <ul style="list-style-type: none">• It reduces the topic to a single idea, opinion, or key message.• It presents your position clearly and concisely in the active voice.• It's a statement that can be supported by statistics, examples, quotes, and references. | <ul style="list-style-type: none">• It creates interest in the topic.• It establishes the purpose of the paper.• It establishes the approach or pattern of organization.• Each paragraph should develop a point that supports your thesis. |
|--|---|

Support your thesis with specific, coherent details.

ARE YOU DOING RESEARCH? THEN YOU NEED TO GATHER SOURCES

- Sometimes instructors will specify how many sources you should include in your paper, and sometimes they won't.
- Plan to look at more materials than you will ultimately refer to in your work.
- Sometimes you won't get a clear idea about what will help you until you've done some research.
- Quality of evidence is more impressive than quantity.
- Find some sources that argue *against* your assertions.
- Be sure and write down the complete reference for each source as you go. This will make it much easier to compile a bibliography or works cited page.

MASTER THE LIBRARY

- Become familiar with your library's resources so you can locate information quickly.
- Take a tour with a librarian, and get to know someone who can help you find what you need.
- Your assignment may or may not specify which types of sources you can use.
- Most instructors prefer that you read original sources to support your ideas.
- They are also more impressed by journal articles that are *peer reviewed*—critically analyzed by experts in the field.



USE THE INTERNET



- Make use of the Internet for your research projects with caution.
- **Don't assume Internet sources will be acceptable. Look for:**
 - Articles written by a recognized authority in the field.
 - A site that is supported by a reputable host group.
 - Articles that are peer reviewed.
- Most instructors still favor library research that will help you locate printed publications and peer-reviewed sources.
- **If you use an internet site, be sure to cite the URL and date you visited it.**
- Online databases such as JSTOR are acceptable because they feature articles that first appeared in print in journals and periodicals.
- **Be especially wary of articles on personal websites or other sites that are not affiliated with an institution of learning or research.**
- Do not plagiarize a website! A simple Google search will give you away.
 - **Do not cite Wikipedia!**

REFINE YOUR STYLE

- Write with an active voice, using action verbs.
- Use descriptive language that draws on the senses.
- Add more words only when it will enhance your impact.
- Don't use "big" words just to impress.
- Remove words to clarify your meaning.
- Replace words that don't seem right.
- Shorten sentences to make writing crisper.
- Rearrange sentences so that each paragraph starts with its main idea.
- Write in the present tense.
- Use dependent clauses to add complexity.

**OKAY, LET'S
CLEAN IT UP!**



FOLLOW THE RULES

- Good grammar and spelling are the essential elements of a successful paper.
- Instructors vary in how much they care about whether you follow specific guidelines (such as those of the MLA or APA). Be wary of your instructor's particular foibles about writing.
- Keep in mind that mistakes in spelling, grammar, and punctuation weaken the quality of formal writing.
- Clear writing is a sign of clear thinking. Your goal is always to say what you mean simply and clearly.
- A writing handbook is indispensable at all stages of the writing process.
- Do not rely on spelling and grammar checking programs.
Students' most common errors result from relying on these tools!



LEARN FROM FEEDBACK

- Read feedback from your instructor carefully so you can learn things that will help you in future assignments.
- If you're faced with lots of red ink
 - take some time to recover before trying to learn
 - allow yourself to be disappointed
 - return to it with the intention of learning
- If you only receive a grade, ask for more feedback on the strengths and weaknesses of your paper.
- If you don't understand something, ask questions.
- There is no failure but the failure to improve!

Develop a need to know more...

Five keys to effective writing

- **Put the reader first**
- **Use simple words and short sentences**
- **Use jargon only when necessary**
- **Write with verbs and nouns**
- **Format to improve readability**

Five keys to effective writing

- **Key #1: Put the reader first**
 - **Communication = understanding**
 - **Write to EXpress not Impress**
 - **Use words readers can picture**
 - **Tie in to the reader's experience**
 - **WIIFM – What's in it for me**

Example 1

- Per our conversation, I am enclosing herewith a remittance of \$25 for the balance due on my account. (18 words)
- As we discussed, here is the \$25 remaining on my account. (11 words)
- Here is the \$25 remaining on my account. (8 words)

Example 2

- As pertaining to the question of whether or not to construct a new storage facility, corporate management will ascertain the appropriateness of such an issue in the near future.
- Management will decide next week whether to build a new storage facility.

Tip

- **Avoid wordy prepositional phrases**
 - In the amount of (for)
 - In order to (to)
 - Due to the fact that (because)
 - In the event that (if)
 - During the time that (when, while)

Five keys to effective writing

- **Key #3: Use jargon only when necessary**
 - What is jargon?

Example 3

- The new FMIS system from Global provides VOR/DME nav redundancy, as well as enhanced GPS capability.
- Global's new flight management system provides several ways to navigate your airplane, including the latest in satellite navigation.

Example 4

- While the new ST7000 provides extensive memory and is extremely user compatible, it lacks the requisite capacity for calculating at a high rate of speed.
- Our computer system is easy to use and has enough memory, but it is too slow.

Plan, organize, write

- **Before you begin**
 - Who is the audience (“My audience is _____.”)
 - Purpose of the message (“My purpose is _____.”)
 - How will the reader use the information (“So that the reader will _____.”)

Plan, organize, write

- **As you begin**
 - Assemble all useful information
 - Determine what’s important
 - Choose what to leave *out*
 - Group information logically

GLOSSARY

analytic scoring—a process where trained readers rate a piece of writing by considering a set number of components and providing a separate score for each of those components, thus compelling readers to consider ideas they might otherwise ignore.

appeals to emotion—manipulating the emotions, rather than the reason or logic, of an audience in order to convince readers of a point of view or a course of action. See also **appeals to reason/logic**.

appeals to reason/logic—reasons and evidence aimed at the audience's logic, common sense, and ability to think. Appeals to reason/logic typically involve providing examples, precedents, and narratives; citing authorities and testimonies; establishing causes and effects; and using inductive and deductive reasoning. See also **appeals to emotion**.

audience—the intended readers of a particular piece of writing.

audience awareness—the degree to which the writer is aware of his or her audience and their particular characteristics and needs.

balance—the arrangement of words, phrases, or ideas so that two or more concepts are given equal emphasis.

bias—a preference or an inclination, especially one that inhibits impartial judgment; an unfair act or policy stemming from prejudice. +

body—the middle portion of an essay often made up of one or more paragraphs. Each body paragraph typically includes a topic sentence; development (in the form of facts, statistics, examples, illustrations, anecdotes, charts, graphs, etc.) that supports the topic sentence, central idea, or theme; and a transition sentence at the end to ease the reader into the ideas of the next paragraph.

brainstorming—see **prewriting**.

conclusion—the end portion of an essay where the writer supplies a good sense of closure by including specific elements: a creative re-statement of the thesis statement, central idea, or theme; a brief review of the main points of the essay; and a good closing statement.

context—the social or cultural situation in which a written message occurs. ✓

conventions—the mechanical correctness of the piece—spelling, grammar and usage, paragraphing (indenting at the appropriate spots), use of capitals, and punctuation. ^

development—the specific details, examples, anecdotes, etc. that are added to a paragraph or essay to develop its main idea(s), reveal the writer's depth of understanding, and offer insight to readers. Common patterns of development include the following techniques: narration, description, definition, example,

division, classification, comparison and contrast, analogy, cause and effect, and process.

diction—the careful choice of words in speaking or writing in order to communicate clearly. ✓

draft—preliminary version of a piece of writing that may need additional revision of details and/or organization and additional editing of conventions.

drafting—the stage of a writing process where the writer translates the ideas that were generated and organized in the prewriting (brainstorming) stage into complete sentences and paragraphs and begins to identify areas for large-scale revision.

editing (proofreading)—the correction of mechanical features of writing, such as spelling, punctuation, capitalization, etc. ✓ See also **revising**.

equitable language—language that is fair, just, and reasonable and that is used conscientiously in the presentation of the various sides of or positions on an issue.

expository writing—writing that gives information, explains why or how, clarifies a process, or defines a concept.

figurative language—language enriched by word images and figures of speech.

focus—relationship of supporting details to the main idea(s), theme, or unifying point.

formulaic writing—a type of writing that fits into an easily recognizable standard structure and in which the writer merely places information in certain slots of that pre-described structure. *

holistic scoring—often referred to as “impressionistic” scoring because it involves trained readers assigning each piece of writing a single score based upon an overall impression. Individual features or dimensions of the writing (e.g., grammar, organization, spelling, diction, level of insight, etc.) are not considered as separate entities but rather as aspects of the whole piece.

ideas and content—the heart of the message of a piece of writing, the content of the piece, the main theme, together with all the details that enrich and develop that theme. The ideas are strong when the message is clear. The writer chooses details that are interesting, important, and informative—often the kinds of details the reader would not normally anticipate or predict. Successful writers notice and seek out the extraordinary, the unusual, the bits and pieces of life that others might overlook. ^

imagery—the use of language to create sensory impressions.

insight—the capacity to discern the true nature of a situation; a grasping of the inward or hidden nature of things or of perceiving in an intuitive manner. +

introduction—the beginning portion of an essay where the writer captures the readers’ attention, provides background information about the topic, and motivates readers to continue reading. For more formal essays, the introduction also often contains the thesis statement.

inventing (invention)—the first phase of the prewriting (brainstorming) stage of a writing process when the writer is generating as many ideas as possible for potential use in a piece of writing. See also **shaping (planning)**.

mode—a categorization of types of writing generally centered upon the writer’s purpose. Kansas curricular standards for reading and writing focus on four modes:

narrative (to describe/express/entertain), expository (to inform/explain), persuasive (to argue/convince), and technical.

narrative writing—writing that recounts a personal or fictional experience or tells a story based on a real or imagined event.

organization—the internal structure of a piece of writing, the thread of central meaning, the pattern that fits the central idea. When the organization is strong, the piece begins meaningfully and creates in the writer a sense of anticipation that is, ultimately, systematically fulfilled. Events proceed logically; information is given to the reader in the right doses at the right times so that the reader never loses interest. ^

pacing—the rate at which main ideas and development are presented in a piece of writing. √

persuasive writing—writing that attempts to convince the reader that a point of view is valid or that the reader should take a specific action.

polishing—the stage of a writing process involving reviewing and improving a previous draft, ensuring that the essay meets the needs of the audience, has included all necessary information, and that the presentation of ideas is clear and effective. Although the essay may need some additional small-scale revision and further editing, it is generally “one draft away” from the publishing stage.

presentation copy—the version of a paper shared publicly or submitted for final assessment, grading, or publication; a “final copy.”

prewriting (brainstorming)—the initial creative stage of writing, prior to drafting, in which the writer formulates ideas, gathers information, and considers ways to organize them. √ See also **inventing (invention)** and **shaping (planning)**.

prompt—a writing assignment that serves as a springboard for the writer’s task, including the identification of a topic, a purpose, and an audience for the writing.

publishing—the final stage of a writing process where a piece of writing has reached its goal and potential and is ready to be shared publicly or submitted for publication.

purpose—the reason or reasons why a person composes a particular piece of writing. The eleven different types of purpose include the following: *to express, to describe, to explore/learn, to entertain, to inform, to explain, to argue, to persuade, to evaluate, to problem solve, and to mediate*. However, it should also be emphasized that writers often *combine purposes* in a single piece of writing.

recursive process—moving back and forth among the planning, drafting, and revising stages of writing. √

refutation—addressing opposing arguments in such a manner as to prove them to be false or erroneous or to challenge their accuracy. +

response—writing that is stimulated by a prompt.

revising—making structural and content changes to a draft. √ See also **editing (proofreading)**.

scoring rubric—a matrix that describes the various score points of an assessment scale.

sensory detail—specific details relative to sight, sound, smell, touch, and taste working together in harmony to create concrete images and strengthen writing.

sentence fluency—the rhythm and flow of the language, the sound of word patterns, the way in which the writing plays to the ear, not just to the eye. Fluent writing has cadence, power, rhythm, and movement. It is free of awkward word patterns that slow the reader's progress. Sentences vary in length and style, and are so well crafted that the writer moves through the piece with ease. ^

sequencing—the arrangement or ordering of ideas and content in a piece of writing. Common approaches to sequencing are chronological, hierarchical, developmental, easy to difficult, part to whole, simple to complex, thematic, and whole to part. ✓

shaping (planning)—the second phase of the prewriting (brainstorming) stage of a writing process. After the writer has generated a comprehensive list of potential ideas, he or she begins to select specific ideas and organize and connect them (in a rough manner) into what will become sentences and paragraphs.

show don't tell—writing in a manner that allows the reader to experience the story through the description of actions, thoughts, senses, and feelings rather than through exposition or summarization.

structure—the organization of ideas and content within a piece of writing at the sentence, paragraph or essay level.

support—the quality of details and examples either illustrating, explaining, or defending the central theme, idea, or thesis statement.

thesis statement—a statement that clearly delineates the argument or central idea that will be explored in a piece of writing. The thesis statement serves as a promise to readers of what will be discussed in the essay.

tone—the author's attitude toward a topic as reflected in his or her writing.

topic—the subject matter with which a writer is working in a particular piece of writing.

transitions—words, terms, phrases, and sentence variations used to arrange and signal movement of ideas. For example, *next*, *and then*, *in the end*, *another reasons*, *after that we went*, *on the other hand* are all transitions.

voice—the personality of the writer coming through the words, the sense that a real person is speaking to readers and cares about the message.

THEMES FOR INDEPENDENT STUDY

STUDENT INDEPENDENT STUDY TASKS

Themes	Tasks	Deadline	Hours
Writing a Paragraph Writing Exemplification Paragraph	To write a paragraph that shows the main points of a writer and support topic sentences with events, evidences and facts. To write an original exemplification paragraph consisting of at least 100 words, using the materials and information given in the session.	1 – ҳафта 2–ҳафта	4
Writing a Narrative Paragraph Writing a Descriptive Paragraph	To write a narrative paragraph consisting of at least 100 words using correct punctuation, grammar and linking words. To write an original descriptive paragraph consisting of at least 100 words and support topic sentences with facts and use proper grammar and linking words.	3 ҳафта 4 ҳафта	4
Writing a Process Paragraph Writing a Cause and Effect Paragraph Writing Comparison-and-contrast paragraphs	To write an original process paragraph consisting of at least 100 words and use proper grammar and linking words discussed during sessions. To write cause and effect paragraph using correct grammar and linking words reviewed in sessions. To write an original comparison and contrast paragraph using appropriate grammar and linking words.	5-ҳафта 6 ҳафта 7-ҳафта	6

Writing a classification paragraph Writing a Definition paragraph	To write an original classification paragraph of at least 100 words and use correct grammar and linking words. To write an original definition paragraph of at least 100 words and use appropriate grammar and linking words.	8-хафта 9 хафта	4
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TEACHING MATERIALS (LECTURES, METHODOLOGICAL PACKAGES)

PRACTICAL SESSIONS Theme 1: Writing a Paragraph

Learning Outcomes

By the end of the session students will have:

- become aware of some types of paragraphs.
- identified means and ways of writing effective paragraphs.
- designed strategies for creating and drafting effective paragraphs.
- practiced focusing on audience, assignment and purpose when writing a paragraph
- analyzed essential parts of paragraphs;
- reflected on the session and made an action plan

Key Learning Points

- Understanding paragraph structure;
- Focusing on Purpose, audience and assignment of paragraph writing;
- Finding ideas for writing a paragraph.

Materials. handouts, CD, blackboard, methodological complex.

Phrases

topic sentence, concluding statement, support, audience, purpose, assignment, freewriting, focused writing

Plan				
	Stages	Procedure	Time	Materials
1.	Lead in	Playing 'I am a word' game.	5	none
2.	Focus on paragraphs	Doing a questionnaire on types of paragraphs	10	Handout 1
3.	Your own style	Identifying	25	Handout 2 Handout 3
4.	Activities addressing all learning styles	Practising activities which address all learning styles	25	Cards, Handout 4
5.	Reflection and action	Reflecting on the session; making an action plan	10	none
6.	Outcomes	Eliciting outcomes of the session from Participants	5	none

Procedure of the Lesson

Writing is not just something you do in school; writing is a life skill. If you can write clearly, you can express your ideas convincingly to others—in school, on the job, and in your community.

Writing takes many different forms. In college, you might write a single paragraph, an essay exam, a short paper, or a long research paper. At work, you might write a memo, a proposal, or a report. In your daily life as a citizen of your community, you might write a letter or an email asking for information or explaining a problem that needs to be solved.

Writing is important. If you can write, you can communicate; if you can communicate effectively, you can succeed in school and beyond.

A

Understanding Paragraph Structure

Because **paragraphs** are central to almost every kind of writing, learning how to write one is an important step in becoming a competent writer. This chapter takes you through the process of writing a paragraph. (Although a paragraph can be a complete piece of writing in itself—as it is in a short classroom exercise or an exam answer—most of the time, a paragraph is part of a longer piece of writing.)

A paragraph is a group of sentences that is unified by a single main idea. The **topic sentence** states the main idea, and the rest of the sentences in the paragraph **support** the main idea. Often, a final **concluding statement** sums up the paragraph's main idea.

Paragraph

<i>Topic sentence</i>	A paragraph consists of a topic sentence and support . The topic sentence states the main idea of the paragraph. This idea unifies the paragraph. The other sentences in the paragraph provide support for the topic sentence. These sentences present details and examples to help readers understand the main idea. At the end of the paragraph is a concluding statement , a final sentence that sums up the paragraph's main idea. Many paragraphs follow this general structure.
<i>Supporting sentences</i>	
<i>Concluding statement</i>	

Note that the first sentence of a paragraph is **indented**, starting about one-half inch from the left-hand margin. Every sentence begins with a capital letter and, in most cases, ends with a period. (Sometimes a sentence ends with a question mark or an exclamation point.)

◆ PRACTICE 1-1

Bring two paragraphs to class—one from a newspaper or magazine article and one from a textbook. Compare your paragraphs with those brought in by other students. What features do all your paragraphs share? How do the paragraphs differ from one another?

B Focusing on Your Assignment, Purpose, and Audience

In college, a writing task usually begins with an assignment that gives you a topic to write about. Instead of jumping in headfirst and starting to write, take time to consider some questions about your **assignment** (*what* you are expected to write about), your **purpose** (*why* you are writing), and your **audience** (*for whom* you are writing). Answering these questions at this point will save you time in the long run.

Questions about Assignment, Purpose, and Audience

Assignment

- What is your assignment?
- Do you have a word or page limit?
- When is your assignment due?
- Will you be expected to complete your assignment at home or in class?
- Will you be expected to work on your own or with others?
- Will you be allowed to revise before you hand in your assignment?
- Will you be allowed to revise after you hand in your assignment?

Purpose

- Are you expected to express your personal reactions—for example, to tell how you feel about a piece of music or a news event?
- Are you expected to present information—for example, to answer an exam question, describe a process in a lab report, or summarize a story or essay you have read?
- Are you expected to argue for or against a position on a controversial issue?

Audience

- Who will read your paper—just your instructor or other students as well?
- How much will your readers know about your topic?
- Will your readers expect you to use formal or informal language?

■ **Culture Clue**

Writing papers on controversial issues is common in the United States. If you are uncertain whether a topic is appropriate, talk to your instructor.

