

Universidade Federal de Uberlândia
Curso de Letras/Inglês

**Língua Inglesa: Habilidades integradas
com ênfase na escrita**

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Língua Inglesa: Habilidades integradas com ênfase na escrita

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INTRODUÇÃO

Dear student,

Welcome to Língua Inglesa: Habilidades Integradas com Ênfase na Escrita course. In this course, we will be focusing on the development of your English language skills with a special emphasis on writing in a second language (L2).

Additionally, we will also be reading and reflecting about a few of the complexities that revolve around teaching and learning writing in an L2.

Finally, it is important to point out that, because writing is hereby viewed as a skill, it is hence something to be developed, which takes time and practice. In this perspective, it goes without saying that this process will require producing different versions of the same text(s) in order to improve it/them.

Taking into account the goals established for this course, we have organized the material into the following Modules:

Module 1 - Reflections on L2 Writing
Module 2 - Genre and Paragraph Writing
Module 3 - Essay Writing
Module 4 - Editing and Proofreading

Do not forget to check Moodle for the deadlines of each task as well as to get to know when each Module opens and closes. All of the Moodle tasks will make up for 50 points; the remaining 50 points will be based on the Final Exam.

So, are you ready to embark on this journey with us? I hope you are as excited as we are!

GENERAL COURSE OUTLINE

MODULES	TASKS	ASSESSMENT
<p>Module 1 Reflections on L2 Writing</p> <p>22 hours</p>	<ul style="list-style-type: none"> Task 1: Video “Writing in a second language”, by Jack C. Richards (2017) Task 2: Reading task: Second Language Writers (HYLAND, 2003, Chapter 2) Task 3: Discussion forum: What does writing (in an L2) mean? Task 4: Writing task: “Writing and advertisement” Complementary task 1: Practice on Vocabulary for Writing 	<p>Task 3: Discussion Forum 5 points</p> <p>Task 4: Writing Task 10 points</p>
<p>Module 2 Genre and Paragraph Writing</p> <p>22 hours</p>	<ul style="list-style-type: none"> Task 5: Reading Task: Key issues in writing (HYLAND, 2009, Chapter 2). Task 6: Discussion Forum “Writing and Genre” Task 7: Reading Task: Organizing paragraphs (BAILEY, 2018, section 1.10) Task 8: Writing Task “Paragraph writing” Complementary Task 2: Communicating with a foreigner by e-mail 	<p>Task 6: Discussion Forum 5 points</p> <p>Task 8: Writing Task 10 points</p>
<p>Module 3 Essay Writing</p> <p>23 hours</p>	<ul style="list-style-type: none"> Task 9: Reading Task: From understanding essay titles to planning (Bailey, 2018, section 1.15) Task 10: Video “What makes a good teacher great?” Task 11: Chat “What makes a good English language teacher?” Task 12: Writing Task “Writing an essay: Qualities of a good English language teacher” Complementary Task 3: Discussion Forum “Examining TOEFL iBT Writing Section” 	<p>Task 11: Chat 5 points</p> <p>Task 12: Writing Task 10 points</p>
<p>Module 4 Editing and Proofreading</p> <p>20 hours</p>	<ul style="list-style-type: none"> Task 13: Reading and Writing: English Grammar Punctuation Task 14: Reading: BNCC and English Language Teaching Task 15: Discussion Forum: BNCC and the Teaching/Learning of English Language Writing Task 16: Writing Task: Editing and Proofreading your Essay 	<p>Task 16: Writing Task 5 points</p>
<p>Final Exam 3 hours</p>	<ul style="list-style-type: none"> Final Exam 	<p>Writing tasks: 50 points</p>

INFORMAÇÕES

Vamos, na sequência, dar início ao Módulo 1, mas antes gostaríamos que você se familiarizasse com os ícones que usaremos no guia impresso ao longo da disciplina para lhe auxiliar nas leituras e em seus estudos. Eles são bem intuitivos e você vai se apropriar deles desde o início.

Vamos lá:



Áudio



Vídeo



Leituras
Indicadas



Multimídia



Atividades
Guia Impresso



Atividades
Ambiente Virtual



Saiba Mais



Pare e Pense



Pesquisando
na rede



Referências

MODULE 1 – REFLECTIONS ON L2 WRITING

What is writing?

According to the website www.dictionary.com, the verb TO WRITE is defined as:

1. to trace or form (characters, letters, words, etc.) on the surface of some material, as with a pen, pencil, or other instrument or means; inscribe: *Write your name on the board.*
2. to express or communicate in writing; give a written account of.
3. to fill in the blank spaces of (a printed form) with writing: *to write a check.*
4. to execute or produce by setting down words, figures, etc.: *to write two copies of a letter.*
5. to compose and produce in words or characters duly set down: *to write a letter to a friend.*

These definitions help us understand what writing is about. Basically, it involves manual, production and communication actions, in a particular activity. We need to produce a text with our hands, usually on a piece of paper or on a computer screen, because we want to express our thoughts, we want to communicate with others.