◆ PRACTICE 1-2

Each of the following writing tasks has a different audience and purpose. Think about how you would approach each task. (Use the Questions about Assignment, Purpose, and Audience listed on page 5 to help you decide on the best strategy.) On the lines following each task, make some notes about your approach. Discuss your responses with your class or in a small group.

1. For the other students in your writing class, describe your best or worst educational experience.

2. For the instructor of an introductory psychology course, discuss how early educational experiences can affect a student's performance throughout his or her schooling.

3. Write a short letter to your community's school board in which you try to convince members to make two or three changes that you believe would improve the schools you attended or those your children might attend.

4. Write a letter to a work supervisor—either past or current—telling what you appreciate about his or her guidance and how it has helped you develop and grow as an employee.

Once you know what, why, and for whom you are writing, you can begin the process of finding material to write about. This process is different for every writer.

Stella Drew, a student in an introductory writing course, was given the following assignment.

Should community service—unpaid work in the community—be a required part of the college curriculum? Write a paragraph in which you answer this question.

Before she drafted her paragraph, Stella used a variety of strategies to find ideas to write about. The pages that follow illustrate the four strategies her instructor asked the class to try: *freewriting*, *brainstorming*, *clustering*, and *journal writing*.

► Word Power

curriculum all the courses required by a school

elective a course that is not required

Freewriting

When you **freewrite**, you write for a set period of time—perhaps five minutes—without stopping, and you keep going even if what you are writing doesn't seem to have a point or a direction. Your goal is to relax and let ideas flow without worrying about whether or not they are related. Sometimes, you can freewrite without a topic in mind, but at other times you will focus your attention on a particular topic. This strategy is called **focused freewriting**.

When you finish freewriting, read what you have written and underline any ideas you think you might be able to use. If you find an idea you want to explore further, freewrite again, using that idea as a starting point.

Here is Stella's focused freewriting on the topic of whether or not community service should be a required part of the college curriculum.

Community service. Community service. Sounds like what you do instead of going to jail. Service to the community—service in the community. Community center. College community—community college. Community service—I guess it's a good idea to do it—but when? In my spare time—spare time—that's pretty funny. So after school and work and all the reading and studying I also have to do service? Right. And what could I do anyway? Work with kids. Or homeless people. Old people? Sick people? Or not people—maybe animals. Or work for a political candidate. Does that count? But when would I do it? Maybe other people have time, but I don't. OK idea, could work—but not for me.

Freewriting

◆ PRACTICE 1-3

Reread Stella's freewriting on the topic of community service for college students. If you were advising her, which of her ideas would you suggest she explore further? Underline these ideas in her freewriting, and then recopy them on the lines below.

► Word Power

general education a broad range of courses from the arts and sciences

◆ PRACTICE 1-4

Now, it's time for you to begin the work that will result in a finished paragraph. (You already have your assignment from the Writing First box on p. 3: to write about whether the primary purpose of college is to give students a general education or to prepare them for careers.)

Your first step is to freewrite about this assignment. On a blank sheet of lined paper (or on your computer), write (or type) for at least five minutes without stopping. If you have trouble thinking of something to write, keep rewriting the last word you have written until something else comes to mind.

◆ PRACTICE 1-5

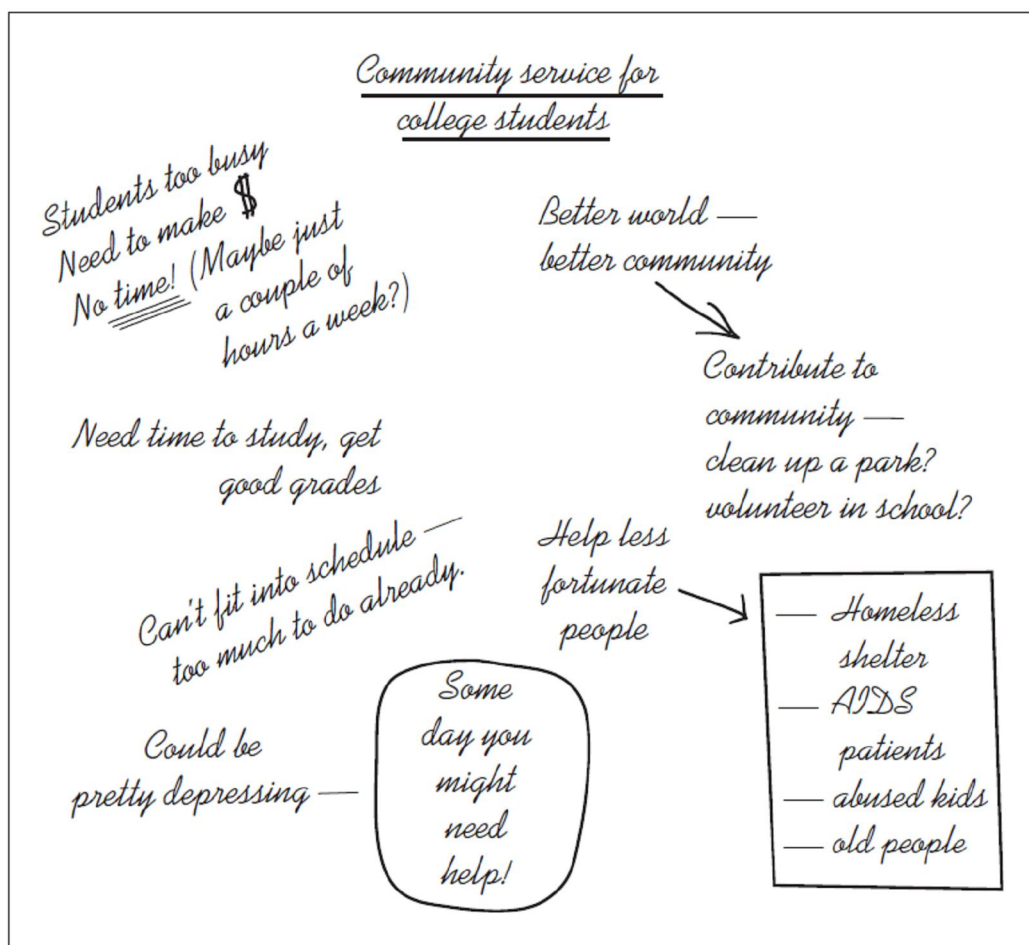
Reread the freewriting you did for Practice 1-4. Underline any ideas you think you might use in your paragraph. Then, choose one of these ideas, and use it as a starting point for another focused freewriting exercise.

Brainstorming

When you **brainstorm**, you record all the ideas about your topic that you can think of. Unlike freewriting, brainstorming is often scattered all over the page. You don't have to use complete sentences; single words or phrases are fine. You can underline, star, or box important points. You can also ask questions, list points, draw arrows to connect ideas, and even draw pictures or diagrams.

Stella's brainstorming on the topic of community service appears below.

Writing c
Paragraph



Brainstorming

◆ PRACTICE 1-6

Reread Stella's brainstorming notes on community service above. How is her brainstorming similar to her freewriting on the same subject (p. 7)? How is it different? If you were advising Stella, which ideas would you suggest she write more about? Which ideas should she cross out? Write your suggestions on the lines below.

Write more on these ideas: _____

Cross out these ideas: _____

Example: Thanksgiving always falls on the fourth Thursday in November. too narrow

1. Wireless computer networks are changing the world. _____
2. There are twenty computer terminals in the campus library.

3. Our school should set up a wireless network on campus. _____
4. Soccer is not as popular in the United States as it is in Europe.

5. Americans enjoy watching many types of sporting events on television.

6. There is one quality that distinguishes a good coach from a bad one.

7. Vegetarianism is a healthy way of life. _____
8. Uncooked spinach has fourteen times as much iron as steak does.

9. Fast-food restaurants are finally meeting the needs of vegetarians.

10. Medical schools in this country have high standards. _____

■ **Culture Clue**

Fast food describes inexpensive food that can be prepared and served quickly, such as hamburgers, french fries, and milkshakes.

◆ **PRACTICE 1-14**

In Practices 1-4, 1-7, 1-10, and 1-16, you practiced freewriting, brainstorming, clustering, and journal writing. Now, you are ready to start writing a paragraph in response to the following assignment.

Do you think the primary purpose of college is to give students a general education or to prepare them for careers?

Your first step is to find a main idea for your paragraph. Look over the work you have done so far, and try to decide what main idea your material can best support. Then, write a topic sentence that expresses this idea on the lines below.

Topic sentence: _____

Outcomes

Objective: to elicit learning outcomes of the session from students

Time: 5 min

Materials: none

Interaction: plenary

Procedure:

- Ask students:
 - What did we do during today's lesson?
- Accept their ideas and react properly.
- Ask participants:
 - Which activities did we have for different types of paragraphs?
- Accept their ideas and react properly.

Theme 2. Fine-Tuning Your Paragraph

Learning Outcomes

By the end of the session students will have:

- become aware of fine - tuning paragraphs.
- identified means and ways of writing effective fine – tuning paragraphs.
- designed strategies for creating and drafting fine – tuning own paragraphs.
- practiced focusing on audience, assignment and purpose when writing a fine – tuning own paragraph
- analyzed essential parts of fine – tuning paragraphs;
- reflected on the session and made an action plan

Key Learning Points

- Writing unified paragraphs;
- Focusing on Purpose, audience and assignment of fine – tuning own paragraph writing;
- Finding ideas for writing a fine – tuning paragraph.

Materials. handouts, CD, blackboard, methodological complex.

Phrases

unified, preservice, fugitive, revolutionize, culture clue, fine – tuning of paragraph, road rage,

Plan				
	Stages	Procedure	Time	Materials
1.	Lead in	Playing 'I am a word' game.	5	none
2.	Focus on paragraphs	Doing a questionnaire on types of paragraphs	10	Handout 1
3.	Your own style	Identifying	25	Handout 2 Handout 3
4.	Activities addressing all learning styles	Practising activities which address all learning styles	25	Cards, Handout 4
5.	Reflection and action	Reflecting on the session; making an action plan	10	none
6.	Outcomes	Eliciting outcomes of the session from Participants	5	none

Procedure of a lesson

A

Writing Unified Paragraphs

A paragraph is **unified** when all of its sentences support the main idea stated in the topic sentence. A paragraph is not unified when its sentences do not support the main idea in the topic sentence. When you revise, you can make your paragraphs unified by crossing out sentences that do not support your topic sentence. The following paragraph is not unified.

Paragraph Not Unified

Although applying for a loan can be confusing, the process is not all that difficult. The first step is to determine which bank has the lowest interest rate. There are a lot of banks in my neighborhood, but they aren't very friendly. The last time I went into one, I waited for twenty minutes before anyone bothered to wait on me. Once you have chosen a bank, you have to go to the bank in person and apply, and if the bank isn't friendly, you don't want to go there. This is a real problem when you apply for a loan. If you have any questions about the application, you won't be able to get anyone to answer them. After you have submitted the application comes the hard part — waiting for approval.

After stating that applying for a loan is not difficult, the writer of the paragraph above wanders from his main idea to complain about how unfriendly the banks in his neighborhood are. For this reason, most of the sentences in the paragraph do not support the topic sentence.

The following revised paragraph is unified. When the writer reread his paragraph, he deleted the sentences that did not support his topic sentence. Then, he added sentences that did. The result is a paragraph that supports its main idea: that applying for a loan is not hard.

Paragraph Unified

Although applying for a loan can be confusing, the process is not all that difficult. The first step is to determine which bank has the lowest interest rate. ~~There are a lot of banks in my neighborhood, but they aren't very friendly. The last time I went into one, I waited for twenty minutes before anyone bothered to wait on me.~~ Although a half-percent difference in rates may not seem like much, over the course of a four-year loan the savings can really add up. Once you have chosen a bank, you have to go to the bank in person and apply, ~~and if the bank isn't friendly, you don't want to go there. This is a real problem when you apply for a loan. If you have any questions about the application, you won't be able to get anyone to answer them.~~ Make sure you tell the loan officer exactly what rate you are applying for. Then, take the application home and fill it out, being careful not to omit any important information. If you have any problems with your credit, explain them on the application or

— Support added

— Support added

in a separate letter. Take the application back to the bank, and ask any questions you might have. (Do not sign the application until all your questions have been answered.) After you have submitted the application comes the hard part—waiting for approval.

—Hector de la Paz (student)

◆ PRACTICE 2-1

Underline the topic sentence in each of the following paragraphs.

1. Genetically modified crops can be very beneficial to a person's health. "Golden rice," for example, was created when scientists took genes from daffodils and other small plants and put them into a type of rice. These genes gave the rice a golden color. More important, the new genes enabled the rice to produce vitamin A. The Swiss scientist who created golden rice knew that about three hundred million people in China suffered from a lack of vitamin A. The lack of vitamin A can cause a person to become sick or even to go blind. In China, however, vitamins were expensive. So, if the rice the Chinese people ate contained a vitamin that they needed, eating the rice would solve a number of medical problems.

► Word Power

perseverance continued action over a long time, despite difficulties

2. Perseverance is important for a writer who wants to publish his or her first novel. J. K. Rowling, author of the Harry Potter books, first began writing the books in 1990. By 1993, she was the divorced mother of a young daughter. Rowling could not afford day care on the money she received in public assistance from the British government, and she could not get a job without paying someone to watch her child. As a result, she could write only when her daughter was asleep. When Rowling finished her first book five years later, she wanted to send a copy to publishers and keep a copy for herself, but she could not afford to make photocopies. She did not give up, though. Instead, she typed copies on her old typewriter. In 1997, *Harry Potter and the Philosopher's Stone* was bought by a publisher. Later, critics called Rowling an overnight sensation. They did not know how long that "night" had been.

► Word Power

revolutionize to change something radically

3. In the mid-nineteenth century, steamboats revolutionized transportation in America. These boats carried cargo and passengers between river towns. In some towns, passengers were met at the wharf by stage coaches that took them from place to place. In other towns, a railroad line came within walking distance of the wharf. Americans were pleased with this new type of transportation. Trips that had taken weeks by horse and carriage could now be completed in days.

■ Culture Clue

The FBI (*Federal Bureau of Investigation*) is the U.S. federal agency that runs investigations for the Attorney General. It is also responsible for safeguarding national security.

4. In 1949, the FBI asked the public for help in catching the most dangerous criminals in the United States. That year, the FBI created the "Ten Most Wanted Fugitives" list. On the list were murderers and other criminals who were considered the greatest threats to society. The FBI hoped that average Americans would help track down these fugitives, and the plan worked. With more people looking, more of the worst criminals were getting caught. Although the names on the list have changed, the program still exists today. Now, it is even easier for the public to see who is on the list

and to offer helpful information. Every week, the television show *America's Most Wanted: America Fights Back* shows pictures and videos of the most wanted fugitives and asks viewers to call with information. Since 1949, 94 percent of people whose names appeared on the list have been caught.

5. Space travelers will not be able to fly to Mars until four problems are solved. First is the problem caused by a lack of gravity, which can lead to loss of bone strength. Because we cannot create gravity on a spaceship, the astronauts who land on Mars might be unable to do their jobs once they arrive. Second, science cannot fully protect the astronauts from the cosmic rays they would be exposed to in deep space. Exposure to these rays would make the astronauts more likely to become ill or cause them to develop serious diseases, such as cancer. Third, the astronauts would have very little help if they did become ill. They would not have access to the medical help that we take for granted here on earth. Finally, astronauts might develop psychological problems because of the length of time it would take to get to Mars. Until science can solve these problems, going to Mars will be difficult, if not impossible.

Word Power

fugitive a person who is hiding to avoid arrest

◆ PRACTICE 2-2

The following paragraph is not unified by a topic sentence. Read it, and then choose the topic sentence below that best unifies the paragraph.

Some people save all the books they have read. They stack old paperbacks on tables, on the floor, and on their nightstands. Other people save magazines or newspapers. Still others save movie-ticket stubs or postcards. Serious collectors save all sorts of things—including old toys, guns, knives, maps, stamps, baseball cards, comic books, beer cans, movie posters, dolls, old televisions, political buttons, and even coffee mugs. Some things—such as matchbook covers or restaurant menus—may have value only to the people who collect them. Other items—such as stamps or coins—may be worth a lot of money. A few people collect items that are so large that storing them is difficult. For example, people who collect automobiles or antique furniture may have to rent a garage or even a warehouse in which to store their possessions.

Put a check mark next to the topic sentence that best expresses the main idea of the paragraph above.

1. Everyone, regardless of age or occupation, seems to have the urge to collect. _____
2. Collecting things like matchbooks and restaurant menus can be fun, but collecting jewelry or coins can be very profitable. _____
3. The things people collect are as different as the people who collect them. _____
4. In spite of the time and expense, collecting can be an interesting and fulfilling hobby. _____
5. Before you begin to collect things as a hobby, you should know what you are getting into. _____

study the relationship between television violence and violent behavior. He questioned parents about how they treated their children at home, including how much television their children watched. There is more violence on television today than there was then. Ten years later, he interviewed these families again and discovered that whether or not teenage sons were aggressive depended less on how they had been treated by their parents than on how much violent television programming they had watched as children. Returning in 1990, he found that these same young men, now in their thirties, were still more likely to be aggressive and to commit crimes. Thus, Eron's research suggests a link between television violence and aggression. Researchers estimate that a child today is likely to watch 100,000 violent acts on television before finishing elementary school.

3. Libraries today hold a lot more than just books. For example, many libraries now have large collections of tapes and compact discs. Many also have videotapes of both instructional programs and recent and vintage movies. Some libraries also stock DVDs. However, most people probably still get more movies from video stores than from libraries. In addition, the children's section often has games and toys young patrons can play with in the library or even check out. Most important, libraries offer computerized databases, which provide more up-to-date information than printed sources. These nonprint sources are the wave of the future for even the smallest libraries. They will allow patrons to access much more information than books or magazines ever could. People who don't know how to use a computer are going to be out of luck.

◆ PRACTICE 2-5

Read the following topic sentences. Then, on the lines that follow, write a paragraph that supports the main idea stated in the topic sentence. After you finish, make sure that the paragraphs you have written are unified.

1. Many people have too much credit-card debt. _____

2. Choosing the right cell phone can be a difficult task. _____

◆ PRACTICE 2-3

Read the following paragraphs, and then write an appropriate topic sentence for each.

■ Culture Clue

Road rage is uncontrollable, aggressive behavior by one driver toward another. It is usually caused by stress or frustration.

1. _____ The first—and simplest way—is to move out of the way. If a good driver does not do this, the angry driver may honk the horn, flash the lights, or tailgate the slower driver. Next, the good driver should avoid making eye contact with the angry driver. This lessens the chance that the furious driver will try to insult the good driver and make things worse. Finally, once the angry driver has passed, the good driver should consider calling the police.

2. _____ For example, Jim Morrison, lead singer of the Doors, has been the subject of a movie and several books since his death in July 1971. His grave in France is visited by fans, including many who were not even born when he was alive. Kurt Cobain, who committed suicide in 1994, is now the subject of several books, and his group, Nirvana, has an album that continues to sell well. Another example is Tupac Shakur. He was killed in 1996, but his albums still sell, and his poetry has been collected and published. Probably the biggest sign that all three singers are still remembered is the number of Web sites that claim that they are still alive.