Defining “writing” may seem very simple. However, if we ask “what is writing” to different people, we will probably get different answers. Writing can be considered a complex production activity. Let us take a look at the definitions of writing given by two poets¹:

“I think writing is really a process of communication. . . . It’s the sense of being in contact with people who are part of a particular audience; that really makes a difference to me in writing.”
(Sherley Anne Williams, poet)

“I don’t see writing as communication of something already discovered, as ‘truths’ already known. Rather, I see writing as a job of experiment. It’s like any discovery job; you don’t know what’s going to happen until you try it.” (William Stafford, poet)

Both definitions bring fruitful reflections. Williams reminds us that writing is communication; it is being in contact with other people; it is taking the people – your audience (*público*) – into consideration. Stafford presents an interesting point of view: writing is a process; it is experimenting; it is discovering.



Task 1 – Video “Writing in a second language”, by Jack C. Richards (2017)

Click on task 1 on Moodle and watch the video in which Professor Jack C. Richards (2017) comments on interesting aspects related to writing in a second language (L2). Along with the text from task 2, this video may serve as basis to help you formulate initial ideas as regards the complexities involved with writing in an L2.



Now, take a few notes based on information that stood out from the video. What is Richards’ main point? What is he trying to tell us about L2 writing? What would you say is the greatest takeaway from the video, in your perception? Use the space below to write down a few ideas.

Task 2 – Reading task: Second Language Writers (HYLAND, 2003, Chapter 2)

Writing in English as a Second Language

In the 1970s, many English as a foreign/second language program writing classes were, in reality, grammar courses. Students copied sentences or short pieces of text, making discrete changes in person or tense. This was because in the 1970s, English as a foreign/second language writing was not viewed as a language skill to be taught to learners. Instead, it was used as a support skill in language learning to, for example, practice handwriting, write answers to grammar and reading activities, and write dictations. Writing was limited to structuring sentences, often in direct answers to questions, or by combining sentences – the result of which looked like a short piece of discourse. At that time, there was no coursebook (*livro didático*) available for the teaching of writing.

In the early 1980s, teachers became more conscious of current practices in native English speaker composition theory. The ‘expressive approach’ became prominent in composition classrooms: writing was taught as a process of self-discovery; writers expressed their feelings in a climate of encouragement. Teachers also realized (*percebiam*) the importance of understanding the needs of English students in the academic environment and gradually accepted errors as signs of language development rather than a serious problem of human capacity.

At the start of the twenty-first century, writing classrooms have conquered the status of composition theory. Consequently, new pedagogy has been developed: traditional teacher-centered approaches have opened space to more learner-centered courses and academic writing has become a communicative social act. Most English students practice individualized processes when they are writing. Courses also focus more on classroom community and student responsibility in peer activities, selection of topics, evaluation criteria and collaborative project writing.

During the last decade, the importance of foreign language writing gained international recognition, basically in three ways. First, the inclusion of worldwide writing tests or language proficiency tests, such as the TOEFL (Test Of English as a Foreign Language), and other tests offered by the University of Michigan (USA) and Cambridge (England). Second, the necessity for teacher preparation in foreign language composition has resulted in more graduate TESOL (Teaching English as a Second Language) programs. Finally, there are various coursebook series devoted to develop writing skills from beginning to intermediate English language learners. (REID, 2001)

Why is it so important to study writing when learning a foreign/second language? One probable answer is because written discourse is quite different from spoken discourse. Let’s study some characteristics of written text proposed by Ur (1996), which will help us understand the nature of written discourse:

- 1) Permanence: Written discourse is fixed and stable so the reading can be done according to time, speed and level completeness the reader needs.
- 2) Explicitness: The written text is explicit; it has to make clear the context and all the references.
- 3) Density: The content is presented much more densely in writing.
- 4) Detachment (*disconnection*): The writing of a text is detached (*disconnected*) in time and space from its reading; the writer normally works alone, and may not be information about his or her readers.
- 5) Organization: A written text is usually organized and carefully formulated. Its composer has time and opportunity for edition before publishing it. A written text conforms more to conventional rules of grammar, and its vocabulary is more precise and formal.

6) Slowness of production, speed of reception: Writing is much slower than speaking. On the other hand, we can usually read a piece of text and understand it much faster than listening to someone read it for us.

7) Standard language: Writing normally uses a generally acceptable standard variety of the language to be universally understood.

8) A learnt skill: The written form is in most cases deliberately or consciously taught and learned.

Summarizing, there are two basic and fundamental aspects the writer should care when he writes: first, the purpose of writing which, in principle, is the expression of ideas, of a message to the reader. In this sense, the organization of ideas should be a central objective for the writer. It is his/her opportunity to make himself/herself understood. Second, the writer needs to pay some attention to formal aspects: neat handwriting (*escrita à mão*) or typing, correct spelling and punctuation, as well as correct grammar application and coherent selection of vocabulary. Some of these aspects will be studied during our course and you will notice that the slow and reflective nature of the process of writing conducts the writer to devote time and attention to formal aspects during the process of production.



Task 3 – Discussion forum: What does writing (in an L2) mean?

Dear learner,

After having done tasks 1 and 2, you are now going to carry out task 3, which involves participating in a discussion forum. In order to participate, please consider the following questions raised below:

1. What does writing mean to you, personally?
2. How do you associate and/or distinguish writing in an L1 and writing in an L2?
3. What are the greatest difficulties that you believe you have when it comes to expressing yourself in L1 or L2 writing?

Your post may also encompass the discussion of other important/relevant aspects. Your participation can be done in English or Portuguese.

The criteria for a «5 star Performance» are:

You have followed the directions for participation without deviating from them.

Your arguments are theoretically founded, demonstrating you have studied the course guide with attention.

You collaborated with your tutor and with your classmates.

Your text is appropriate to the demands of academic writing.

You have completed the discussion tasks on time.

Advertisement is a form of communication intended to persuade an audience (viewers, readers or listeners) to purchase or take some action upon products, ideas, or services. It includes the name of a product or service and how that product or service could benefit the consumer, to persuade a target market to purchase or to consume that particular brand.

Advertisements or “ads” (abbreviation) can be found anywhere: on the pages of magazines, across the street, on TV and on the Internet. The channel obviously affects the format of the ad, its structure and consequently, the linguistic choices for it. However, no matter the medium they are conveyed, all ads - print ads, hoardings (*cartazes*), commercials or banners – mix verbal and visual elements.

Ads often imitate other genres and masquerade other kinds of text – for example, a commercial may imitate a James Bond movie, an ad for a brand of healthy food may incorporate a recipe.

Finally, also the register used in advertising is mixed as it brings formal and informal features, and mixes characteristics of written and spoken English. For example, the sequence of adjectives and modifiers includes elements of written discourse, while syntactic choices may be more typical of spoken register (*Make a move! Go and get it!*).

STRUCTURE

- A **print ad** is essentially made up of four elements which carry out different functions:
- the **headline** attracts the reader’s attention;
- the **body copy** presents the product characteristics;
- the photograph or **visual** sets up a glamorous background;
- the **slogan** synthesizes the product value and prompts its purchase.



GRAPHOLOGY

Pictures are an essential component of advertising as they are meant to enhance the objective and associative qualities of products.

Besides pictures, also **graphology** – which means the page **layout** and **visual aspect of words** – expresses connotative meanings.

LEXICAL CREATIVITY

“Advertising promotes the new, by making use of a novel and almost revolutionary ‘poetic diction’. New words in ads are very frequent and comply with the **rules of word formation**” (TRASK, 1997, p. 240).

- **AFFIXATION:** the process of obtaining words from other words by adding affixes (prefixes and suffixes). Examples: *historical, prehistory derived from history*.
- **COMPOUNDING:** the process of forming words by combining two or more smaller words. Examples: *teapot, armchair, fairy-tale*.
- **BLENDING:** the process of forming words by combining pieces of other words. Examples: *brunch (breakfast + lunch), smog (smoke + fog)*.



Let's try to discover the meaning of some slogans: Think and, then, check your answers below.

Magnumize your life.
A fresh un-makeup.
Dare to be Diorific.
Traffic-stopping lipstick.
Essensual perfume.
Headache-free motoring.

REGISTER

- Advertising language adopts the syntactic structure typical of spoken language with short, coordinate sentences;
- Another distinctive characteristic of advertisements which points again to spoken exchanges is the frequency of **orders** and **exclamations**, ‘Buy!’, ‘Use!’, ‘Enjoy!’;
- Advertising is well-known for its crafted use of linguistic and rhetorical devices to surprise and entertain the public. The use of **rhyme**, **alliteration** and **metrical pattern** may combine with **metaphor** and **hyperbole** to make a **promotional** message sound particularly impressive;
- In conclusion, advertising mixes features of an informal, spoken register (syntactic choices) and of a formal, elaborate style (lexical choices and rhetorical figures).

ANSWERS:

Affixation = Magnum + -ize: make something more satisfactory by eating a Magnum
ice-cream. Affixation = un- + make-up: such light make-up that it almost feels
unreal. Blending = Dior + terrific: Dior make-up is fabulous. Compounding = traffic +
stopping: beauty can have unpredictable effects even on traffic. Blending = essence
+ sensual: a sensual perfume. Compounding = headache + free: driving the right car
doesn't need to be a hassle.

Now check an example of an advertisement produced by an English student in a class in 2010:

Hey you! Yes, you **my darling!**
Is it hard to park?
We can help you!



With this small car you won't have problems anymore!

It helps you park with an automatic function and for its size, it is easier to find places to park it. Also, it has some special functions like radio, DVD, automatic door and seat belt, so you shouldn't forget to put it. The car 'talks' to you, so it was specially designed for women. It talks about love, politics, men, clothes, hair, everything which is helpful for you.

Don't be afraid to drive and to be alone anymore! Just buy it!