3. _____ Some people who once tried allergy shots now prefer to try vitamins and supplements. Some who suffer with back problems are giving up pain relievers and visiting acupuncturists and chiropractors instead. Still other patients try physical therapy instead of surgery to help them deal with a health problem. Some people also attend yoga classes instead of taking medication to relieve stress. Clearly, many patients are turning to nontraditional methods to help them deal with their ailments.

◆ PRACTICE 2-4

The following paragraphs are not unified because some sentences do not support the topic sentence. Cross out any sentences in each paragraph that do not belong.

1. The one thing I could not live without is my car. In addition to attending school full time, I hold down two part-time jobs that are many miles from each other. Even though my car is almost twelve years old and has over 120,000 miles on it, I couldn't manage without it. I'm thinking about buying a new car, and I always check the classified ads, but I haven't found anything I want that I can afford. If my old car breaks down, I guess I'll have to, though. I couldn't live without my portable tape recorder because I use it to record all the class lectures I attend. Then I can play them back while I'm driving or during my breaks at work. Three nights a week and on weekends, I work as a counselor at a home for troubled teenagers, and my other job is in the tire department at Sears. Without my car, I'd be lost.

2. The more television violence children are exposed to, the more aggressive they are as teenagers and adults. In 1960, Dr. Leonard Eron began to

3. College involves more than just going to class. _____

■ **WRITING FIRST: Flashback**

Look back at the paragraph you wrote for the Writing First activity in Chapter 1. Review your paragraph for unity. Cross out any sentences that do not support the topic sentence.

✓ **REVIEW CHECKLIST:**

Fine-Tuning Your Paragraph

- A topic sentence states the main idea of your paragraph. (See 2A.)
- A paragraph is unified when it focuses on a single main idea. (See 2A.)
- A paragraph is well developed when it contains enough details and examples to support the main idea. (See 2B).
- A paragraph is coherent if its sentences are arranged in a clear, sensible order and it includes all necessary transitional words and phrases. (See 2C.)

Theme 3. Exemplification Paragraph

Learning Outcomes

By the end of the session students will have:

- become aware of some types of exemplification paragraphs.
- identified means and ways of exemplification paragraphs.
- designed strategies for creating and drafting exemplification paragraphs.
- practiced focusing on audience, assignment and purpose when writing an exemplification paragraph
- analyzed essential parts of exemplification paragraphs;
- reflected on the session and made an action plan

Key Learning Points

- What is exemplification?
- Focusing on Purpose, audience and assignment of exemplification paragraph writing;
- Finding ideas for writing an exemplification paragraph.

Materials. handouts, CD, blackboard, methodological complex.

Phrases

exemplification, exemplification paragraphs, topic sentence, logical order, transitions, exemplification paragraph of writing.

Plan				
	Stages	Procedure	Time	Materials
1.	Lead in	Playing 'I am a word' game.	5	none
2.	Focus on paragraphs	Doing a questionnaire on types of paragraphs	10	Handout 1
3.	Your own style	Identifying	25	Handout 2 Handout 3
4.	Activities addressing all learning styles	Practising activities which address all learning styles	25	Cards, Handout 4
5.	Reflection and action	Reflecting on the session; making an action plan	10	none
6.	Outcomes	Eliciting outcomes of the session from Participants	5	none

Procedure of a lesson

A

What Is Exemplification?

What do we mean when we tell a friend that a teacher is “good” or that a football team is “bad”? In class or on an exam, what do we mean when we say that a character in a play is “undeveloped” or that a particular war was “wrong”? To clarify general statements like these, we use **exemplification**—that is, we use specific examples that illustrate a general idea.

General Statement

Today is going to be a hard day.

My car is giving me problems.

Specific Examples

Today is going to be a hard day because I have a history test in the morning and a lab quiz in the afternoon. I also have to go to work an hour earlier than usual.

My car is burning oil and won't start on cold mornings. In addition, I need a new set of tires.

An **exemplification paragraph** explains or clarifies the idea in the **topic sentence** with specific examples. Personal experiences, class discussions, observations, conversations, and reading (for example, in newspapers and magazines or on the Internet) can all be good sources of examples.

When you write an exemplification paragraph, keep the following guidelines in mind:

- An **exemplification paragraph** should begin with a topic sentence that states the paragraph's main idea.
- The topic sentence is followed by examples that support the main idea.
- Examples should be arranged in **logical order**—for example, from least important to most important or from general to specific.
- An exemplification paragraph ends with a concluding statement that sums up its main idea.

An exemplification paragraph generally has the following structure.

Topic Sentence _____

Example #1 _____

Example #2 _____

Example #3 _____

Concluding Statement _____

Exemplification

The following paragraph uses several examples to make the point that some countries change their names for political reasons.

New Government, New Name

Often, when countries change their names, it is for political reasons. ——— Topic sentence

Sometimes a new government decides to change the country's name to separate itself from an earlier government. For example, Burma became Myanmar when a military government took over in 1989. Cambodia has had several name changes as well. After a coup in 1970, it was called the Khmer Republic. Then, in 1975, under communist rule, it became Kampuchea. Gaining independence from another nation is another reason for a country to change its name. For instance, in 1957, after gaining independence from the Great Britain, the Gold Coast became Ghana. Another name change occurred when the French Sudan became Mali. After gaining independence from France in 1960, it decided to reject its colonial past. Finally, Zimbabwe gave up its former British name, Rhodesia, several years after winning independence. These name changes can be confusing, but they reveal the changing political climate of the countries in which they occur. ——— Concluding statement

— Kim Seng (student)

When you write an exemplification paragraph, be sure to include clear transitional words and phrases. These transitions help readers follow your discussion by indicating how each example is related to another as well as how each example supports the topic sentence.

PATTERNS OF PARAGRAPH DEVELOPMENT

Transitions for Exemplification

also	for instance	specifically
besides	furthermore	the most important
finally	in addition	example
first...second...	moreover	the next example
[and so on]	one example...	
for example	another example	

GRAMMAR IN CONTEXT

Exemplification

When you write an exemplification paragraph, always use a comma after an introductory transitional word or phrase that introduces an example.

For example, Burma became Myanmar when a new military government took over in 1989.

Finally, Zimbabwe gave up its former British name, Rhodesia, several years after winning independence.

For information on using commas with introductory transitional words and phrases, see 31B.

Theme 4. Writing Exemplification Paragraph

Learning Outcomes

By the end of the session students will have:

- become aware of some types of writing exemplification paragraphs.
- identified means and ways of writing exemplification paragraphs.
- designed strategies for creating and drafting writing exemplification paragraphs.
- practiced focusing on audience, assignment and purpose when writing an exemplification paragraph
- analyzed essential parts of writing exemplification paragraphs;
- reflected on the session and made an action plan on this theme;

Key Learning Points

- Understanding writing exemplification paragraph structure;
- Focusing on Purpose, audience and assignment of writing exemplification paragraph;
- Finding ideas for writing a writing exemplification paragraph.

Materials. handouts, CD, blackboard, methodological complex.

Phrases

chaotic, morale, writing an exemplification paragraph, support, audience, purpose, assignment, writing, focused writing

Plan				
	Stages	Procedure	Time	Materials
1.	Lead in	Playing 'I am a word' game.	5	none
2.	Focus on paragraphs	Doing a questionnaire on types of paragraphs	10	Handout 1
3.	Your own style	Identifying	25	Handout 2 Handout 3
4.	Activities addressing all learning styles	Practising activities which address all learning styles	25	Cards, Handout 4
5.	Reflection and action	Reflecting on the session; making an action plan	10	none
6.	Outcomes	Eliciting outcomes of the session from Participants	5	none

Transitions for Exemplification

also	for instance	specifically
besides	furthermore	the most important
finally	in addition	example
first...second...	moreover	the next example
[and so on]	one example...	
for example	another example	

GRAMMAR IN CONTEXT

Exemplification

When you write an exemplification paragraph, always use a comma after an introductory transitional word or phrase that introduces an example.

For example, Burma became Myanmar when a new military government took over in 1989.

Finally, Zimbabwe gave up its former British name, Rhodesia, several years after winning independence.

For information on using commas with introductory transitional words and phrases, see 31B.

◆ PRACTICE 3-1

Read this exemplification paragraph; then, follow the instructions that come after it.

Jobs of the Future

Students should take courses that prepare them for the careers that will be in demand over the next ten years. For example, the health-care field will have the greatest growth. Hundreds of thousands of medical workers—such as home-care aides, physician assistants, and registered nurses—will be needed. Also, many new employees will be needed in the retail and customer-service areas. These are fields in which technology cannot completely replace human beings. In addition, certain computer fields will need many more workers. People who can work as database administrators or information systems managers will find many employment opportunities. Furthermore, education will be an attractive area for new job seekers. Many new teachers will be needed to replace the thousands who are expected to

retire during the next ten years. Students who know what jobs will be available can prepare themselves for the future.

— Liz Behr (student)

1. Underline the topic sentence of the paragraph.
2. List the specific examples the writer uses to support her topic sentence. The first example has been listed for you.

health-care jobs

3. Circle the transitions the writer uses to connect ideas in the paragraph.
4. Underline the paragraph's concluding statement.

◆ PRACTICE 3-2

Following are four possible topic sentences for exemplification paragraphs. On the lines below, list three or four examples you could use to support each topic sentence. For example, if you were writing a paragraph about how difficult the first week of your new job was, you could mention waking up early, getting to know your coworkers, and learning new routines.

1. There is plenty to like in my neighborhood. _____

2. Part-time jobs give students opportunities to develop useful skills.

3. Good health care is sometimes difficult to find. _____

4. You can learn a lot by watching certain television shows. _____

B Writing an Exemplification Paragraph

When Sarah Herman was asked to write a paragraph about work, she had little difficulty deciding on a topic. She had just finished a summer job waiting on tables in Sea Isle City, New Jersey. She knew, without a doubt, that this was the worst job she had ever had.

Once she had decided on her topic, Sarah brainstormed to find ideas to write about. After reviewing her brainstorming notes, she listed several examples that could support her topic sentence.

Restaurant too big

Boss disrespectful

No experience

Kitchen chaotic

Customers rude

Tips bad

► Word Power

chaotic confused or
disorderly

After reading her list, Sarah wrote the following topic sentence to express the main idea of her paragraph.

TOPIC SENTENCE Being a waitress was the worst job I ever had.

After Sarah identified her main idea, she eliminated examples that she thought did not support her topic sentence. Then, she arranged the remaining examples in the order in which she thought she could discuss them most effectively: from least important to most important.

TOPIC SENTENCE: Being a waitress was the worst job I ever had.

1. No experience
2. Customers rude
3. Tips bad
4. Boss disrespectful

Using her list of points as a guide, Sarah wrote the following draft of her paragraph.

Waiting on tables was the worst job I ever had. I had little experience as a waitress. The first day of work was so bad that I almost quit. The customers were rude. All they wanted was to get their food as fast as possible so they could get back to the beach or the boardwalk. As a result, they were often impolite and demanding. The tips were bad. It was hard to be pleasant when you knew that the table you were waiting on was probably going to leave you a bad tip. Finally, the owner of the restaurant did not show us any respect. He often yelled at us, saying that if we didn't work harder, he would fire us. He never did, but his constant threats didn't do much to help our morale.

When she finished her draft, Sarah met with her instructor. She knew she had a good topic sentence, but she also knew she needed to make some revisions. Together, she and her instructor decided on some changes that would make her paragraph better.

- She needed to make some of her examples more specific. For example, what experience did she have that made her want to quit? Exactly how were customers rude?
- She needed to add transitions to make it easier for readers to follow her discussion.
- She needed to add a concluding statement.

With her instructor's comments in mind, Sarah revised her paragraph. Here is her final draft.

My First Job

Waiting on tables was the worst job I ever had. First, I had never worked in a restaurant before, so I had a lot to learn. Unfortunately, I forgot to bring salads to the first table I waited on. A person at the table complained so loudly that the owner had to calm him down. I was so upset that I almost quit. Second, the customers at the restaurant were often rude. All they wanted was to get their food as fast as possible so they could get back to the beach or the boardwalk. They were on vacation, and they wanted to be treated well. As a result, they were often impolite and demanding. No one ever said, "excuse me," "please," or "thank you," no matter what I did for them. Third, the tips were usually bad. It was hard to be pleasant when you knew that the table you were waiting on was probably going to leave you a bad tip, if you were lucky. Finally, the owner of the restaurant never showed his workers any respect. He would yell at us, saying that if we didn't work harder he would fire us. He never did, but his constant threats didn't do much to help our morale. Even though I got through the summer, I promised myself that I would never wait on tables again.

Word Power

morale a positive spirit that motivates a group to succeed

■ Examples made more specific

■ Transitions added

■ Concluding statement added

◆ PRACTICE 3-3

Now, you are ready to write an exemplification paragraph. Choose one of the topics below (or choose your own topic). Then, on a separate sheet of paper, use one or more of the strategies described in 1C to help you think of as many examples as you can for the topic you have chosen.

Effective (or ineffective) teachers
Qualities that make an athlete
great
Roommates
Challenges older students face
Traditions your family follows
Unattractive clothing styles
Peer pressure
The benefits of iPods

Things you can't do without
Terrible dates
Extreme sports
Role models
Rude behavior
Politicians
Acts of courage
Lying
Credit-card debt

◆ PRACTICE 3-4

Review your notes from Practice 3-3, and list the examples that can best help you develop a paragraph on the topic you have chosen.

◆ PRACTICE 3-5

Reread your list of examples from Practice 3-4. Then, draft a topic sentence that introduces your topic and communicates the main idea your paragraph will discuss.

◆ PRACTICE 3-6

Arrange the examples you listed in Practice 3-4 in a logical order—for example, from least important to most important.

1. _____
2. _____

3. _____
4. _____

◆ PRACTICE 3-7

Draft your exemplification paragraph.

◆ PRACTICE 3-8

Consulting the Self-Assessment Checklist below, revise your exemplification paragraph.

◆ PRACTICE 3-9

Type a final draft of your exemplification paragraph.

■ WRITING FIRST: Revising and Editing

Look back at your response to the Writing First activity on page 49. Consulting the Self-Assessment Checklist below, evaluate the paragraph you wrote. Then, prepare a final draft of your paragraph.



SELF-ASSESSMENT CHECKLIST:

Writing an Exemplification Paragraph

- ☐ Do you have a clearly worded topic sentence that states your paragraph's main idea?
- ☐ Does your topic sentence state an idea that can be supported with examples?
- ☐ Do all your examples support your topic sentence, or should some be deleted?
- ☐ Do you have enough examples, or do you need to add more?
- ☐ Do transitions introduce all the examples your paragraph discusses, or do you need to add transitions to make your paragraph more coherent?
- ☐ Does your paragraph end with a concluding statement that summarizes your main idea?

Theme 5. Narrative Paragraph

Learning Outcomes

By the end of the session students will have:

- become aware of some types of narrative paragraphs.
- identified means and ways of narrative paragraphs.
- designed strategies for creating and drafting narrative paragraphs.
- practiced focusing on audience, assignment and purpose when writing a narrative paragraph
- analyzed essential parts of a narrative paragraphs;
- reflected on the session and made an action plan

Key Learning Points

- Understanding narrative paragraph structure;
- Focusing on Purpose, audience and assignment of narrative paragraph of writing;
- Finding ideas for writing a narrative paragraph.
- What is narration?
- Writing a narrative paragraph.

Materials. handouts, CD, blackboard, methodological complex.

Phrases

Narrative paragraph, time order, narration, specific dates, by the time, assignment, narrative paragraph of writing, focused of narrative paragraph of writing

Plan				
	Stages	Procedure	Time	Materials
1.	Lead in	Playing 'I am a word' game.	5	none
2.	Focus on paragraphs	Doing a questionnaire on types of paragraphs	10	Handout 1
3.	Your own style	Identifying	25	Handout 2 Handout 3
4.	Activities addressing all learning styles	Practising activities which address all learning styles	25	Cards, Handout 4
5.	Reflection and action	Reflecting on the session; making an action plan	10	none
6.	Outcomes	Eliciting outcomes of the session from Participants	5	none

Procedure of a Lesson

A What Is Narration?

Narration is writing that tells a story. For example, a narrative paragraph could tell how an experience you had as a child changed you, how the life of Martin Luther King Jr. is inspiring, or how the Battle of Gettysburg was the turning point in the Civil War.

When you write a narrative paragraph, keep the following guidelines in mind:

- A **narrative paragraph** should begin with a topic sentence that tells readers the point of the paragraph—that is, why you are telling a particular story.
- Events are presented in a definite **time order**, usually the order in which they occurred. Effective narrative paragraphs include only those events that tell the story and avoid irrelevant information that could distract or confuse readers.
- A narrative paragraph ends with a concluding statement that sums up the main idea stated in the topic sentence.

A narrative paragraph generally has the following structure.

Topic Sentence	_____
Event #1	_____

Event #2	_____

Event #3	_____

Concluding Statement	_____

The writer of the following paragraph recounts a series of events to support the point that getting a tattoo is a lot easier than having one removed.

KBR Forever

Topic sentence	_____	<u>It only takes a few minutes to get a tattoo, but having one removed takes a</u>
Events presented in time order	}	<u>lot more time and effort.</u> Until I met Kevin, I had never wanted a tattoo. By the
		time we had been together for three months, I was sure he was my soul mate.
		Even after a year, we could not go a day without seeing or talking to each

other. When he suggested we get our initials tattooed on each other's wrists, I did not hesitate. Then, we broke up. Now, when I see that "KBR," I feel sick to my stomach. Next week, I am going to have my first laser treatment to remove the tattoo. The whole process will cost ten times what the tattoo cost, but it will be worth it. After five painful sessions, the tattoo should be gone. Breaking

up with Kevin was easy, but getting rid of his initials will be a lot more trouble. — Concluding statement

— Gillian Kavsan (student)

As you arrange your ideas in a narrative paragraph, be sure to use clear transitional words and phrases, as the student writer does in the paragraph above. These signals help readers follow your narrative by indicating the order of the events you discuss.

Transitions for Narration

after	first...second...third	suddenly
as	immediately	then
as soon as	later	two hours (days, months, years) later
before	later on	until
by the time	mean while	when
earlier	next	specific dates
eventually	now	(for example, "In 2006")
finally	soon	

GRAMMAR IN CONTEXT Narration

When you write a narrative paragraph, you tell a story. As you become involved in your story, you might forget all about sentence boundaries and begin to string events together without proper punctuation. If you do, you will create a **run-on** or a **comma splice**.

INCORRECT (RUN-ON) We had been together for three months I was sure he was my soul mate.

CORRECT We had been together for three months. I was sure he was my soul mate.

CORRECT By the time we had been together for three months, I was sure he was my soul mate.

For information on how to recognize and correct run-ons and comma splices, see Chapter 21.

Theme 6. Writing a Narrative Paragraph

Learning Outcomes

By the end of the session students will have:

- become aware of some types of narrative paragraphs.
- identified means and ways of writing a narrative paragraphs.
- designed strategies for creating and drafting writing a narrative paragraphs.
- practiced focusing on audience, assignment and purpose when writing a narrative paragraph
- analyzed essential parts of writing a narrative paragraphs;
- reflected on the session and made an action plan on this theme;

Key Learning Points

- Understanding writing a narrative paragraph structure;
- Focusing on Purpose, audience and assignment of a narrative paragraph writing;
- Finding ideas for writing a narrative paragraph.
- Writing a narrative paragraph.