What are you waiting for?



Task 4 – Writing Task

Now it's your turn. You are going to produce an advertisement and share with your tutor and classmates. Follow the steps:

1. Select a picture of a product on the internet. You can use Google images to do that.
2. Write down an advertisement for this product.
3. Post your ad in the production forum.
4. Comment on your classmates' ads and wait for your tutor's feedback.

Attention! You can use a combination of multimodal resources: written text, images and/or video formats.



COMPLEMENTARY TASK 1: PRACTICE ON VOCABULARY FOR WRITING

How is your vocabulary? Take some time to go through the introductory pages of Unit 32 from Bailey's (2018) book, which essentially tackles the development of academic writing. Although this course is not directly intended on the teaching/learning of academic writing in English as an L2, these pages will help you with some of the key difficulties students usually face when reading and writing texts, including academic ones, such as processing new vocabulary, avoiding confusion with similar words, and recognizing phrases from other languages. Are you ready to challenge yourself? We hope so.

MODULE 2 – GENRE AND PARAGRAPH WRITING

Writing and genre

Analyzing discourse allows us to draw conclusions about typical paragraph organization. “We can go even further than this, showing longer stretches of typical discourse which almost always behave in the same way. We can describe different types of writing – in different contexts and for different purposes – a different written genre” (HARMER, 2001, p. 27). This allows us to study different ways language is used. We can understand, for example, how postcards are normally written - if we take the idea of genre into account. We can also figure out (discover) how to write a recipe or an academic article appropriately.

In a genre approach to writing, students study texts in the genre they are going to be writing before they begin to do their own writing. So, if we want them to write business letters of various kinds, we let them look at typical models of such letters before starting to compose their own. If we want them to write newspaper articles we instruct them study real examples to discover facts about construction and specific language use which is common in that genre. This forms part of the pre-writing phase.

A genre approach is highly useful for general English students if we want them, even at low levels, to produce written work they can be proud of. Students who are writing a certain genre need to consider a number of (several) different factors. They need to have knowledge of the topic, the conventions and style of the genre, and the context in which their writing will be read, and by whom. Many of our students’ writing tasks do not have an audience other than the teacher, of course, but that should not prevent teachers from proposing writing activities. (HARMER, 2001)

In Unit 1, we used the genre approach for the production of two written texts: a poem and an advertisement. We observed how other people produced their texts within the same genre, both professional writers and English as a foreign language student; then, we analyzed the characteristics and the rhetorical moves of each



A tradução do termo *rhetorical moves* é movimentos retóricos, que podem ser compreendidos como ações lógico-redacionais. São padrões, estágios ou estruturas convencionalmente encontrados em um texto ou no segmento de um texto. Tomemos como exemplo um *abstract*, ou resumo científico: primeiro o autor apresenta o tema e os objetivos do seu artigo; na sequência apresenta sucintamente a fundamentação teórica e a metodologia que embasam o trabalho; e finalmente discorre sobre os principais resultados encontrados. Estes são os movimentos retóricos comuns em um *abstract*.



Task 5 – Reading Task

Read Hyland (2009), chapter 2, in which the author covers key foundational aspects in writing. Make sure you highlight or take notes of the most important aspects. These ideas will be necessary and important for the discussion forum, in Task 6.

Task 6 – Discussion forum

After reading and reflecting upon what you have read, discuss with your tutor and your classmates at the discussion forum. This forum will be used in other moments of this unit. Remember the criteria for a good performance:

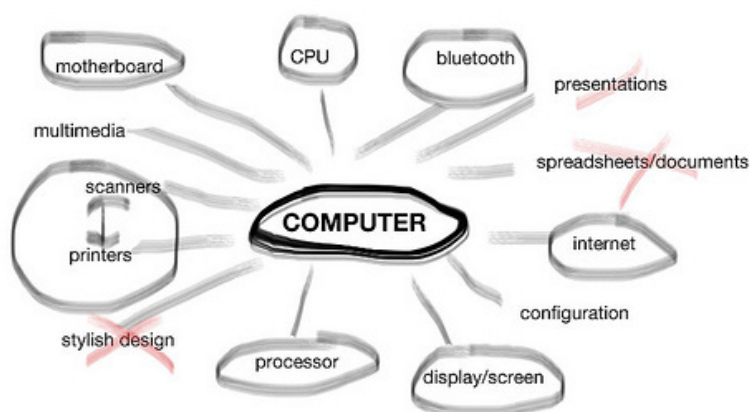
- ✓ Follow the directions for participation without deviating from them.
- ✓ Offer arguments that are theoretically founded, demonstrating you have studied the textbook with attention.
- ✓ Collaborate with your tutor and with your classmates with questions and answers.
- ✓ Produce a text that is appropriate to the formal demands of academic writing.
- ✓ Complete the discussion task on time.

Writing a paragraph: Brainstorming, Outlining, Topic Sentences, Paragraphing

a. Brainstorming

Brainstorming can be an effective way to generate lots of ideas on a specific topic and then determine which idea – or ideas – is the best. It is a method students can use to generate ideas for writing a composition or a paper. In the process of brainstorming you should discard any concerns about staying organized. The goal is to pour your thoughts onto paper without worrying about whether they make sense or how they fit together.

Two different ways to brainstorm for a writing activity are free form and mind mapping. For the first technique, on a blank piece of paper, begin to write down any idea that comes into your head about your topic. No idea is too small or silly to write down. Don't think about spelling, grammar or where each idea will fit in your paper. Write in point form or using keywords. For the second one, write your main topic in the middle of the page. Write the subtopics of your theme around the main topic. Add even more details around your subtopics until everything you know about your subject is on the mind map. Using different colored pens, connect ideas that are related with lines and arrows. This process will help you to think of ideas, start to organize your thoughts and see where you need to do some more research.



Source: <http://www.gyanguru.org/how-to-use-brainstorming-technique-to-write-quickly-and-neatly/>

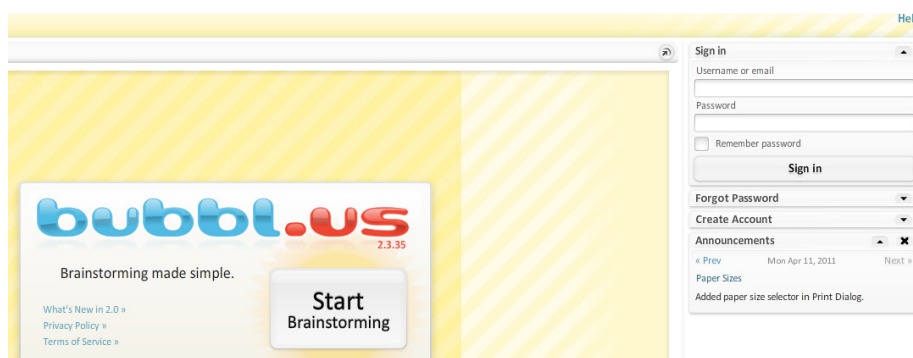
The figure above shows a mind mapping approach to brainstorming. First of all, the topic – computer – is written in the middle of a diagram. Then, the writer pens down all the words that come to his or her mind. Observe that some words are cut out and others are marked for other purposes. After brainstorming, it will be necessary to organize the ideas imagined at first.



One interesting website to create mind maps is <https://bubbl.us/>. In order to experience “brainstorm made simple”, follow the following steps:

Click on “Start Brainstorming”.

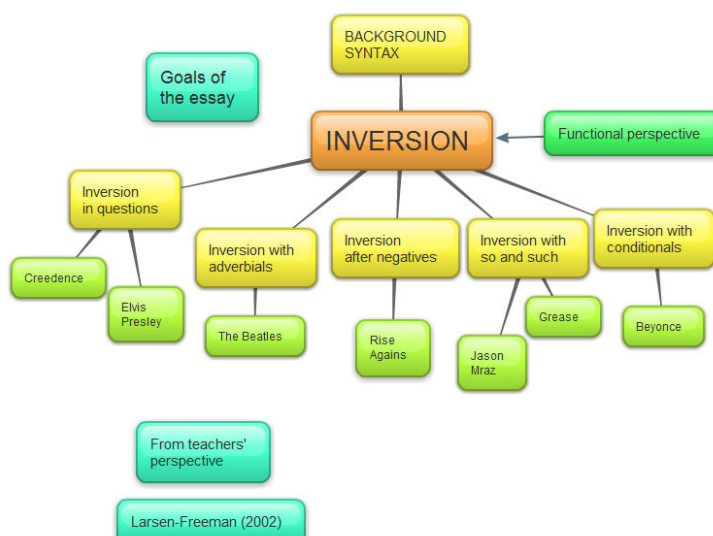
Type your thoughts in the bubbles. You can create other bubbles and also child bubbles from the first bubble which appears on screen.



TUTORIAL VIDEO

You can watch this tutorial which will help you create a bubbl.us mind map, which is available at youtube: <https://youtu.be/-s6pEdZVf94>

The figure below shows a bubbl.us mind map produced by Professor Valeska before she developed an essay on the process of inversion. It will give you an idea of the final look of your work.



b. Outlining

A second step – outlining – will make writing better-organized, making it easy for the reader to grasp the main idea and follow the logic of the writer's points. Before writing a draft, making an outline is a good way to organize one's thinking by giving ideas order and priority. If the order and the priority of the ideas in one's writing are clear, it will be clear to readers which ideas are main points and which are secondary points.

Let's do some activities adapted from: PHILIPS, D. *Longman Introductory course for the TOEFL Test*. 2 ed. N. Y.: Pearson, 2001.

BEFORE WRITING

The first and most important step when you are writing a paragraph or an essay is to read the writing topic carefully. The writing topic will show you how to organize your response, so you must read the topic and think about how you will organize your paragraph or essay. Study the following writing topic:

Essay Topic

Some people prefer warm weather, while others prefer cool weather. Discuss the advantages of each type of weather. Then indicate which you prefer and why.