Materials. handouts, CD, blackboard, methodological complex.

Phrases

topic sentence, concluding statement, support, audience, purpose, assignment, writing a narrative paragraph, focused writing, run – on, comma splice, thanksgiving, a barbecue, thanksgiving procedures.

Plan				
	Stages	Procedure	Time	Materials
1.	Lead in	Playing ‘I am a word’ game.	5	none
2.	Focus on paragraphs	Doing a questionnaire on types of paragraphs	10	Handout 1
3.	Your own style	Identifying	25	Handout 2 Handout 3
4.	Activities addressing all learning styles	Practising activities which address all learning styles	25	Cards, Handout 4
5.	Reflection and action	Reflecting on the session; making an action plan	10	none
6.	Outcomes	Eliciting outcomes of the session from Participants	5	none

Procedure of a Lesson

◆ PRACTICE 4-1

Read this narrative paragraph; then, follow the instructions that come after it.

When I first came to live in a dormitory at college, I was homesick. As soon as my parents left me at school, I felt sad. My room looked cramped and empty. I couldn't see how two people could live in such a tiny space, and I missed my room at home. My roommate hadn't arrived yet, so I picked out a bed on one side of the room and started to unpack my belongings. Then, my roommate burst through the door, smiling and joking. Immediately, I felt better. We talked about our high schools and our families. Later on, we made plans to fix up the room with some posters. When it was time to eat, we went to the cafeteria for dinner. I was used to meat and potatoes; however, the cafeteria was serving salads and veggie burgers. Suddenly, I wanted to be home, eating with my family. I even missed my little sister. When I went to bed that night, I thought about the changes I would have to adapt to. Now, I realized that living away from home would be very challenging.

—John Deni (student)

1. Underline the topic sentence of the paragraph.
2. List the major events of the narrative. The first event has been listed for you.

I felt sad.

3. Circle the transitional words and phrases the writer uses to link events in time.
4. Underline the paragraph's concluding statement.

◆ PRACTICE 4-2

Following are four possible topic sentences for narrative paragraphs. On the lines below, list three or four events that could support each topic sentence. For example, if you were recalling a barbecue that turned into a disaster, you could tell about burning the hamburgers, spilling the soda, and forgetting to buy paper plates.

1. One experience made me realize that I was no longer as young as I thought. _____

2. The first time I _____, I got more than I bargained for.

3. I didn't think I had the courage to _____, but when I did, I felt proud of myself. _____

4. I remember my reactions to one particular event very clearly.

■ Culture Clue

A *barbecue* is a social gathering where food is prepared outdoors over a grill or an open fire.

B Writing a Narrative Paragraph

When Todd Kinzer's instructor asked the class to write a paragraph about an experience that had a great impact on them, Todd tried to narrow this topic by listing some experiences that he could write about.

Accident at camp — Realized I wasn't as strong as I thought I was
 Breaking up with Lindsay — That was painful
 Shooting the winning basket in my last high school game — Sweet
 The last Thanksgiving at my grandparents' house — Happy and sad

As Todd looked over the experiences on his list, he realized that he could write about all of them. He decided, however, to focus on the last Thanksgiving he spent at his grandparents' house. This occasion was especially meaningful to him because his grandfather died right after the holiday.

■ Culture Clue

Thanksgiving is a traditional North American holiday when families gather to eat a big meal and give thanks for their blessings. Some traditional foods are turkey, mashed and sweet potatoes, cranberry sauce, and pumpkin pie.

Todd began his writing process by freewriting on his topic. He typed whatever came into his mind about the dinner, without worrying about spelling, punctuation, or grammar. Here is Todd's freewriting paragraph.

Thanksgiving. Who knew? I remember the smells when I woke up. I can see Granddad at the stove. We were all happy. He told us stories about when he was a kid. I'd heard some of them before, but so what? I loved to hear them. We ate so much I could hardly move. They say turkey has something in it that puts you to sleep. We watched football all afternoon and evening. I still can't believe Granddad died. I guess I have the topic for my paragraph.

When he looked over his freewriting, Todd thought he had enough ideas for a first draft of his paragraph. His draft appears below.

Last Thanksgiving, my grandparents were up early. My grandfather stuffed the turkey, and my grandmother started cooking the other dishes. When I got up, I could smell the turkey in the oven. The table was already set for dinner, so we ate breakfast in the kitchen. My grandfather told us about the Thanksgivings he remembered from when he was a boy. When we sat down for dinner, a fire was burning in the fireplace. My grandmother said grace. My grandfather carved the turkey, and we all passed around dishes of food. For dessert, we had pecan pie and ice cream. After dinner, we watched football on TV. When I went to bed, I felt happy. This was my grandfather's last Thanksgiving.

Todd knew his first draft needed a lot of work. Before he wrote the next draft, he tried to remember what other things had happened that Thanksgiving. He also tried to decide which idea was most important and what additional information could make his paragraph stronger. After he reread his paragraph, he made these changes.

- He added a topic sentence that stated his main idea.
- To unify his paragraph, he deleted sentences that did not support his main idea.
- He added transitional words and phrases to indicate the time order of events in the paragraph.
- He wrote a stronger concluding statement.

After making these changes, Todd wrote the following revised and edited version of his paragraph.

Thanksgiving Memories

■ Topic sentence added

This past Thanksgiving was the last one I would spend with both my grandparents. The holiday began early. At 5 o'clock in the morning, my grandfather woke up and began to stuff the turkey. About an hour later, my grandmother began cooking corn pie and pineapple casserole. At 8 o'clock, when I got up, I could smell the turkey cooking. While we ate breakfast, my grandfather told us about Thanksgivings he remembered when he was a boy. Later, my grandfather made a fire in the fireplace, and we sat down for dinner. After my grandmother

■ Transitions added

said grace, my grandfather carved and served the turkey. The rest of us passed around dishes of sweet potatoes, mashed potatoes, green beans, asparagus, cucumber salad, relish, cranberry sauce, apple butter, cabbage salad, stuffing, and of course, corn pie and pineapple casserole. For dessert, my grandmother served pecan pie with scoops of ice cream. After dinner, we turned on the TV and the whole family watched football all evening. Four months later, my grandfather was diagnosed with terminal cancer. For my family and me, Thanksgiving would never be the same.

Stronger concluding statement added

◆ PRACTICE 4-3

Now, you are ready to write a narrative paragraph. Choose one of the topics below (or choose your own topic). Then, on a separate sheet of paper, use one or more of the strategies described in 1C to help you recall events and details to develop the topic you have chosen.

- | | |
|--------------------------|-----------------------------------|
| A difficult choice | An embarrassing situation |
| A frightening situation | A surprise |
| A time of self-doubt | A sudden understanding or insight |
| A success | Something funny a friend did |
| An act of violence | Unexpected good luck |
| A lesson you learned | A conflict with authority |
| A happy moment | An event that changed your life |
| An instance of injustice | An important decision |

◆ PRACTICE 4-4

List the events you recalled in Practice 4-3 that can best help you develop a narrative paragraph on the topic you have chosen.

◆ PRACTICE 4-5

Reread your list of events from Practice 4-4. Then, draft a topic sentence that introduces your topic and states the main idea your paragraph will discuss.

◆ PRACTICE 4-6

Write down the events you listed in Practice 4-4 in the order in which they occurred.

1. _____
2. _____
3. _____
4. _____
5. _____

◆ PRACTICE 4-7

Draft your narrative paragraph.

◆ PRACTICE 4-8

Consulting the Self-Assessment Checklist below, revise your narrative paragraph.

◆ PRACTICE 4-9

Type a final draft of your narrative paragraph.

■ WRITING FIRST: Revising and Editing

Look back at your response to the Writing First activity on page 59. Consulting the Self-Assessment Checklist below, evaluate the paragraph you wrote. Then, prepare a final draft of your paragraph.

✓ SELF-ASSESSMENT CHECKLIST: Writing a Narrative Paragraph

- Do you have a clearly worded topic sentence that states your paragraph's main idea?
- Does your topic sentence give readers an idea why you are telling the story?

(continued on following page)

Theme 7. Descriptive Paragraph

Learning Outcomes

By the end of the session students will have:

- become aware of some types of descriptive paragraphs.
- identified means and ways of writing descriptive paragraphs.
- designed strategies for creating and drafting descriptive paragraphs.
- practiced focusing on audience, assignment and purpose when writing a descriptive paragraph
- analyzed essential parts of a descriptive paragraphs;
- reflected on the session and made an action plan on this theme;

Key Learning Points

- Understanding descriptive paragraph structure;
- Focusing on Purpose, audience and assignment of descriptive paragraph of writing;
- Finding ideas for writing a descriptive paragraph.
- What is a description?

Materials. handouts, CD, blackboard, methodological complex.

Phrases

topic sentence, concluding statement, support, audience, purpose, assignment, freewriting, focused writing, description, descriptive paragraph, spatial order, modifiers, dangling modifier,

Plan				
	Stages	Procedure	Time	Materials
1.	Lead in	Playing 'I am a word' game.	5	none
2.	Focus on paragraphs	Doing a questionnaire on types of paragraphs	10	Handout 1
3.	Your own style	Identifying	25	Handout 2 Handout 3
4.	Activities addressing all learning styles	Practising activities which address all learning styles	25	Cards, Handout 4
5.	Reflection and action	Reflecting on the session; making an action plan	10	none
6.	Outcomes	Eliciting outcomes of the session from Participants	5	none

Procedure of a Lesson

A

What Is Description?

Description

In a personal email, you may describe a new boyfriend or girlfriend. In a biology lab manual, you may describe the structure of a cell. In report for a nursing class, you may describe a patient you treated.

When you write a **description**, you use words to paint a picture for your readers. With description, you use language that creates a vivid impression of what you have seen, heard, smelled, tasted, or touched. The more details you include, the better your description will be.

The following description is flat because it includes very few details.

FLAT Today, I saw a beautiful sunrise.

In contrast, the description below is full of details that convey the writer's experience to readers.

RICH Early this morning as I walked along the soft sandy beach, I saw the sun rise slowly out of the ocean. At first, the ocean glowed red. Then, it turned slowly to pink, to aqua, and finally to blue. As I stood watching the sun, I heard the waves hit the shore, and I felt the cold water swirl around my toes. For a moment, even the small grey and white birds that hurried along the shore seemed to stop and watch the dazzling sight.

The revised description relies on sight (*glowed red; turned slowly to pink, to aqua, and finally to blue*), touch (*the soft sandy beach; felt the cold water*), and sound (*heard the waves hit the shore*).

When you write a descriptive paragraph, keep the following guidelines in mind:

- A **descriptive paragraph** should begin with a topic sentence that states the main point you want to make in your paragraph (for example, "My sister's room is a pig sty" or "The wooden roller coaster in Coney Island is a work of art").
- A descriptive paragraph should present the details that support the topic sentence in a clear **spatial order**, the order in which you observed the person, object, or scene you are describing. For example, you can move from near to far or from top to bottom.
- A descriptive paragraph ends with a concluding statement that sums up the main idea stated in the topic sentence.

A descriptive paragraph generally has the following structure.

Topic Sentence _____

Detail #1 _____

Detail #2 _____

Detail #3 _____

Concluding Statement _____

The writer of the following paragraph uses descriptive details to support the idea that despite being an indoor mall, the Mall of America gives shoppers the sense that they are surrounded by nature.

The Mall of America

Topic sentence — Although Minnesota's Mall of America is all indoors, nature is everywhere.

Details arranged
in spatial order

Above the polished marble interior, glass skylights let in the sun. In the center of the mall, large trees and rough timber benches surround a brightly colored amusement park. The shiny tile and glass corridors, which spread out from the center in every direction, are lined with rows of leafy plants. When watered, these plants smell damp and earthy like a park after a rainstorm. One of the corridors leads to a pale green fountain where water splashes into a shallow pool. Down another corridor, past the hissing espresso machines at one of the mall's many coffee shops, is an even wilder example of the outdoors. Taking an escalator down to the aquarium, visitors can see sharks swimming beneath the acres of shops. Even though shoppers are in an enclosed mall, they sometimes get the feeling that they are walking through a park that happens to be lined with stores.

Concluding statement —

— Heidi Decker (student)

As you arrange your ideas in a descriptive paragraph, be sure to use appropriate transitional words and phrases to lead readers from one detail to another.

Transitions for Description

above	in front of	outside
behind	inside	over
below	nearby	the first...the second
between	next to	the least important...
beyond	on	the most important
in	on one side...on the	the next
in back of	other side	under

GRAMMAR IN CONTEXT

Description

When you write a descriptive paragraph, you sometimes use **modifiers**—words and phrases that describe another word in the sentence. If a modifier cannot logically describe any word in the sentence, it is called a **dangling modifier**.

CONFUSING
(DANGLING
MODIFIER)

Taking an escalator down to the aquarium, sharks
can be seen swimming beneath the acres of shops.
(Were the sharks taking the escalator?)

CLEAR

Taking an escalator down to the aquarium, visitors
can see sharks swimming beneath the acres of
shops.

For information on how to identify and correct dangling modifiers, see Chapter 25.

◆ PRACTICE 5-1

Read this descriptive paragraph; then, follow the instructions that come after it.

The Bookmobile

In my neighborhood, the arrival of the bookmobile is something everyone looks forward to. Every other week, the bright green bookmobile parks outside my apartment building. At its door, a crowd of excited people gathers. Inside the long narrow bus, the shelves are filled with the bright, inviting spines of books. The mobile library is divided neatly into sections, just like any library. The chunky, well-worn bestsellers are on the first set of shelves. Behind them, the popular CDs and DVDs are piled in tight, organized stacks. Next to them are the many shelves of books on every topic, from cooking and home repair to politics and religion. Finally, at the back of bookmobile, four red and blue beanbag chairs sit in a cozy pile in the middle of the kids' section. Here in the bookmobile, far from the sounds of the street, readers settle in to enjoy a little quiet library time.

—Felix Jimenez (student)

1. Underline the topic sentence of the paragraph.
2. In a few words, summarize the main idea of the paragraph.

3. What are some of the details the writer uses to describe the book-mobile? The first detail has been listed for you.

bright green

4. Circle the transitional words and phrases the writer uses to lead readers from one detail to another.
5. Underline the paragraph's concluding statement.

◆ **PRACTICE 5-2**

Each of the five topic sentences below states a possible main idea for a paragraph. After each topic sentence, list three details that could help convey this main idea. For example, to support the idea that sitting in front of a fireplace is relaxing, you could describe the crackling of the fire, the pine scent of the smoke, and the changing colors of the flames.

1. One look at the stern face of the traffic-court judge told me that my appeal would be denied.

2. The dog was at least ten years old and had been living on the streets for a long time.

3. The woman behind the department store makeup counter was a walking advertisement for every product she sold.

Theme 8. Writing a Descriptive Paragraph

Learning Outcomes

By the end of the session students will have:

- become aware of some types of writing a descriptive paragraphs.
- identified means and ways of writing a descriptive paragraphs.
- designed strategies for creating and drafting writing a descriptive paragraphs.
- practiced focusing on audience, assignment and purpose when writing a descriptive paragraph;
- analyzed essential parts of writing a descriptive paragraphs;
- reflected on the session and made an action plan on this theme;

Key Learning Points

- Understanding writing a descriptive paragraph structure;
- Focusing on Purpose, audience and assignment of writing a descriptive paragraph writing;
- Finding ideas for writing a descriptive paragraph.

Materials. handouts, CD, blackboard, methodological complex.

Phrases

topic sentence, concluding statement, support, audience, purpose, assignment, freewriting, focused writing, descriptive essay, separate sheet of paper, specific details of chosen topics, a cooking disaster, a statue or monument, a valued possession, your workplace, paragraphs essays.

Plan				
	Stages	Procedure	Time	Materials
1.	Lead in	Playing 'I am a word' game.	5	none
2.	Focus on paragraphs	Doing a questionnaire on types of paragraphs	10	Handout 1
3.	Your own style	Identifying	25	Handout 2 Handout 3
4.	Activities addressing all learning styles	Practising activities which address all learning styles	25	Cards, Handout 4
5.	Reflection and action	Reflecting on the session; making an action plan	10	none
6.	Outcomes	Eliciting outcomes of the session from Participants	5	none

■ Topic sentence added

■ Transitions added

■ Details added

■ Stronger concluding
statement added

My Uncle Manny

My uncle Manuel is a kind and gentle person who took care of my mother and me when my father died. My uncle Manuel, or “Manny” as his friends and family call him, is over six feet tall. This is unusual for a Mexican of his generation. The first thing that most people notice about my uncle Manny is his eyes. They are large and dark brown, almost black. They make him look serious. When he laughs, however, the sides of his eyes crinkle and his face seems to light up. The next thing that stands out is his nose, which is long and straight. My mother says it makes Uncle Manny look distinguished. Below his mustache is his mouth. His dark, full lips cover bright white teeth that shine when he smiles. The most interesting thing about Uncle Manny is his hands. Even though he hasn’t worked as a stonemason since he opened his own construction company ten years ago, his hands are still rough and scarred from carrying stones. No matter how much he tries, he can’t get rid of the dirt under the skin of his fingers. Uncle Manny’s hands are big and rough, but they can be gentle too. To me they show what he really is: a strong and gentle man.

◆ PRACTICE 5-3

Now, you are ready to write a descriptive paragraph. Choose one of the topics below (or choose your own topic). Then, on a separate sheet of paper, use one or more of the strategies described in 1C to help you come up with specific details about the topic you have chosen. If you can, observe your subject directly and write down your observations.

A favorite place
A place you felt trapped in
A comfortable spot on campus
An unusual person
Your dream house
A family member or friend
A work of art
A valued possession
Your workplace

A favorite article of clothing
A useful object
A pet
A building you think is ugly
Your car or truck
The car you would like to have
A statue or monument
Someone you admire
A cooking disaster

◆ PRACTICE 5-4

List the details you came up with in Practice 5-3 that can best help you develop a descriptive paragraph on the topic you have chosen.

◆ PRACTICE 5-5

Reread your list of details from Practice 5-4. Then, draft a topic sentence that summarizes the idea you want to convey in your paragraph.

◆ PRACTICE 5-6

Arrange the details you listed in Practice 5-4. You might arrange them in the order in which you have observed them—for example, from left to right, near to far, or top to bottom.

1.

2.

3.

4.

5.

6.

7.

◆ PRACTICE 5-7

Draft your descriptive paragraph.

◆ PRACTICE 5-8

Consulting the Self-Assessment Checklist on page 76, revise your descriptive paragraph.

◆ PRACTICE 5-9

Type a final draft of your descriptive paragraph.

■ WRITING FIRST: Revising and Editing

Look back at your response to the Writing First activity on page 68. Consulting the Self-Assessment Checklist below, evaluate the paragraph you wrote. Then, prepare a final draft of your paragraph.

✓ SELF-ASSESSMENT CHECKLIST:

Writing a Descriptive Paragraph

- ☐ Do you have a clearly worded topic sentence that states your paragraph's main idea?
- ☐ Does your topic sentence indicate what person, place, or object you will be describing in your paragraph?
- ☐ Do all your examples and details help to support your paragraph's main idea, or should some be deleted?
- ☐ Do you have enough descriptive details, or do you need to introduce more details?
- ☐ Do transitions lead readers from one detail to the next, or do you need to add transitions to make your paragraph more coherent?
- ☐ Are your details presented in a clear spatial order?
- ☐ Does your paragraph end with a concluding statement that summarizes your main idea?

MOVING FROM PARAGRAPH TO ESSAY

Description

In addition to writing descriptive paragraphs, you may sometimes have to write a **descriptive essay**. For example, in a drama class, you might write an essay in which you describe a play's setting. At work, you might write a memo describing a piece of equipment you would like your department to buy. *For information on how to write a descriptive essay, see 14C.*

Theme 9. Process Paragraph

Learning Outcomes

By the end of the session students will have:

- become aware of some types of a process paragraphs.
- identified means and ways of a process paragraphs.
- designed strategies for creating and drafting a process paragraphs.
- practiced focusing on audience, assignment and purpose when a process paragraph;
- analyzed essential parts of a process paragraphs;
- reflected on the session and made an action plan on this theme;

Key Learning Points

- Understanding a process paragraph structure;
- Focusing on Purpose, audience and assignment of a process paragraph writing;
- Finding ideas for a process paragraph.
- What is process?

Materials. handouts, CD, blackboard, methodological complex.

Phrases

topic sentence, concluding statement, support, audience, purpose, assignment, freewriting, focused writing, process explanation, instructions, using commands, check the gauge, pull the valve, a process paragraph.

Plan				
	Stages	Procedure	Time	Materials
1.	Lead in	Playing 'I am a word' game.	5	none
2.	Focus on paragraphs	Doing a questionnaire on types of paragraphs	10	Handout 1
3.	Your own style	Identifying	25	Handout 2 Handout 3
4.	Activities addressing all learning styles	Practising activities which address all learning styles	25	Cards, Handout 4
5.	Reflection and action	Reflecting on the session; making an action plan	10	none
6.	Outcomes	Eliciting outcomes of the session from Participants	5	none

A

What Is Process?

When you describe a **process**, you tell readers how something works or how to do something. For example, you could explain how the optical scanner at the checkout counter of a food store works, how to hem a pair of pants, or how to send a text message.

When you write a process paragraph, keep the following guidelines in mind:

- A **process paragraph** should begin with a topic sentence that identifies both the process and the point you want to make about it (for example, “Parallel parking is easy once you know the secret” or “By following a few steps, you can design an effective résumé”).
- A process paragraph should describe the steps in the process, one at a time. These steps should be presented in strict **time order**—the order in which they occur or are to be performed.
- A process paragraph should end with a concluding statement that sums up the point you are making about the process.

A process paragraph generally has the following structure.

Topic Sentence _____

Step #1 _____

Step #2 _____

Step #3 _____

Concluding Statement _____

There are two types of process paragraphs: **process explanations** and **instructions**.

Process Explanations

In a **process explanation**, your purpose is to help readers understand how something works or how something happens—for example, how a cell phone operates or how a computer works. With a process explanation, you do not actually expect readers to perform the process.

In the following process explanation paragraph from a psychology exam, the writer explains the four stages children go through when they acquire language.

Children go through four distinct stages when they learn language. The first stage begins as soon as infants are born. By crying, they let people know when they need something or if they are in pain. The second stage begins when children are about a year old and are able to communicate with single words. For example, a child will use the word *food* to mean anything from “I’m hungry” to “feed the dog.” The third stage begins at about twenty months. During this stage, children begin to use two-word sentences, such as “dada car” (for “This is dada’s car”). Finally, at about thirty months, children begin to learn the rules that govern language. They learn how to form simple sentences, plurals, and the past tense of verbs. No matter what language they speak, all children follow the same process when they learn language.

— Jennifer Gulla (student)

Topic sentence

Steps presented in time order

Concluding statement

Instructions

When you write **instructions**, your purpose is to give readers the information they need to actually perform a task or activity—for example, to fill out an application, to operate a piece of machinery, or to help someone who is choking. Because you expect readers to follow your instructions, you address them directly, using **commands** to tell them what to do (*check the gauge . . . pull the valve*).

In the following paragraph, the writer gives instructions on how to break up with someone.

Breaking Up

If you follow a few simple steps, breaking up with someone does not have to be stressful. First, give the person an idea of what is coming so that it is not a total surprise. Make excuses for not getting together, or occasionally say that it might be better if the two of you spent more time apart. Second, go to a public place to break the news. The other person is less likely to make a scene if you are in a restaurant than if the two of you are alone. Next, gently but directly tell the other person that you want to break up. Be firm. Remember that this discussion should not turn into a debate. During this process, be sensitive to the other person’s feelings. If the person gets emotional, be understanding. Finally, once the break-up is complete, go out with your friends and have some fun. That is the best way to take your mind off the situation and to meet new people. By following these simple steps, you can make a difficult situation a little bit easier.

— Nicole Riddle (student)

Topic sentence

Steps presented in time order

Concluding statement

Transitions are very important in process paragraphs like the two you have just read. They enable readers to clearly identify each step—for example, *first*, *second*, *third*, and so on. In addition, they establish a sequence that lets readers move easily through the process you are describing.

Theme 10. Writing a Process Paragraph

Learning Outcomes

By the end of the session students will have:

- become aware of some types of writing a process paragraphs.
- identified means and ways of writing a process paragraphs.
- designed strategies for creating and drafting writing a process paragraphs.
- practiced focusing on audience, assignment and purpose when writing a process paragraph;
- analyzed essential parts of writing a process paragraphs;
- reflected on the session and made an action plan on this theme;

Key Learning Points

- Understanding writing a process paragraph structure;
- Focusing on Purpose, audience and assignment of writing a process paragraph writing;
- Finding ideas for writing a process paragraph.
- Writing a process paragraph.

Materials. handouts, CD, blackboard, methodological complex.

Phrases

topic sentence, concluding statement, support, audience, purpose, assignment, illogical shifts, writing centers, writing a process paragraph, understanding more strategies, should be made, make excuses.

Plan				
	Stages	Procedure	Time	Materials
1.	Lead in	Playing 'I am a word' game.	5	none
2.	Focus on paragraphs	Doing a questionnaire on types of paragraphs	10	Handout 1
3.	Your own style	Identifying	25	Handout 2 Handout 3
4.	Activities addressing all learning styles	Practising activities which address all learning styles	25	Cards, Handout 4
5.	Reflection and action	Reflecting on the session; making an action plan	10	none
6.	Outcomes	Eliciting outcomes of the session from Participants	5	none

Transitions for Process

after that,	first	subsequently
after this	immediately	the first (second,
as	later	third) step
as soon as	meanwhile	the next step
at the same time	next	the last step
at this point	now	then
during	once	when
finally	soon	while

GRAMMAR IN CONTEXT Process

When you write a process paragraph, you may find yourself making **illogical shifts** in tense, person, and voice. If you shift from one tense, person, number, or voice to another without good reason, you may confuse your reader.

CONFUSING First, give the person an idea of what is coming so that it is not a total surprise. Excuses **should be made** for not getting together. (illogical shift from active to passive voice)

CLEAR First, give the person an idea of what is coming so that it is not a total surprise. **Make excuses** for not getting together. (consistent use of active voice)

For information on how to avoid illogical shifts in tense, person, and voice, see Chapter 24.

◆ PRACTICE 6-1

Read this process paragraph; then, follow the instructions that come after it.

An Order of Fries

I never realized how much work goes into making French fries until I worked at a potato processing plant in Hermiston, Oregon. The process begins with freshly dug potatoes being shoveled from trucks onto conveyor belts leading into the plant. During this stage, workers must pick out any rocks that may have been dug up with the potatoes because these could damage the automated peelers. After the potatoes have gone through the peelers, they travel on a conveyor belt through the “trim line.” Here, workers cut out any bad spots, being careful not to waste

potatoes by trimming too much. Next, the potatoes are sliced in automated cutters and then fried for about a minute. After this, they continue along a conveyor belt to the “wet line.” Here, workers again look for bad spots, and they throw away any rotten pieces. At this point, the potatoes go to a second set of fryers for three minutes before being moved to subzero freezers for ten minutes. Then, it’s on to the “frozen line” for a final inspection. The inspected fries are weighed by machines and then sealed into five-pound plastic packages, which are weighed again by workers who also check that the packages are properly sealed. Finally, the bags are packed into boxes and made ready for shipment to various restaurants across the western United States. This complicated process goes on twenty-four hours a day to bring consumers the French fries they enjoy so much.

— Cheri Rodriguez (student)

1. Underline the topic sentence of the paragraph.
2. Is this a process explanation or instructions? _____
How do you know? _____
3. List the steps in the process. The first step has been listed for you.
The potatoes are unloaded, and the rocks are sorted out.

4. Circle the transitional words and phrases the writer uses to move readers from one step to the next.
5. Underline the paragraph’s concluding statement.

◆ PRACTICE 6-2

Following are four possible topic sentences for process paragraphs. After each topic sentence, list three or four steps that explain the process the sentence identifies. For example, if you were explaining the process of getting a job, you could list preparing a résumé, looking at ads in newspapers or online, writing a job application letter, and going on an interview. Make sure each step follows logically from the one that precedes it.

1. Downloading music from the Internet is a simple process.

2. Getting the most out of a student-teacher conference can take some preparation.

3. Cage-training a puppy can be a tricky process.

4. Choosing the perfect outfit for a job interview can be a time-consuming task.

B

Writing a Process Paragraph

When Manasvi Bari was assigned to write a paragraph in which she explained a process she performed every day, she decided to write about how to get a seat on a crowded subway car. To make sure she had enough to write about, she made the following list of possible steps she could include.

Don't pay attention to heat

Get into the train

Get the first seat

Look as if you need help

Get to a pole
 Don't travel during rush hour
 Choose your time
 Be alert
 Squeeze in

After looking over her list, Manasvi crossed out steps that she didn't think were essential to the process she wanted to describe.

~~Don't pay attention to heat~~
 Get into the train
 Get the first seat
 Look as if you need help
~~Get to a pole~~
~~Don't travel during rush hour~~
~~Choose your time~~
 Be alert
 Squeeze in

Once she had decided on her list of steps, she rearranged them in the order in which they should be performed.

Get into the train
 Be alert
 Get the first seat
 Squeeze in
 Look as if you need help

At this point, Manasvi thought that she was ready to begin writing her paragraph. Here is her first draft.

When the train arrives, get into the car as fast as possible. Be alert. If you see an empty seat, grab it and sit down immediately. If there is no seat, ask people to move down, or squeeze into a space that seems too small. If none of this works, you'll have to use some imagination. Look helpless. Drop your books, and look as if the day can't get any worse. Sometimes a person will get up and give you a seat. If this strategy doesn't work, stand near someone who looks as if he or she is going to get up. When the person gets up, jump into the seat as fast as you can. Don't let the people who are getting on the train get the seat before you do.

When Manasvi took the draft of her paragraph to a writing center tutor, they agreed that her paragraph had enough examples and explanations. Together, they decided that she needed to make the following changes.

■ Culture Clue

Writing centers serve all students—native and non-native speakers alike—at all stages in the writing process. Most colleges have a writing center. Ask your teacher for more information.

- She needed to add a topic sentence that identified the process and stated the point she wanted to make about it.
- She needed to add transitions that helped readers follow the steps in the process.
- She needed to add a concluding statement that restated the point of the process.

After she made these changes, Manasvi wrote the following revised and edited draft of her paragraph.

Surviving Rush Hour

■ Topic sentence added

Anyone who takes the subway to school in the morning knows how hard it is to find a seat, but by following a few simple steps, you should be able to

■ Transitions added

get one almost every day. First, when the train arrives, get into the car as fast as possible. Be alert. As soon as you see an empty seat, grab it, and sit down immediately. Meanwhile, if there is no seat, ask people to move down, or try to squeeze into a space that seems too small. Most of the time, people will shift to make room for you. Next, if none of this works, you'll have to use some imagination. Look helpless. Drop your books, and look as if the day can't get any worse. Sometimes a person will get up and give you a seat. Don't be shy. Take it, and remember to say thank you. Finally, if this strategy doesn't work, stand near someone who looks like he or she is about to get up. Often, people who are going to get off at the next stop begin to gather their belongings together. When the person gets up, jump into the seat as fast as you can. By following these steps, you should be able to get a seat on the subway and arrive at school rested and relaxed.

■ Concluding statement added

◆ PRACTICE 6-3

Now, you are ready to write a process paragraph. Choose one of the topics below (or choose your own topic). Use one or more of the strategies described in 1C to help you come up with as many steps as you can for the topic you have chosen, and list these steps on a separate sheet of paper.

Making a major purchase
Strategies for winning arguments

How to quit smoking
How to save money
How to drive in the snow

- | | |
|--|--|
| Your typical work or school day | How to apply for financial aid |
| How to be a good friend | A process involved in a hobby of yours |
| How to discourage telemarketers | How to build something |
| Your morning routine | How to make your favorite dish |
| How to use a digital camera | How to prepare for a storm |
| How to perform a particular household repair | |

◆ PRACTICE 6-4

Review your notes on the topic you chose in Practice 6-3, and decide whether to write a process explanation or a set of instructions. Then, on the lines below, choose the steps from the list you wrote in Practice 6-3 that can best help you develop a process paragraph on your topic.

◆ PRACTICE 6-5

Reread your list of steps from Practice 6-4. Then, draft a topic sentence that identifies the process you will discuss and communicates the point you will make about it.

◆ PRACTICE 6-6

Review the steps you listed in Practice 6-4. Then, write them down in time order, moving from the first step to the last.

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

◆ PRACTICE 6-7

Draft your process paragraph.

◆ PRACTICE 6-8

Consulting the Self-Assessment Checklist below, revise your process paragraph.

◆ PRACTICE 6-9

Type a final draft of your process paragraph.

■ WRITING FIRST: Revising and Editing

Look back at your response to the Writing First activity on page 77. Consulting the Self-Assessment Checklist below, evaluate the paragraph you wrote. Then, prepare a final draft of your paragraph.

✓ SELF-ASSESSMENT CHECKLIST:

Writing a Process Paragraph

- Do you have a clearly worded topic sentence that states your paragraph's main idea?
- Does your topic sentence identify the process you will discuss?
- Does your topic sentence indicate whether you will be explaining a process or giving instructions?
- Have you included all the steps in the process?
- If your paragraph is set of instructions, have you included all the information readers will need to perform the process?
- Do your transitions indicate the order of steps in the process, or do you need to add transitions to make your paragraph more coherent?
- Does your paragraph end with a concluding statement that summarizes your main idea?

Theme 11. Cause and Effect Paragraph

Learning Outcomes

By the end of the session students will have:

- become aware of some types of cause and effect paragraphs.
- identified means and ways of cause and effect paragraphs.
- designed strategies for creating and drafting cause and effect paragraphs.
- practiced focusing on audience, assignment and purpose cause and effect paragraph;
- analyzed essential parts of cause and effect paragraphs;
- reflected on the session and made an action plan on this theme;

Key Learning Points

- Understanding cause and effect paragraph structure;
- Focusing on Purpose, audience and assignment of cause and effect paragraph writing;
- Finding ideas for cause and effect paragraph.
- What is cause and effect?

Materials. handouts, CD, blackboard, methodological complex.

Phrases

topic sentence, concluding statement, support, audience, purpose, assignment, cause and effect paragraph, causes, effects, logical order, impulse buying, vandalism, day care, the most important cause.

Plan				
	Stages	Procedure	Time	Materials
1.	Lead in	Playing 'I am a word' game.	5	none
2.	Focus on paragraphs	Doing a questionnaire on types of paragraphs	10	Handout 1
3.	Your own style	Identifying	25	Handout 2 Handout 3
4.	Activities addressing all learning styles	Practising activities which address all learning styles	25	Cards, Handout 4
5.	Reflection and action	Reflecting on the session; making an action plan	10	none
6.	Outcomes	Eliciting outcomes of the session from Participants	5	none

Why is the cost of college so high in the United States? How does smoking affect a person's health? What would happen if the city increased its sales tax? How dangerous is the avian flu? All these questions have one thing in common: they try to determine the causes or effects of an action, event, or situation.

A **cause** is something or someone that makes something happen. An **effect** is something brought about by a particular cause. A **cause-and-effect paragraph** helps readers understand why something happened or is happening or shows readers how one thing affects something else.

Cause

Increased airport security

Weight gain

Seatbelt laws passed

Effect

Long lines at airports

Health problems

Increased use of seatbelts

When you write a cause-and-effect paragraph, keep the following guidelines in mind:

- A **cause-and-effect paragraph** should begin with a topic sentence that tells readers whether the paragraph is focusing on causes or on effects (for example, "There are several reasons why the cost of gas is so high" or "Going to the writing center has given me confidence as well as skills").
- A cause-and-effect paragraph should discuss every important cause or effect, one at a time. The causes or effects should be arranged in some kind of **logical order**—for example, from least important to most important.
- A cause-and-effect paragraph should end with a concluding statement that sums up the main idea stated in the topic sentence.

A cause-and-effect paragraph generally has the following structure.

Topic Sentence _____

Cause (or effect) #1 _____

Cause (or effect) #2 _____

Cause (or effect) #3 _____

Concluding Statement _____

Causes

The following paragraph focuses on **causes**.

Why Young People Don't Vote

Topic sentence — There are several reasons why young adults do not often vote in national elections. The first reason is that many young people are just not interested in politics. They are busy getting an education or working, and they do not take the time to think about politics or which candidate to vote for. Another reason is that they do not think that their vote is important. They think that because millions of people are voting, their vote will not have an effect on the outcome of an election. A third reason is that many young people do not think that the candidates are speaking to them. They do not think that national issues such as capital gains taxes, Social Security, and Medicare have much to do with them. Finally, many young people are turned off by politics and politicians. As far as they are concerned, politicians just want to get elected and will say anything to get votes. Until these issues are addressed, many young people will continue to stay away from the polls.

Causes arranged in logical order

Concluding statement —

—Moniquetta Hall (student)

Effects

The following paragraph focuses on **effects**.

Global Warming

Topic sentence — Climate change caused by global warming would have several negative effects. One effect would be an increase in the number of intense storms. Large hurricanes and other types of storms would damage property and kill many people. Another effect would be a rise in sea level. As the earth warms, the polar ice would melt and raise the level of the earth's oceans. Coastal cities and low-lying areas would probably be flooded. Still another effect would be the spread of certain kinds of diseases. Many diseases, now found only in warm areas, would spread to areas that were once cool but then became warm. Malaria and yellow fever, for example, could become as common in the United States as they are in Africa and Southeast Asia. Finally, climate change associated with global warming would affect agriculture. Farming areas, such as the Midwest, where American farmers grow corn and wheat, would become dry. As a result, there would be food shortages, and many people could go hungry. No one knows for certain what will happen, but if global warming continues, our lives will certainly be affected.

Effects arranged in logical order

Concluding statement —

—Jackie Hue (student)

Transitions in cause-and-effect paragraphs, as illustrated in the two paragraphs above, introduce individual causes or effects. They may also show the connections between a cause and its effects or between an effect

and its causes. In addition, they may indicate which cause or effect is more important than another.

Transitions for Cause and Effect

accordingly	moreover	the first (second,
another cause	since	third) reason
another effect	so	the most important cause
as a result	the first (second,	the most important effect
because	third, final) cause	therefore
consequently	the first (second,	
for	third, final) effect	
for this reason		

GRAMMAR IN CONTEXT

Cause and Effect

When you write a cause-and-effect paragraph, you should be careful not to confuse the words *affect* and *effect*. *Affect* is a verb meaning “to influence.” *Effect* is a noun meaning “result.”