As you read this topic, you should think about the organization of your response. Your essay should start with an introduction, and that introduction should mention warm weather, cool weather and the advantages of each. This introduction should be followed by supporting paragraphs describing the advantages of warm weather and the advantages of cool weather. In the final paragraph, you should discuss whether you prefer warm weather and cool weather and why. The final paragraph is your conclusion; it brings together the ideas in the previous paragraphs about warm and cool weather. The following is a good outline for an essay on this topic:

-
- Paragraph 1: INTRODUCTORY PARAGRAPH
..... (mentioning the advantages of warm and cool weather)
- Paragraph 2: FIRST SUPPORTING PARAGRAPH
..... (listing and discussing the advantages of warm weather)
- Paragraph 3: SECOND SUPPORTING PARAGRAPH
..... (listing and discussing the advantages of cool weather)
- Paragraph 4: CONCLUDING PARAGRAPH
..... (saying whether you prefer warm or cool weather and why)
-

If you are writing only a paragraph, you should follow the same structure and substitute the idea of paragraph for the idea of sentence.



ACTIVITY 1: For each of the writing topics, indicate the type of information that you will include in each paragraph of your response.

INTRODUCTORY PARAGRAPH: mentioning the characteristics of a good teacher

SUPPORTING PARAGRAPH 1: the first characteristic, with an example

SUPPORTING PARAGRAPH 2: the second characteristic, with an example

SUPPORTING PARAGRAPH 3: the third characteristic, with an example
CONCLUDING PARAGRAPH: summary of the characteristics of a good teacher

TOPIC 1: What kind of music do you like most? Give reasons to support your response.

TOPIC 2: Some people prefer to attend large universities, while others prefer to attend small schools. Discuss the advantages of each. Then indicate which you prefer and why.

THE SUPPORTING IDEAS

After you decide how to organize your paragraph or essay, you need to plan your supporting ideas. Your ideas need to support the topic clearly and provide the type of support that the question asks for. Study the following topic:

Essay Topic:

What kinds of classes do you dislike the most? Use examples to support your response.

As you read this topic, you should see that the overall organization of your paragraph or essay should be an introduction, supporting paragraphs with examples of the kinds of classes you dislike, and a conclusion. You should take a few minutes before you begin writing to develop your supporting ideas. In this example, there are three kinds of classes that the writer most dislikes: classes that are too disorganized, too large, or too boring. Each of these ideas is supported with an example.

INTRODUCTION: kinds of classes that I dislike the most

SUPPORTING PARAGRAPH 1: classes that are too disorganized

(example) a history class that I once took that had no syllabus, no clear reading schedule, no clear written assignments, no clear basis for grades

SUPPORTING PARAGRAPH 2: classes that are too large

(example) a chemistry course that I once took in large auditorium with 500 students enrolled, no possibility of discussion with other students or the professor

SUPPORTING PARAGRAPH 3: classes that are too boring

(example) a psychology class that I once took where the professor basically read from the textbook during each class period

CONCLUSION: three least favorite kinds of classes: too disorganized, large, boring



ACTIVITY 2: For each of the following topics, develop ideas to support it.

TOPIC 1: Some people are very careful with their money, while other people are not. Which kind of person are you? Use examples to support your response.

INTRODUCTORY IDEA: _____

EXAMPLE 1: _____

EXAMPLE 2: _____

EXAMPLE 3: _____

TOPIC 2: Do you agree or disagree with the following statement? Money cannot buy happiness. Support your response with specific reasons.

INTRODUCTORY IDEA: _____

REASON 1: _____

REASON 2: _____

REASON 3: _____

c. Topic sentences

A good topic sentence satisfies the following two criteria:

- The topic is narrow enough to cover in a paragraph
- The statement about the topic is specific, but general enough to lead to a well-developed paragraph.

Look at these topic sentences. Reflect whether they meet the two criteria.

1. Psychology is an interesting subject to study.
2. I wanted to sign up for the adolescent psychology course, but the class was already full.
3. When a boy in my country turns eight, he faces a number of new responsibilities.

4. B. F. Skinner was a famous American psychologist who studied the learning process.
5. Children who grow up without siblings usually learn to play well by themselves.
6. Children in my country are more dependent than children in the United States.
7. Research has shown that children from happy marriages are more likely to have successful marriages themselves.
8. Children are always interesting to watch.



You may use the space below to write down your answers.



ANSWERS:

1. ☹️ Both *psychology*, the topic, and the statement about it are too general. Neither would give the writer any direction in developing a paragraph.
2. ☹️ *Signing up for a course* is narrow enough to be a good topic, but the statement about it is too specific; there is little more to say. Making an adjustment could result in a better topic sentence: *Registering for classes can be hectic and disappointing.*
3. ☹️ The topic, a boy turning eight, is narrow enough, and the statement about it can easily lead to a paragraph. The statement is likely not true of boys in most students' countries, but that is not the point here.
4. ☹️ The topic, B. F. Skinner, is sufficiently narrow. The statement about the topic, however, is too general; whole books are written about the learning process.
5. ☹️ The topic is narrow enough; the statement about it could lead to a good paragraph about how only children learn to play by themselves.
6. ☹️ Both the topic and the statement about it could lead to a good paragraph. Students may argue that the statement is not true about their countries, but that is not the point here.
7. ☹️ The topic, children from happy marriages, is sufficiently narrow; the statement could lead to a good paragraph containing a discussion of reasons.
8. ☹️ Both the topic and the statement about it are too general to help a student write a good paragraph.

Topic Sentences: Practice

Read the paragraphs below. They are missing a topic sentence. Write a topic sentence that introduces the main idea of each paragraph.

_____. Who takes care of you? Who supports you? Who sees you grow up? Family is very important. My family has six people: my grandma, my parents, myself, and my two brothers. My grandma loves me very much. When the weather is cold, she always tells me to wear more clothes. Although I often argue with my brothers, they will give me support when I need it. My parents have taken care of me since I was born. My definition of family is an organization which is full of love.

_____. When you travel to Europe, you can visit many different countries, such as England, Spain, Germany, and Greece. Many different languages are spoken in Europe, and the cultures of the countries are all unique. Also, the weather in Europe varies a lot. Countries in the north are very cold, and you can go skiing. In the south, there are beautiful beaches, and these are popular places for vacations. As you can see, Europe is a very interesting place with different kinds of people and many possibilities.

_____. Her name is Mrs. Graham, and she not only teaches music in my school, but she is also a friend to all of her students. In class, she teaches us to love music, and she introduces us to different songs and styles of music. She taught me to play the piano and violin, and I am sure that I will enjoy playing these instruments for the rest of my life. Mrs. Graham often tells interesting stories in class, and she always helps us or gives us advice when we have problems. Mrs. Graham is more than just a music teacher, she is like a star in the sky.

Attention!!! These are not topic sentences, they are only titles. A sentence must contain a subject and a predicate.

Topic Sentence 1 : The family importance.

Topic Sentence 2 : Europe : the best place in the world!

Topic Sentence 3 : More than a teacher, a friend!

Extra practice



If you want extra practice with topic sentence, check out the activities in Bailey (2018). This book is available in the Extra Materials' Corner folder.

d. Paragraphing

A paragraph is a group of sentences about one main idea. According to Smalzer (2005), a well-written paragraph follows some particular criteria. The writer has a clear main idea (expressed in the topic sentence) and shows logical points to support this idea. Also, only relevant points, which are connected to the topic, are included. A paragraph should be easy to understand and its logic easy to follow. These elements are used well: sentence structure (no fragments), grammar, vocabulary and mechanics (spelling and punctuation).



Task 7 - Reading Task - Organizing Paragraphs

Read the section 1.10 in Bailey (2018), in which the author explains how paragraphs can be structured and organized. In addition to the text, read through the extra explanations provided here in the following section.

Understanding the structure of a sentence

As we have mentioned in the topic sentence activity, a sentence should have a correct structure. A sentence is formed by one or more clauses, so it is important to understand sentences, firstly, to understand the structure of a clause.

a. Clause patterns

A clause is the key unit of syntax, capable of occurring independently.

Biber *et. al.* (2002) point that the verb phrase is the central element in each clause. The five major clause patterns are:

- Intransitive pattern:
Subject + verb phrase
Sarah and Michael disappeared.
- Monotransitive pattern:
Subject + verb phrase + direct object
She changed her dress.
- Copular patterns:
Subject + verb phrase + subject predicative or adverbial
The Swiss cheese has gone bad.
Marc was in the bathroom.
- Ditransitive pattern:
Subject + verb phrase + indirect object + direct object
You gave her the wrong kind of egg.
- Complex transitive patterns:
Subject + verb phrase + direct object + object predicative or adverbial.
That makes me so mad.
They're sending us to Disneyland.

b. Clause elements

What are the characteristics of the elements of a clause? Check them below:

- **Verb phrase**: central element of the clause
- **Subject**: 1) noun phrase; 2) it occurs with all types of verbs; 3) subject pronouns are in the nominative case (not accusative); 4) it often precedes the verb phrase; 5) it determines the number of the verb phrase, 6) it can make a passive clause. It denotes the agent of the action or represents the topic.
- **Object**: it is a noun phrase; often follows the (transitive) verb; object pronouns are in accusative form; it can be moved to become the subject of a passive form; direct objects (role: denote the entity affected by the action), indirect objects (denote people receiving something)
- **Predicative**: role: characterizing a preceding noun clause; subject predicative (or complement), object predicative (or complement)
- **Adverbials**: obligatory adverbials (used in order to complete the meaning of verbs: copular and complex transitive patterns); optional adverbials (added to clauses with any type of verb).

c. Sentences

A sentence is composed of one or more clauses. There are three types of sentence structures:

1) A simple sentence is a sentence that has only one clause. This means that the sentence has one subject and verb.