One ^{effect} ~~effect~~ would be an increase in the number of storms. (*effect* is a noun)

No one knows for certain what will happen, but if global warming continues, our lives will certainly be ^{affected} ~~effected~~. (*affect* is a verb.)

For more information on effect and affect, see Chapter 34.

◆ PRACTICE 7-1

Read this cause-and-effect paragraph. Then, follow the instructions below.

The Benefits of Day Care

Since our son has been in day care, I have noticed several positive changes. The first change I noticed is that he has learned lots of new words. Because he talks to the other children and to the teachers, his vocabulary is increasing. Every day, he comes home with another word or expression that he has learned.

■ Culture Clue

Day care is childcare that is available during the day while parents work.

Another change I have noticed is that he has learned to play with other children. Before he was in day care, my son was around only one other child, his sister. Now, he is with a whole group of children, many older than he is. As a result, he has learned to share his toys and to play with others. The final change I have noticed is that my son has become more independent. He has learned how to tie his shoes as well as how to dress himself in the morning. Before he went to day care, he depended on me to dress him. Now, he does it all by himself. Because of all the benefits that I have seen, I am glad that we put our son in day care.

—Simon Blest (student)

1. Underline the topic sentence of the paragraph.
2. List the words that tell you the writer is moving from one effect to another in the paragraph. The first answer has been listed for you.

The first change

3. List the effects the writer describes. The first effect has been listed for you.

He has learned new words.

4. Circle the transitional words and phrases the writer uses to identify effects.
5. Underline the paragraph's concluding statement.

◆ PRACTICE 7-2

Following are four possible topic sentences for cause-and-effect paragraphs. After each topic sentence, list the effects that could result from the cause identified in the topic sentence. For example, if you were writing a paragraph about the effects of excessive drinking on campus, you could list low grades, health problems, and vandalism.

1. Having a baby can change your life.

► Word Power

vandalism the deliberate destruction or damage of property

2. Learning a second language has many advantages.

3. MP3 players have been a huge success for a number of reasons.

4. Impulse buying can have negative effects on a person's finances.

■ Culture Clue

Impulse buying is purchasing something without planning or thought.

◆ PRACTICE 7-3

List three causes that could support each of the following topic sentences.

1. The causes of teenage obesity are easy to identify.

2. Chronic unemployment can have many causes.

3. The high cost of college tuition is not easy to explain.

4. There are several reasons why professional athletes' salaries are high.

Theme 12. Writing a Cause and Effect Paragraph

Learning Outcomes

By the end of the session students will have:

- become aware of some types of writing cause and effect paragraphs.
- identified means and ways of writing cause and effect paragraphs.
- designed strategies for creating and drafting writing of cause and effect paragraphs.
- practiced focusing on audience, assignment and purpose of writing cause and effect paragraph;
- analyzed essential parts of writing cause and effect paragraphs;
- reflected on the session and made an action plan on this theme;

Key Learning Points

- Understanding writing cause and effect paragraph structure;
- Focusing on Purpose, audience and assignment of writing cause and effect paragraph writing;
- Finding ideas for writing cause and effect paragraph.

Materials. handouts, CD, blackboard, methodological complex.

Phrases

topic sentence, concluding statement, support, audience, purpose, assignment, cause and effect paragraph, causes, effects, logical order, Wal–Mart, revising and editing,.

Plan				
	Stages	Procedure	Time	Materials
1.	Lead in	Playing ‘I am a word’ game.	5	none
2.	Focus on paragraphs	Doing a questionnaire on types of paragraphs	10	Handout 1
3.	Your own style	Identifying	25	Handout 2 Handout 3
4.	Activities addressing all learning styles	Practising activities which address all learning styles	25	Cards, Handout 4
5.	Reflection and action	Reflecting on the session; making an action plan	10	none
6.	Outcomes	Eliciting outcomes of the session from Participants	5	none

■ Culture Clue

Wal-Mart is a discount store with locations worldwide. In the United States, people often protest the opening of *Wal-Mart* stores.

B Writing a Cause-and-Effect Paragraph

When Sean Jin was asked to write a cause-and-effect essay for his composition class, he had no trouble thinking of a topic because of a debate that was going on in his hometown about building a *Wal-Mart* superstore there. He decided to write a paragraph that discussed the effects that such a store would have on the local economy.

His instructor told the class the main problem they could have in planning a cause-and-effect essay is making sure that a **causal relationship** exists—that one event actually causes another. In other words, just because one event follows another closely in time, students should not assume that the second event caused the first.

With this advice in mind, Sean listed the effects a *Wal-Mart* would have on his small town. Here is Sean's list of effects.

- Provide new jobs
- Offer low-cost items
- Pay low wages
- Push out small businesses

After reviewing his list of effects, Sean wrote the following first draft of his paragraph.

Wal-Mart can have good and bad effects on a small town. It provides jobs. A large store needs a lot of employees. So, many people from the area will be able to find work. *Wal-Mart's* prices are low. Families that don't have much money may be able to buy things they can't afford to buy at other stores. Not all of *Wal-Mart's* effects are positive. *Wal-Mart* pays employees less than other stores. *Wal-Mart* provides jobs, but those jobs don't pay very much. When *Wal-Mart* comes into an area, many small businesses are forced to close. They just can't match *Wal-Mart's* prices or stock as much merchandise as *Wal-Mart* can.

When he finished his draft, Sean went to the writing center and met with a tutor. After going over his paragraph with the tutor, Sean decided to make several changes.

- He decided to sharpen his topic sentence to tie his discussion of *Wal-Mart* to the small town in which he lived.
- He decided to add more details about *Wal-Mart*.
- He decided to add transitional words and phrases to emphasize the positive and negative effects he identifies.
- He decided to add a concluding statement that would reinforce his main idea.

After making these changes, he continued revising and editing his paragraph. Here is his final draft.

Wal-Mart Comes to Town

When Wal-Mart comes to a small town like mine, it can have good and bad effects. One beneficial effect is that it provides jobs. A large Wal-Mart superstore needs a lot of employees. So, many people will be able to find work. In my rural town, almost 10 percent of the people are out of work. Wal-Mart could give these people a chance to improve their lives. Another positive effect that Wal-Mart will have is to keep prices low. For this reason, families that don't have much money will be able to buy things they couldn't afford to buy at other stores. My own observations show that some items at my local Wal-Mart are as much as 20 percent cheaper than those at other stores. Not all of Wal-Mart's effects are positive, however. One negative effect Wal-Mart can have is that it can actually lower wages in an area. My aunt, who works at Wal-Mart, says that beginning workers earn between \$8 and \$10 an hour. This is less than they would get in stores that pay union wages. Another negative effect Wal-Mart can have is to drive other, smaller businesses out. When Wal-Mart comes into an area, many small businesses are forced to close. They just can't match Wal-Mart's prices or selection of merchandise. It is clear that although Wal-Mart can have a number of good effects, it can also have some bad ones.

Cause and
Effect

■ Topic sentence
sharpened

■ Details added

■ Transitions added

■ Concluding statement
added

◆ PRACTICE 7-4

Now, you are ready to write a cause-and-effect paragraph. Choose one of the following topics (or choose your own topic) for a paragraph that examines causes or effects. Then, on a separate sheet of paper, use one or more of the strategies described in 1C to help you think of as many causes or effects as you can for the topic you have chosen.

- Why a current television show or movie is so popular
- Some causes (or effects) of stress
- The negative health effects of junk food
- Why teenagers (or adults) drink
- The reasons you decided to attend college
- The effects of a particular government policy
- How becoming a vegetarian might change (or has changed) your life

The benefits of home cooking
Why a particular sport is popular
How an important event in your life influenced you
The possible effects of violent song lyrics on teenagers
The problems of text messaging
Why some people find writing difficult
The major reasons that high school or college students drop out of school
How managers can get the best (or the worst) from their employees

◆ PRACTICE 7-5

Review your notes on the topic you chose in Practice 7-4, and create a cluster diagram. Write the topic you have chosen in the center of the page, and draw arrows branching out to specific causes or effects.

◆ PRACTICE 7-6

Choose a few of the most important causes or effects from the cluster diagram you made in Practice 7-5, and list them here.

◆ PRACTICE 7-7

Reread your list of causes or effects from Practice 7-6. Then, draft a topic sentence that introduces your topic and communicates the point you will make about it.

◆ PRACTICE 7-8

List the causes or effects you will discuss in your paragraph, arranging them in an effective order—for example, from least to most important.

1. _____
2. _____

3. _____
4. _____

◆ PRACTICE 7-9

Draft your cause-and-effect paragraph.

◆ PRACTICE 7-10

Consulting the Self-Assessment Checklist below, revise your cause-and-effect paragraph.

◆ PRACTICE 7-11

Type a final draft of your cause-and-effect paragraph.

■ WRITING FIRST: Revising and Editing

Look back at your response to the Writing First activity on page 88. Consulting the Self-Assessment Checklist below, evaluate the paragraph you wrote. Then, prepare a final draft of your paragraph.

✓ SELF-ASSESSMENT CHECKLIST:

Writing a Cause-and-Effect Paragraph

- ☐ Do you have a clearly worded topic sentence that states your paragraph's main idea?
- ☐ Does your topic sentence identify the cause or effect on which your paragraph will focus?
- ☐ Do you need to add other important causes or effects?
- ☐ Do you need to explain your causes or effects in more detail?
- ☐ Do all your details and examples support your paragraph's main idea?
- ☐ Do your transitions show how your points are related?
- ☐ Do your transitions clearly introduce each cause or effect, or do you need to add transitions to make your paragraph more coherent?
- ☐ Does your paragraph end with a concluding statement that summarizes your main idea?

Theme 13. Comparison-and-contrast paragraphs

Learning Outcomes

By the end of the session students will have:

- become aware of some types of comparison-and-contrast paragraphs.
- identified means and ways of comparison-and-contrast paragraphs.
- designed strategies for creating and drafting comparison-and-contrast paragraphs.
- practiced focusing on audience, assignment and purpose comparison-and-contrast of paragraph;
- analyzed essential parts of comparison-and-contrast paragraphs;
- reflected on the session and made an action plan on this theme;

Key Learning Points

- Understanding comparison-and-contrast paragraph structure;
- Focusing on Purpose, audience and assignment of comparison-and-contrast paragraph writing;
- Finding ideas for comparison-and-contrast paragraph.
- What is comparison and contrast

Materials. handouts, CD, blackboard, methodological complex.

Phrases

topic sentence, concluding statement, support, audience, purpose, assignment, comparison-and-contrast, comparison, contrast, Toni Morrison, subject-by-subject comparisons, point-by-point comparisons, parallel terms, football.

Plan				
	Stages	Procedure	Time	Materials
1.	Lead in	Playing 'I am a word' game.	5	none
2.	Focus on paragraphs	Doing a questionnaire on types of paragraphs	10	Handout 1
3.	Your own style	Identifying	25	Handout 2 Handout 3
4.	Activities addressing all learning styles	Practising activities which address all learning styles	25	Cards, Handout 4
5.	Reflection and action	Reflecting on the session; making an action plan	10	none
6.	Outcomes	Eliciting outcomes of the session from Participants	5	none

A

What Is Comparison and Contrast?

When you buy something — for example, an air conditioner, a car, a hair drier, or a computer—you often comparison-shop, looking at various models to determine how they are alike and how they are different. Eventually, you decide which one you want to buy. In other words, you *compare and contrast*. When you **compare**, you look at how two things are similar. When you **contrast**, you look at how they are different.

Comparison-and-contrast paragraphs can examine just similarities, just differences, or both.

When you write a comparison-and-contrast paragraph, keep the following guidelines in mind:

- A **comparison-and-contrast paragraph** should begin with a topic sentence that tells readers whether the paragraph is going to discuss similarities or differences. The topic sentence should also make clear the focus of the comparison (for example, “Toni Morrison and Maya Angelou have similar ideas about race and society” or “My parents and I have different ideas about success”).
- A comparison-and-contrast paragraph should discuss the same or similar points for both subjects, one by one. Points should be arranged in **logical order**—for example, from least important to most important.
- A comparison-and-contrast paragraph should end with a concluding statement that reinforces the main point of the comparison.

There are two kinds of comparison-and-contrast paragraphs: *subject-by-subject comparisons* and *point-by-point comparisons*.

Subject-by-Subject Comparisons

In a **subject-by-subject comparison**, you divide your comparison into two parts and discuss one subject at a time. In the first part of the paragraph, you discuss all your points about one subject. Then, in the second part, you discuss all your points about the other subject, comparing it to the first. (In each part of the paragraph, you discuss the points in the same order.)

A subject-by-subject comparison is best for short paragraphs in which you do not discuss too many points. Because readers are not asked to remember a great many points, they will have little difficulty keeping track of the comparison as they read.

A subject-by-subject comparison generally has the following structure.

Topic Sentence _____

Subject A _____

Point 1 _____

■ Culture Clue

Toni Morrison (Nobel Prize-winning author, editor, and professor) and Maya Angelou (poet and supporter of the Civil Rights Movement) are well-known African-American writers.

Point 2 _____

Point 3 _____

Subject B _____

Point 1 _____

Point 2 _____

Point 3 _____

Concluding Statement _____

The writer of the following paragraph uses a subject-by-subject comparison to compare two places to eat on campus.

Eating on Campus

Food trucks are a good alternative to the campus cafeteria. Eating in the cafeteria takes a lot of time. Students have to go into a building, wait in line, walk down some stairs, and find a table. In addition, the cafeteria usually has a limited variety of food, with only two or three different hot meals and some prepackaged sandwiches. The food is cooked in advance, and after sitting on a steam tray for a few hours, it is dry and lukewarm. Finally, food in the cafeteria costs a lot. Students who are not on a food plan can easily spend seven or eight dollars for dinner. In contrast, the food trucks are much quicker than the cafeteria. Most food trucks serve a meal in less than five minutes. If the weather is nice, students can sit anywhere on campus and eat. In addition, the food trucks offer a lot of choice. Some of the trucks, such as the ones that sell Chinese food, even sell platters. In addition, the food from the trucks is fresh and hot most of the time. Finally, meals from a food truck usually cost less than five dollars. This is a big savings, especially if you are a student on a tight budget. For busy students, the food trucks are often a better choice than the cafeteria.

Topic sentence

Subject A:
Eating in the school
cafeteria

Subject B:
Eating at the food trucks

Concluding statement

— Dan Lindt (student)

Point-by-Point Comparisons

When you write a **point-by-point comparison**, you discuss a point about one subject and then discuss the same point for the second subject. You use this alternating pattern throughout the paragraph.

A point-by-point comparison is a better strategy for paragraphs in which you discuss many points. It is also a better choice if the points you are discussing are technical or complicated. Because you compare the two subjects one point at a time, readers will be able to see each point of comparison before moving on to the next point.

A point-by-point comparison generally has the following structure.

Topic Sentence _____

Point 1 _____

Subject A _____

Subject B _____

Point 2 _____

Subject A _____

Subject B _____

Point 3 _____

Subject A _____

Subject B _____

Concluding Statement _____

In the following paragraph, the writer uses a point-by-point-comparison to compare baseball and football.

Baseball versus Football

After being a fan for years, I understand how different baseball and football are. First, football is violent, and baseball is not. In football, the object is to tackle a person on the other team. The harder the hit, the better the tackle. In baseball, however, violence is not the object of the game. If a player gets hurt, it is usually an accident, such as when two players run into each other. Next, the words used to describe each game are different. The language of football is the language of war: linemen “blitz,” quarterbacks throw “bombs,” tacklers “crush” receivers, and games end in “sudden death” overtimes. The language of baseball, however, is peaceful: hitters “sacrifice,” runners “slide,” and pitchers throw “curves” or “sliders.” Finally, the pace of each game is different. Football is played against the clock. When the clock runs out, the game is over. Unlike a football game, a baseball game does not end until nine innings are played or a tie is broken. Theoretically, a game could go on forever. Even though football and baseball are so different, I like them both.

— Deniz Bilgutay (student)

Topic sentence

Point 1: Level of violence

Point 2: Language used
to describe games

Point 3: Pace of games

Concluding statement

Transitions are important in a comparison-and-contrast paragraph. Transitions tell readers when you are changing from one point (or one subject) to another. Transitions also make your paragraph more coherent by showing readers whether you are focusing on similarities (for example, *likewise* or *similarly*) or differences (for example, *although* or *in contrast*).

■ Culture Clue

In North American football, players carry, throw, or kick the ball. In European football, called soccer, players simply kick the ball.

Transitions for Comparison and Contrast

although	one difference . . . another difference
but	one similarity . . . another similarity
even though	on the contrary
however	on the one hand . . . on the other hand
in comparison	similarly
in contrast	though
like	unlike
likewise	whereas
nevertheless	

GRAMMAR IN CONTEXT

Comparison and Contrast

When you write a comparison-and-contrast paragraph, you should state the points you are comparing in **parallel** terms to highlight their similarities or differences.

(continued on following page)

(continued from previous page)

NOT PARALLEL First, football is violent, and violence isn't seen very often in baseball.

PARALLEL First, football is violent, and baseball is not.

For more information on revising to make ideas parallel, see Chapter 19.

◆ PRACTICE 8-1

Read this comparison-and-contrast paragraph; then, follow the instructions below.

Immigration: Past and Present

Immigration to the United States is quite different today from what it was a century ago. In the late nineteenth and early twentieth centuries, most immigrants to the United States came from southern and eastern Europe. In the last fifty years, however, about 80 percent of the immigrants have come from Latin America, the Caribbean, and Asia. A hundred years ago, most of the immigrants were uneducated, unskilled, and poor. In contrast, although some more recent immigrants are in similar circumstances, many of them are well-educated professionals who are not poor. Most immigrants a hundred years ago made a conscious effort to blend in. They saw the United States as a melting pot in which they could lose their immigrant identities and become like others in American society. More recent immigrants, however, prefer to keep their distinctive identities while still taking part in American society. Regardless of these differences, most immigrants still come to the United States for the same reasons—to improve themselves economically and to find freedom.

—Jorge Hernandez (student)

1. Underline the topic sentence of the paragraph.
2. Does this paragraph deal mainly with similarities or differences?
_____ How do you know? _____
3. Is this paragraph a subject-by-subject or point-by-point comparison?
_____ How do you know? _____

4. List some of the contrasts the writer describes. The first contrast has been listed for you.

A century ago, most immigrants came from southern and eastern

Europe; more recently, most have come from Latin America, the

Caribbean, and Asia.

5. Circle the transitional words and phrases the writer uses to contrast his two subjects.
6. Underline the paragraph's concluding statement.

◆ PRACTICE 8-2

Following are four possible topic sentences. List three similarities or differences for the two subjects being considered in the topic sentence. For example, if you were writing a paragraph comparing health care provided by a local clinic with health care provided by a private physician, you could discuss the cost, the length of waiting time, the quality of care, and the frequency of follow-up visits.

1. My mother (or father) and I are very much alike (or different).

2. My friends and I have similar views on _____.

3. Democrats and Republicans have two very different ways of trying to solve the country's problems.

4. Two of my college instructors have very different teaching styles.

Theme 14. Writing Comparison-and-contrast paragraphs

Learning Outcomes

By the end of the session students will have:

- become aware of some types of writing comparison-and-contrast paragraphs.
- identified means and ways of writing comparison-and-contrast paragraphs.
- designed strategies for creating and drafting writing comparison-and-contrast paragraphs.
- practiced focusing on audience, assignment and purpose of writing comparison-and-contrast of paragraph;
- analyzed essential parts of writing comparison-and-contrast paragraphs;
- reflected on the session and made an action plan on this theme;

Key Learning Points

- Understanding writing comparison-and-contrast paragraph structure;
- Focusing on Purpose, audience and assignment of writing comparison-and-contrast paragraph;
- Finding ideas for writing comparison-and-contrast paragraph.

Materials. handouts, CD, blackboard, methodological complex.

Phrases

topic sentence, concluding statement, support, audience, purpose, assignment, writing comparison-and-contrast, comparison, contrast, subject-by-subject comparisons, point-by-point comparisons, comparison and contrast essays.

Plan				
	Stages	Procedure	Time	Materials
1.	Lead in	Playing 'I am a word' game.	5	none
2.	Focus on paragraphs	Doing a questionnaire on types of paragraphs	10	Handout 1
3.	Your own style	Identifying	25	Handout 2 Handout 3
4.	Activities addressing all learning styles	Practising activities which address all learning styles	25	Cards, Handout 4
5.	Reflection and action	Reflecting on the session; making an action plan	10	none
6.	Outcomes	Eliciting outcomes of the session from Participants	5	none

Procedure of the Lesson

B

Writing a Comparison-and-Contrast Paragraph

When Jermond Love was asked to write a comparison-and-contrast essay for his composition class, he decided to brainstorm to find a topic that he could write about. When he reviewed his brainstorming notes, he came up with the following possible topics.

Football and soccer

Fast food and home cooking

The difference between my brother and me

Life in Saint Croix versus life in the United States

Jermond decided that he would write about the differences between life in New York City and life in Saint Croix, the Caribbean island on which he was raised. He listed the following subjects that he could compare and contrast. Then, he crossed out the ones he didn't want to write about.

Size

Population

~~Economy~~

Friendliness

~~Businesses~~

Lifestyle

After brainstorming some more, Jermond listed the points he could discuss for each of his four subjects. He began with basic information and then moved on to the idea he wanted to emphasize: the different lifestyles.

Size

Saint Croix

Small size

Small population

Christiansted and Frederiksted

New York
Large size
Large population
Five boroughs

Lifestyle

Saint Croix
Laid back
Friendly
New York
People in a hurry
Not always friendly

Comparison
and Contrast

Because he would not be discussing many points in this paragraph and because the points were not very complicated, Jermond decided to use a subject-by-subject organization for his paragraph. He did not think his readers would have much difficulty remembering his points as they moved from one section of his paragraph and the other.

Here is the first draft of Jermond's paragraph.

Life in Saint Croix is very different from life in New York City. Saint Croix is much smaller than New York City. Saint Croix has a total population of about 60,000 people. The two main towns are Christiansted and Frederiksted. New York City is very large. Its residents are crowded into the five boroughs. The lifestyle in Saint Croix is different from the lifestyle of New York City. In Saint Croix, people operate on "island time." Everyone is friendly. People don't see any point in getting anyone upset. In New York City, people are always in a hurry. They don't take the time to slow down and enjoy life. As a result, people can seem unfriendly. They don't take the time to get to know anyone. I hope when I graduate I can stay in New York City but visit my home in Saint Croix whenever I can.

Jermond put his paragraph aside for a day and then reread it. Although he was generally satisfied with what he had written, he thought that it could be better. To help students revise their paragraphs, his instructor paired students and asked them to read and discuss each other's drafts. After working with a classmate on his draft, Jermond decided that his topic sentence was clear and specific but that other parts of his paragraph needed revision. He decided to make the following changes.

- He decided to include more details. Would readers know the location of Saint Croix? Would they know the population of Christiansted and Frederiksted? Would they know what he meant by "island time"?
- He decided to add transitional words and phrases to show when he moved from one point to the next.
- He decided to change his concluding statement because it didn't really restate the idea in his topic sentence.

After making these changes, Jermond revised and edited his paragraph.

■ Details added

■ Transitions added

■ New concluding
statement added

Life in Saint Croix is very different from life in New York City. One difference between Saint Croix and New York is that Saint Croix is much smaller than New York. Saint Croix, the largest of United States Virgin Islands, has a population of about 60,000 people. The two main towns on the island are Christiansted, with a population of about 3,000 people, and Frederiksted, with a population of about 830. Unlike Saint Croix, New York City is large. It has a population of over 8 million people crowded into the five boroughs of Manhattan, Brooklyn, the Bronx, Queens, and Staten Island. My neighborhood in Brooklyn is more than twice the size of Christiansted and Frederiksted together. Another difference between Saint Croix and New York City is their lifestyles. Life in Saint Croix is slower than life in New York. In Saint Croix, people operate on “island time.” Things get done, but people don’t rush to do them. When a worker says “later,” that can mean “this afternoon,” “tomorrow,” or even “next week.” No one seems to mind, as long as the job gets done. People don’t see any point in getting anyone upset. In New York, however, people are always in a hurry. They don’t take the time to slow down and enjoy life. Everything is fast—fast food, fast cars, and fast Internet access. As a result, people can seem unfriendly. Although Saint Croix and New York City are different, life is very interesting in both places.

◆ PRACTICE 8-3

Now, you are ready to write a comparison-and-contrast paragraph. Choose one of the topics below (or choose your own topic) for a paragraph exploring similarities or differences. Then, on a separate sheet of paper, use one or more of the strategies described in 1C to help you think of as many similarities and differences as you can for the topic you have chosen. (If you use clustering, create a separate cluster diagram for each of the two subjects you are comparing.)

Two popular television personalities or radio talk-show hosts

Dog owners versus cat owners

Two cars you could consider buying

How you act in two different situations (at home and at work, for example) or with two different sets of people (such as your family and your professors)

Living in the city versus living in the country (or in a small town)

Two Web sites

Men’s and women’s attitudes toward dating, shopping, or conversation

A movie compared to its sequel

- Public school education versus home schooling
- Two competing consumer items, such as two car models, two computer systems, or two video game systems
- Two cultures' attitudes toward dating and marriage
- Two different kinds of vacations
- Two generations' attitudes toward a particular issue or subject (for example, how people in their forties and people in their teens view religion, technology, or politics)

◆ PRACTICE 8-4

Review your notes on the topic you chose in Practice 8-3, and decide whether to focus on similarities or differences. On the following lines, list the similarities or differences that can best help you develop a comparison-and-contrast paragraph on the topic you have selected.

◆ PRACTICE 8-5

Reread your list of similarities or differences from Practice 8-4. Then, draft a topic sentence that introduces your two subjects and indicates whether your paragraph will focus on similarities or on differences.

◆ PRACTICE 8-6

Decide whether you will write a subject-by-subject or a point-by-point comparison. Then, use the appropriate outline below to help you plan your paragraph. Before you begin, decide on the order in which you will present your points—for example, from least important to most important. (For a subject-by-subject comparison, begin by deciding which subject you will discuss first.)

Subject-by-Subject Comparison

Subject A _____

Point 1 _____

Point 2 _____

Point 3 _____
Point 4 _____
Subject B _____
Point 1 _____
Point 2 _____
Point 3 _____
Point 4 _____

Point-by-Point Comparison

Point 1 _____
Subject A _____
Subject B _____
Point 2 _____
Subject A _____
Subject B _____
Point 3 _____
Subject A _____
Subject B _____
Point 4 _____
Subject A _____
Subject B _____

◆ **PRACTICE 8-7**

Draft your comparison-and-contrast essay paragraph.

◆ **PRACTICE 8-8**

Consulting the Self-Assessment Checklist on page 111, revise your comparison-and-contrast paragraph.

◆ **PRACTICE 8-9**

Type a final draft of your comparison-and-contrast paragraph.

■ WRITING FIRST: Revising and Editing

Look back at your response to the Writing First activity on page 99. Consulting the Self-Assessment Checklist below, evaluate the paragraph you wrote. Then, prepare a final draft of your paragraph.

✓ SELF-ASSESSMENT CHECKLIST:

Writing a Comparison-and-Contrast Paragraph

- Does the topic sentence clearly state your paragraph's main idea?
- Does the topic sentence indicate whether you are focusing on similarities or on differences?
- Do you need to include more examples of similarities or differences?
- If you have used a subject-by-subject comparison, do transitional words and phrases signal the shift from one subject to another?
- If you have used a point-by-point comparison, do transitional words and phrases lead readers from one point to another?
- Do you need to add transitional words and phrases to make your paragraph more coherent?
- Does your paragraph end with a concluding statement that sums up your main idea?

MOVING FROM PARAGRAPH TO ESSAY

Comparison and Contrast

In addition to writing comparison-and-contrast paragraphs, you may sometimes have to write a **comparison-and-contrast essay**. For example, in a criminal justice class, you may have to compare two recent Supreme Court decisions. At work, you may have to write a memo in which you compare the qualifications of two people who are applying for the same job. *For information on how to write a comparison-and-contrast essay, see 14F.*

Theme 15. Classification paragraph

Learning Outcomes

By the end of the session students will have:

- become aware of some types of classification paragraphs.
- identified means and ways of classification paragraphs.
- designed strategies for creating and drafting classification paragraphs.
- practiced focusing on audience, assignment and purpose classification of paragraph;
- analyzed essential parts of classification paragraphs;
- reflected on the session and made an action plan on this theme;

Key Learning Points

- Understanding classification paragraph structure;
- Focusing on Purpose, audience and assignment of classification paragraph writing;
- Finding ideas for classification paragraph.
- What is classification?

Materials. handouts, CD, blackboard, methodological complex.

Phrases

topic sentence, concluding statement, support, audience, purpose, assignment, classification, classify, a classification paragraph, distinct, logical order, colon, instructions of using classification paragraphs.

Plan				
	Stages	Procedure	Time	Materials
1.	Lead in	Playing 'I am a word' game.	5	none
2.	Focus on paragraphs	Doing a questionnaire on types of paragraphs	10	Handout 1
3.	Your own style	Identifying	25	Handout 2 Handout 3
4.	Activities addressing all learning styles	Practising activities which address all learning styles	25	Cards, Handout 4
5.	Reflection and action	Reflecting on the session; making an action plan	10	none
6.	Outcomes	Eliciting outcomes of the session from Participants	5	none

A What Is Classification?

When you **classify**, you sort items (people, things, ideas) into categories or groups. You classify when you organize bills into those you have to pay now and those you can pay later, or when you sort the clothes in a dresser drawer into piles of socks, T-shirts, and underwear.

In a **classification paragraph**, you tell readers how items can be sorted into categories or groups. Each category must be **distinct**. In other words, none of the items in one category should also fit into another category. For example, you would not classify novels into mysteries, romances, and paperbacks, because both mystery novels and romance novels could also be paperbacks.

When you write a classification paragraph, keep the following guidelines in mind:

- A **classification paragraph** should begin with a topic sentence that introduces the subject of the paragraph. It may also identify the categories you will discuss (for example, “Before you go camping, you should sort the items you are thinking of packing into three categories: those that are absolutely necessary, those that could be helpful, and those that are not really necessary”).
- A classification paragraph should discuss each of the categories, one at a time. Your discussion of each category should include enough details and examples to show how it is distinct from the other categories.
- The categories in a classification paragraph should be arranged in **logical order**—for example, from most important to least important or from smallest to largest.
- A classification paragraph should end with a concluding statement that reinforces the main point stated in the topic sentence.

A classification paragraph generally has the following structure.

Topic Sentence _____

Category #1 _____

Category #2 _____

Category #3 _____

Concluding Statement _____

The writer of the following paragraph classifies his friends into three groups.

Categories of Friends

Topic sentence	My friends can be classified into three groups: those who know what they want out of life, those who don't have a clue, and those who are still searching for goals.
First category of friend	Friends in the first category, those who know what they want, are the most mature. They know exactly what they want to do for the rest of their lives. For this reason, they are the most predictable and the most reliable. They are also the most boring.
Second category of friend	Friends in the second category, those who don't have a clue, are the most immature. If there is a party the night before a test, they will go to the party and try to study when they get back. Although these friends can be a bad influence, they are the most fun.
Third category of friend	Friends in the last category, those who are searching for goals, are somewhere between the other two types when it comes to maturity. They do not know exactly what they want to do with their lives, but they are trying to find a goal. These friends can be unpredictable, but their willingness to try new things makes them the most interesting.
Concluding statement	Even though my three groups of friends are completely different, I like all of them.

— Daniel Corey (student)

Transitions are important in a classification paragraph. They tell readers when you are moving from one category to another (for example, *the first type*, *the second type*). They can also indicate which categories you think are more important than others (for example, *the most important*, *the least important*).

Transitions for Classification

one kind...another kind
one way...another way
the first (second, third)
category

the first group...the last group
the first type...the second type
the most (or least) important group
the next part

GRAMMAR IN CONTEXT

Classification

When you write a classification paragraph, you may list the categories you are going to discuss. If you use a **colon** to introduce your list, make sure that a complete sentence comes before the colon.

INCORRECT My friends can be divided into: those who know what they want out of life, those who don't have a clue, and those who are still searching for goals

(continued on following page)

(continued from previous page)

CORRECT My friends can be divided into three groups: those who know what they want out of life, those who don't have a clue, and those who are still searching for goals.

For more information on how to use a colon to introduce a list, see 33D.

◆ PRACTICE 9-1

Read this classification paragraph; then, follow the instructions below.

Three Kinds of Shoppers

Shoppers can be put into three categories: practical, recreational, and professional. The first category is made up of practical shoppers, those who shop because they need something. Practical shoppers go right to the item they are looking for in the store and then leave. They do not waste time browsing or walking aimlessly from store to store. The next category is made up of recreational shoppers, those who shop for entertainment. For them, shopping is like going to the movies or out to dinner. They do it because it is fun. They will spend hours walking through stores looking at merchandise. More often than not, they will not buy anything. For recreational shoppers, it is the activity of shopping that counts, not the purchase itself. The third category is made up of professional shoppers, those who shop because they have to. For them, shopping is a serious business. You can see them in the mall, carrying four, five, or even six bags. Whenever you walk through a mall, you will see all three types of shoppers.

—Kimberley Toomer (student)

1. Underline the topic sentence of the paragraph.
2. What is the subject of the paragraph? _____
3. What three categories does the writer describe?

4. Circle the transitional phrases the writer uses to introduce the three categories.
5. Underline the paragraph's concluding statement.

◆ PRACTICE 9-2

List items in each of the following groups, then sort the items into three or four categories.

1. All the items on your desk

Categories: _____

2. Buildings on your college campus

Categories: _____

3. Magazines or newspapers you read

Categories: _____

4. The various parts of a piece of equipment you use for a course or on the job

Categories: _____

Theme 16. Writing a classification paragraph

Learning Outcomes

By the end of the session students will have:

- become aware of some types of writing a classification paragraphs.
- identified means and ways of writing a classification paragraphs.
- designed strategies for creating and drafting of writing a classification paragraphs.
- practiced focusing on audience, assignment and purpose of writing a classification paragraph;
- analyzed essential parts of writing a classification paragraphs;
- reflected on the session and made an action plan on this theme;

Key Learning Points

- Understanding writing a classification paragraph structure;
- Focusing on Purpose, audience and assignment of writing a classification paragraph;
- Finding ideas for writing a classification paragraph.

Materials. handouts, CD, blackboard, methodological complex.

Phrases

topic sentence, concluding statement, support, audience, purpose, assignment, classification, classify, writing a classification paragraph, distinct, logical order, colon, instructions of using writing a classification paragraphs, classification essays.

Plan				
	Stages	Procedure	Time	Materials
1.	Lead in	Playing 'I am a word' game.	5	none
2.	Focus on paragraphs	Doing a questionnaire on types of paragraphs	10	Handout 1
3.	Your own style	Identifying	25	Handout 2 Handout 3
4.	Activities addressing all learning styles	Practising activities which address all learning styles	25	Cards, Handout 4
5.	Reflection and action	Reflecting on the session; making an action plan	10	none
6.	Outcomes	Eliciting outcomes of the session from Participants	5	none

B**Writing a Classification Paragraph**

In a college composition course, Corey Levin participated in a service-learning project at a local Ronald McDonald House, a charity that houses families of seriously ill children receiving treatment at nearby hospitals.

He met several professional athletes there and was surprised to learn that many of them regularly donate time and money to charity.

Classification

When Corey was asked by his composition instructor to write a paragraph about what he had learned from his experience, he decided to write a paragraph that classified the ways in which professional athletes give back to their communities. To find ideas to write about, he jotted down the following list of categories.

Starting charitable foundations

Guidance

Responding to emergencies

Corey then listed examples under each of the three categories.

Foundations

Michael Jordan

Troy Aikman

Guidance

Shaquille O'Neal

The Philadelphia 76ers

Responding to emergencies

Ike Reese

Vince Carter

After completing this informal outline, Corey drafted a topic sentence for his paragraph: "High-profile athletes find many ways to give back to their communities." Then, using his informal outline as a guide, Corey wrote the following draft of his paragraph.

High-profile athletes find many ways to give back to their communities. Many athletes as well as teams do a lot to help people. I met some of them when I volunteered at the Ronald McDonald House. For example, Michael Jordan and the Chicago Bulls built a Boys' and Girls' Club on Chicago's West Side. Troy Aikman set up a foundation that builds playgrounds for children's hospitals. Shaquille O'Neal's Shaq's Paq provides guidance for inner-city children. The Philadelphia 76ers visit schools and have donated over five thousand books to local libraries. Ike Reese, of the Atlanta Falcons, collects clothing and food for families that need help. Vince Carter of the New Jersey Nets founded the Embassy of Hope Foundation. It distributes food to needy families at Thanksgiving and hosts a Christmas party for disadvantaged families.

Following his instructor's suggestion, Corey emailed his draft to a classmate for feedback. In her response, the classmate made the following suggestions.

- Add sentences that clearly identify and explain the three categories you are discussing.
- Add more details about who the athletes are, and eliminate unnecessary words and phrases.

- Add transitions to introduce each category.
- Add a concluding statement that sums up the paragraph's main idea.

With these comments in mind, Corey revised and edited his paragraph. Here is his final draft.

Giving Back

High-profile athletes find many ways to give back to their communities.

One way to give back is to start charitable foundations to help young fans. For example, Michael Jordan and the Chicago Bulls built a Boys' and Girls' Club on Chicago's West Side. In addition, Troy Aikman set up a foundation that builds playgrounds for children's hospitals. Another way athletes give back to their communities is by mentoring, or giving guidance to young people. Many high-profile athletes work in programs that encourage young people to stay in school. Shaquille O'Neal's Shaq's Paq provides guidance for inner-city children. The Philadelphia 76ers visit schools and have donated over five thousand books to local libraries. One more way athletes can contribute to their communities is to respond to emergencies. Football player Ike Reese, of the Atlanta Falcons, collects clothing and food for families that need help. Basketball player Vince Carter founded the Embassy of Hope Foundation. It distributes food to needy families at Thanksgiving and hosts a Christmas party for disadvantaged families. These are just some of the ways that high-profile athletes give back to their communities.

■ Sentences defining categories added

■ Transitions added to introduce each category

■ Concluding statement added

◆ PRACTICE 9-3

Now you are ready to write a classification paragraph. Choose one of the topics below (or one of your own choice). Then, on a separate sheet of paper, use one or more of the strategies described in 1C to help you classify the members of the group you have chosen into as many categories as necessary.

Your friends
Drivers
Commuters on public transportation
Television shows
Employees or bosses
Parents or children
Types of success
Radio stations

Popular music
Fitness routines
Useful Web sites
Part-time jobs
Teachers
Movie sound tracks
T-shirt slogans

◆ PRACTICE 9-4

Review the information you came up with for the topic you chose in Practice 9-3. On the following lines, list three or four categories you can develop in your paragraph.

Category 1: _____

Category 2: _____

Category 3: _____

Category 4: _____

◆ PRACTICE 9-5

Reread the list you made in Practice 9-4. Then, draft a topic sentence that introduces your subject and the categories you will discuss.

◆ PRACTICE 9-6

List below the categories you will discuss in your classification paragraph in the order in which you will discuss them.

1. _____
2. _____
3. _____
4. _____

◆ PRACTICE 9-7

Draft your classification paragraph.

◆ PRACTICE 9-8

Consulting the Self-Assessment Checklist on page 120, revise your classification paragraph.

◆ PRACTICE 9-9

Prepare a final draft of your classification paragraph.

■ WRITING FIRST: Revising and Editing

Look back at your response to the Writing First activity on page 112. Consulting the Self-Assessment Checklist below, revise your classification paragraph. Then, prepare a final draft of your paragraph.

✓ SELF-ASSESSMENT CHECKLIST:

Writing a Classification Paragraph

- Do you have a clearly worded topic sentence that states your main idea?
- Does your topic sentence identify the categories you will discuss?
- Do all your examples and details support your paragraph's main idea?
- Do you need to include more examples or specific explanations?
- Do your transitions clearly indicate which categories are more important than others?
- Do your transitions tell readers when you are moving from one category to another, or do you need to add more transitions to make your paragraph more coherent?
- Does your paragraph end with a concluding statement that sums up your main idea?

MOVING FROM PARAGRAPH TO ESSAY

Classification

In addition to writing classification paragraphs, you may sometimes have to write a **classification essay**. For example, a question on a history exam may ask you to classify those who fought in the American Revolution. To answer this question, you would have to put these individuals into three groups: colonists, British soldiers, and British sympathizers (Tories). For a local library's book sale, you may have to write a brochure in which you classify books according to subject or reading level. *For information on how to write a classification essay, see 14G.*

Theme 17. Definition paragraph

Learning Outcomes

By the end of the session students will have:

- become aware of some types of definition paragraphs.
- identified means and ways of definition paragraphs.
- designed strategies for creating and drafting definition paragraphs.
- practiced focusing on audience, assignment and purpose definition of paragraph;
- analyzed essential parts of definition paragraphs;
- reflected on the session and made an action plan on this theme;

Key Learning Points

- Understanding definition paragraph structure;
- Focusing on Purpose, audience and assignment of definition paragraph;
- Finding ideas for definition paragraph.

Materials. handouts, CD, blackboard, methodological complex.

Phrases

topic sentence, concluding statement, support, audience, purpose, assignment, definition paragraphs, definition, formal definitions, term, class, differentiation, narration, exemplification, specialized vocabularies, poverty, loyalty, sexist, violent,

Plan				
	Stages	Procedure	Time	Materials
1.	Lead in	Playing 'I am a word' game.	5	none
2.	Focus on paragraphs	Doing a questionnaire on types of paragraphs	10	Handout 1
3.	Your own style	Identifying	25	Handout 2 Handout 3
4.	Activities addressing all learning styles	Practising activities which address all learning styles	25	Cards, Handout 4
5.	Reflection and action	Reflecting on the session; making an action plan	10	none
6.	Outcomes	Eliciting outcomes of the session from Participants	5	none

A What Is Definition?

During a conversation, you might say that a friend is stubborn, that a stream is polluted, or that a neighborhood is dangerous. In order to make yourself clear, you have to define what you mean by *stubborn*, *polluted*, or *dangerous*. Like conversations, academic assignments also may involve definition. In a history paper, for example, you might have to define *imperialism*; on a biology exam, you might be asked to define *mitosis*.

A **definition** tells what a word means. When you want your readers to know exactly how you are using a specific term, you define it.

When most people think of definitions, they think of the **formal definitions** they see in a dictionary. Formal definitions have a three-part structure.

■ Culture Clue

In college you will notice that every academic discipline (business administration, nursing, criminal justice, English, etc.) has its own specialized vocabulary.

- The term to be defined
- The general class to which the term belongs
- The things that make the term different from all other items in the general class to which the term belongs

<i>Term</i>	<i>Class</i>	<i>Differentiation</i>
Ice hockey	is a game	played on ice by two teams on skates who use curved sticks to try to hit a puck into the opponent's goal.
Spaghetti	is a pasta	made in the shape of long, thin strands, usually served with a sauce.

A single-sentence formal definition is often not enough to define a specialized term (*point of view* or *premeditation*, for example), an abstract concept (*happiness* or *success*, for example), or a complicated subject (*stem-cell research*, for example). In these cases, you may need to expand the basic formal definition by writing a definition paragraph. In fact, a **definition paragraph** is an expanded formal definition.

When you write a definition paragraph, keep the following guidelines in mind:

- A **definition paragraph** may begin with the formal definition and then state the main point of the paragraph in the topic sentence.
- A definition paragraph does not follow any one pattern of development; in fact, it may define a term by using any of the patterns discussed in this text. For example, a definition paragraph may explain a concept by *comparing* it to something else or by giving *examples*.
- A definition paragraph should end with a concluding statement that summarizes the main point of the paragraph.

Here is one possible structure for a definition paragraph. Notice that this paragraph uses a combination of **narration** and **exemplification**.

Topic Sentence _____

Point #1 _____

Narration _____

Point #2 _____

Example _____

Example _____

Point #3 _____

Example _____

Example _____

Concluding Statement _____

The writer of the following paragraph uses narration and exemplification to define the term *business casual*.

Business Casual

Business casual means dressing comfortably but looking professional. — Topic sentence

Until recently, men and women dressed formally for work. For example, men wore dark suits and plain ties while women wore dark jackets and skirts. In the 1990s, however, the rise of technology companies in Silicon Valley made popular a new style of work attire, called *business casual*. Today, business casual is the accepted form of dress in most businesses. For men, this usually means wearing a collared shirt with no tie and khaki pants, sometimes with a sports jacket and loafers. For women, it means wearing a skirt or pants with a blouse or collared shirt. Women can wear low heels or flats. High-tech companies can be even more informal. They may even allow employees to wear jeans and T-shirts to work. While business casual may be the new norm, every company has its own standards for what is acceptable. — Concluding statement

— Chase Durbin (student)

Examples of men's business casual

Examples of women's business casual

Transitions are important for definition paragraphs. In the paragraph above, the transitional words and phrases *until recently*, *in the 1990s*, and *today* tell readers when they are moving from one narrative event to another. The transitional phrases *for men* and *for women* introduce examples.

The following box lists some of the transitional words and phrases that are frequently used in definition paragraphs. You can also use the transitional words and phrases associated with the specific pattern (or patterns) that you use to develop your paragraph.

Transitions for Definition

also	often
for example	one characteristic . . . another
however	characteristic
in addition	one way . . . another way
in particular	sometimes
in the 1990s (or another time)	specifically
like	the first kind . . . the second kind

GRAMMAR IN CONTEXT

Definition

A definition paragraph often includes a formal definition of the term or concept you are going to discuss. When you write your formal definition, be careful not to use the phrase *is where* or *is when*.

Business casual is ^{dressing} ~~when you dress~~ comfortably but ^{looking} ~~look~~ professional.

◆ PRACTICE 10-1

Read this definition paragraph; then, follow the instructions on page 125.

Writer's Block

Writer's block is the inability to start writing. For nonprofessionals, writer's block almost always involves assigned writing, such as a paper for school or a report for work. Sometimes writer's block is caused by poor preparation. For example, the writer has not set aside enough time to think and make notes. However, even prepared writers with many ideas already on paper can experience writer's block. It is like being tongue-tied, only writer's block is more like being brain-tied. All the ideas keep bouncing around but will not settle into any order, and the writer cannot decide what to say first. Often, the only cure for writer's block is to give up for a while, find something else to do, and try again later.

By doing this, you give your mind a chance to clear and your ideas a chance to regroup and, eventually, to begin flowing.

— Thaddeus Eddy (student)

Definitio

1. Underline the topic sentence of the paragraph.
2. What is the subject of this definition? _____
3. What is the writer's one-sentence definition of the subject?

4. List some of the specific information the writer uses to define his subject. The first piece of information has been listed for you.

For nonprofessionals, it almost always involves assigned writing.

5. What patterns of development does the writer use in his definition? List them here.

6. Underline the paragraph's concluding statement.

◆ PRACTICE 10-2

Following are four possible topic sentences for definition paragraphs. Each topic sentence includes an underlined word. In the space provided, list two possible patterns of development that you could use to develop a definition of the underlined word. For example, you could define the word *discrimination* by giving examples (exemplification) and by telling a story (narration).

1. During the interview, the job candidate made a sexist comment.

Possible strategy: _____

Possible strategy: _____

2. Loyalty is one of the chief characteristics of golden retrievers.

Possible strategy: _____

Possible strategy: _____

3. More than forty years after President Johnson's Great Society initiative, we have yet to eliminate poverty in the United States.

Possible strategy: _____

Possible strategy: _____

4. The problem with movies today is that they are just too violent.

Possible strategy: _____

Possible strategy: _____

Theme 18. Writing a Definition paragraph

Learning Outcomes

By the end of the session students will have:

- become aware of some types of writing a definition paragraphs.
- identified means and ways of writing a definition paragraphs.
- designed strategies for creating and drafting writing a definition paragraphs.
- practiced focusing on audience, assignment and purpose of writing a definition of paragraph;
- analyzed essential parts of writing a definition paragraphs;
- reflected on the session and made an action plan on this theme;

Key Learning Points

- Understanding writing a definition paragraph structure;
- Focusing on Purpose, audience and assignment of writing a definition paragraph;
- Finding ideas for writing a definition paragraph.

Materials. handouts, CD, blackboard, methodological complex.

Phrases

topic sentence, concluding statement, support, audience, purpose, assignment, definition paragraphs, definition, formal definitions, term, class, differentiation, narration, exemplification, specialized vocabularies, proverty, loyalty, sexist, violent, writing paragraph answer on exams, definition essay.

Plan				
	Stages	Procedure	Time	Materials
1.	Lead in	Playing 'I am a word' game.	5	none
2.	Focus on paragraphs	Doing a questionnaire on types of paragraphs	10	Handout 1
3.	Your own style	Identifying	25	Handout 2 Handout 3
4.	Activities addressing all learning styles	Practising activities which address all learning styles	25	Cards, Handout 4
5.	Reflection and action	Reflecting on the session; making an action plan	10	none
6.	Outcomes	Eliciting outcomes of the session from Participants	5	none

B**Writing a Definition Paragraph**

On a history exam, Lorraine Scipio was asked to write a one-paragraph definition of the term *imperialism*. Lorraine had studied for the exam, so she knew what imperialism was. Because she wanted to make sure that she did not leave anything out of her definition (and because she had a time limit), she quickly listed her points on the inside front cover of her exam book. Then, she crossed out two items that did not seem relevant.

A policy of control
Military
~~Lenin~~
Establish empires
Cultural superiority
Raw materials and cheap labor
Africa, etc.
~~Cultural imperialism~~
Nineteenth-century term

Next, Lorraine reorganized her points in the order in which she planned to write about them.

Establish empires
Nineteenth-century term
Cultural superiority
Africa, etc.
Raw materials and cheap labor
A policy of control
Military

Referring to the points on her list, Lorraine wrote the following draft of her definition paragraph. Notice that she uses several different patterns to develop her definition.

The goal of imperialism is to establish an empire. The imperialist country thinks that it is superior to the country it takes over. It justifies its actions

by saying that it is helping the other country. But it isn't. Countries such as Germany, Belgium, Spain, and England have been imperialist in the past. The point of imperialism is to take as much out of the occupied countries as possible. Often, imperialist countries sent troops to occupy other countries and to keep order. As a result, imperialism kept the people in occupied countries in poverty and often broke down local governments and local traditions.

After she finished writing her paragraph, Lorraine read it quickly, making sure that it had answered the exam question. Then, she made the following changes.

- She added a formal definition at the beginning of her paragraph because the exam question asked for a definition.
- She added transitional words and phrases to make the connections between her ideas clearer.
- She added more details to develop her definition.
- She added a concluding statement that summed up the effects of imperialism.

Lorraine made her changes directly on the draft she had written. Then, she edited her paragraph for grammar, punctuation, and mechanical errors, paying particular attention to verb tense. Finally, because she had some extra time, she recopied her revised and edited draft. The final draft of Lorraine's exam answer appears below. (Because this is an exam answer, the paragraph does not have a title.)

Imperialism is a nineteenth-century term that refers to the policy by which one country takes over the land or the government of another country.

■ Topic sentence with formal definition added

The goal of imperialism was to establish an empire. The imperialist country thought that it was superior to the country it took over. It justified its actions by saying that it was helping the other country. For instance, countries such as Germany, Belgium, Spain, and England claimed large areas of land in Africa.

■ Supporting details added

The point of imperialism was to take as much out of the occupied countries as possible. For example, in South America and Mexico, Spain removed tons of gold from the areas it occupied. It made the natives into slaves and forced them to work in mines. In order to protect their interests, imperialist countries often sent troops to occupy other countries and to keep order. As a result, imperialism kept the people in occupied countries in poverty and often broke down local governments and local traditions. At its worst, European imperialism brought slavery, destruction, and death to many people.

■ Transitions added

■ Concluding statement added

FOCUS Writing Paragraph Answers on Exams

When you write paragraph answers on exams, you do not have much time to work, so you need to be well prepared. Know your subject well, and memorize important definitions. You may have time to write an outline, a rough draft, and a final draft, but you will have to work quickly. Your final draft should include all the elements of a good paragraph: a topic sentence, supporting details, transitions, and a concluding statement.

◆ **PRACTICE 10-3**

Now, you are ready to write a definition paragraph. Choose one of the topics below (or choose your own topic). Then, on a separate sheet of paper, use one or more of the strategies described in 1C to help you define the term you have chosen to discuss. Name the term, and then describe it, give examples of it, tell how it works, explain its purpose, consider its history or future, or compare it with other similar things. In short, do whatever works best for defining your subject.

- A negative quality, such as envy, dishonesty, or jealousy
- An ideal, such as the ideal friend or neighborhood
- A type of person, such as a worrier or a show-off
- A social concept, such as equality, opportunity, or discrimination
- An important play or strategy in a particular sport or game
- A hobby you pursue or an activity associated with that hobby
- A technical term or specific piece of equipment that you use in your job
- An object (such as an article of clothing) that is important to your culture or religion
- A basic term in a course you are taking
- A particular style of music or dancing
- A controversial subject whose definition not all people agree on, such as affirmative action, right to life, or gun control
- A goal in life, such as success or happiness

◆ **PRACTICE 10-4**

Review your notes for the topic you chose in Practice 10-3. On a separate sheet of paper, list the details that can best help you to develop a definition paragraph.

◆ PRACTICE 10-5

Reread your notes from Practice 10-4. Then, draft a topic sentence that summarizes the main point you want to make about the term you are going to define.

◆ PRACTICE 10-6

List the ideas you will discuss in your paragraph, arranging them in an effective order.

1.

2.

3.

4.

5.

◆ PRACTICE 10-7

Draft your definition paragraph.

◆ PRACTICE 10-8

Consulting the Self-Assessment Checklist on page 130, revise your definition paragraph.

◆ PRACTICE 10-9

Type a final draft of your definition paragraph.

■ WRITING FIRST: Revising and Editing

Look back at your response to the Writing First activity on page 121. Consulting the Self-Assessment Checklist on page 130, revise your definition paragraph. Then, prepare a final draft of your paragraph.

✓ SELF-ASSESSMENT CHECKLIST:

Writing a Definition Paragraph

- Do you have a clearly worded topic sentence that states your paragraph's main idea?
- Does your topic sentence identify the term you are defining?
- Do all your examples and details support your topic sentence?
- Do you need to add more examples or details to help you define your term?
- Are your transitions appropriate for the pattern (or patterns) of development you use, or do you need to add transitions to make your paragraph more coherent?
- Does your paragraph end with a concluding statement that summarizes your main idea?

MOVING FROM PARAGRAPH TO ESSAY

Definition

In addition to writing definition paragraphs, you may also have to write a **definition essay**. For example, for psychology class, you might have to write an essay in which you define the term *autism*. For a study group at your place of worship, you might be asked to write definitions of *morality* and *goodness*. *For information on how to write a definition essay, see 14H.*

THEMES FOR SYNOPSIS AND ESSAYS

1. Dieting makes people fat.
2. Romantic love is a poor basis for marriage.
3. The war on terror has contributed to the growing abuse of human rights.
4. High school graduates should take a year off before entering college.
5. All citizens should be required by law to vote.
6. All forms of government welfare should be abolished.
7. Both parents should assume equal responsibility in raising a child.
8. Americans should have more holidays and longer vacations.
9. Participating in team sports helps to develop good character.
10. The production and sale of cigarettes should be made illegal.
11. People have become overly dependent on technology.
12. Censorship is sometimes justified.
13. Privacy is not the most important right.
14. Drunk drivers should be imprisoned on the first offense.
15. The lost art of letter-writing deserves to be revived.
16. Government and military personnel should have the right to strike.
17. Most study-abroad programs should be renamed "party abroad": they are a waste of time and money
18. The continuing decline of CD sales along with the rapid growth of music downloads signals a new era of innovation in popular music.
19. College students should have complete freedom to choose their own courses.
20. The solution to the impending crisis in Social Security is the immediate elimination of this anachronistic government program.
21. The primary mission of colleges and universities should be preparing students for the workforce.
22. Financial incentives should be offered to high school students who perform well on standardized tests.
23. All students in high school and college should be required to take at least two years of a foreign language.
24. College students in the U.S. should be offered financial incentives to graduate in three years rather than four.
25. College athletes should be exempted from regular class-attendance policies.
26. To encourage healthy eating, higher taxes should be imposed on soft drinks and junk food.
27. Students should not be required to take physical education courses.
28. To conserve fuel and save lives, the 55 miles-per-hour national speed limit should be restored.
29. All citizens under the age of 21 should be required to pass a driving education course before receiving a license to drive.

30. Any student caught cheating on an examination should be automatically dismissed from college.
31. Freshmen should not be required to purchase a meal plan from the college.
32. Zoos are internment camps for animals and should be shut down.
33. University students should not be penalized for illegally downloading music, movies, or other protected content.
34. Government financial aid for students should be based solely on merit.
35. Nontraditional students should be exempted from regular class-attendance policies.
36. At the end of each term, student evaluations of faculty should be posted online.
37. A student organization should be formed to rescue and care for the feral cats on campus.
38. People who contribute to Social Security should have the right to choose how their money is invested.
39. Professional baseball players convicted of using performance-enhancing drugs should not be considered for induction into the Hall of Fame.
40. Any citizen who does not have a criminal record should be permitted to carry a concealed weapon.