- The cat quickly ran into the bushes.
- The information seems unimportant.

For each simple sentence you should check that the sentence has **both** a subject and a verb.

2) A compound sentence is a sentence that has more than one main clause. (A main clause is an independent clause that has both a subject and a verb). This means that the sentence has more than one subject and verb and that each subject and verb is joined to another subject and verb with a coordinate connector (and, but, so, or, yet) and a comma.

- The cook must stir the stew, or the dinner will burn.
- The woman dropped her watch, and then she stepped on it, but it still worked.

3) A complex sentence is a sentence that has a main clause and at least one subordinate clause. (A subordinate clause is a dependent clause. It has both a subject and a verb and is introduced by a subordinate connector). This means that the sentence has a subject and verb in the main clause and another subject and verb in each subordinate clause, which is joined by a connector. Adverb clauses, for example, are introduced by connectors such as after, before, since, until, when, while, because, if, among others.

- The store has been in the same location since it first opened.
- When the concert ended, the audience left for the theater.

d. Fragments

In formal writing every sentence must be grammatical. A grammatical sentence must have at least one independent clause with a subject and a complete verb that has tense. The independent clause must express a complete thought.

Sometimes what looks like a sentence is not a sentence. Look at these examples:

- A Finishing my homework before going to bed.
- B Because I got up late this morning.

These examples are not sentences. Example A is a phrase with no complete verb or subject. Example B is a dependent clause. It is an incomplete thought that can't stand alone. Although the examples are written as complete sentences with capital letters and periods, these examples are fragments because they are not independent clauses

You can correct a fragment by (1) connecting it to an independent clause, or (2) adding the necessary words to make it into an independent clause. Look at these examples:

FRAGMENT In a dispute between siblings, parents usually take the side of the younger child. Because that child is weaker and smaller.

CORRECTION TYPE 1 In a dispute between siblings, parents usually take the side of the younger child because that child is weaker and smaller.

CORRECTION TYPE 2 In a dispute between siblings, parents usually take the side of the younger child. They do so because that child is weaker and smaller.

Now, we suggest you do the quizzes below and check how much you have learned about the subjects. The computer itself will provide the answers. Remember you can repeat the activities as many times you wish.

Writing a paragraph from a topic

In this part of this unit, we will try to put into practice the knowledge which was built previously. Your final goal is to write a paragraph using a proverb or a quotation as your topic.

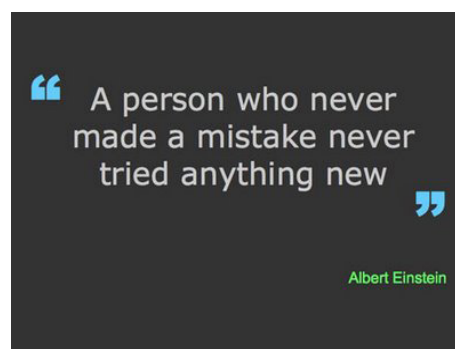
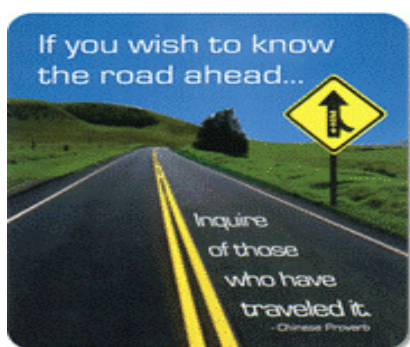
 LET'S GET READY FOR WRITTEN PRODUCTION! 



Can you think of any common proverbs from your native language? Can you think of any well-known quotations? Proverbs and quotations are usually short statements that contain a great deal of wisdom. Do you have any favorites that say what you think about life?



Read the texts in the following figures:



Source: http://messageofdaday.blogspot.com.br/2008_06_01_archive.html.

You probably noticed that the first one is a proverb – a short popular saying, usually of unknown or ancient origin, that expresses effective a wise or useful thought – and that the second one is a quotation – a sentence or passage usually from a book, a poem, a speech, etc. - by Albert Einstein. We can understand the Chinese proverb suggests less experienced people to take advantage of the wisdom of more experience ones and that Albert Einstein was trying to show us the importance of doing things, regardless of the mistakes we make – which will probably teach us.



Let's try a guessing activity! There are proverbs and quotations. Three of them are related to the countries: Japan, Russia and the United States. Three of them are related to famous people: John Donne, John Kennedy and Mahatma Gandhi.

- 1) "Ask not what your country can do for you; ask what you can do for your country".
- 2) "You cannot buy a friend with money".
- 3) "Where there's a will there's a way".
- 4) "No man is an island".
- 5) "The world belongs to the whole world".
- 6) "The weak can never forgive. Forgiveness is the attribute of the strong".

USING ANOTHER'S WRITING: PARAPHRASING

When referring to quotations, it is possible to write down the exact words of the person being quoted by the use of quotation marks and it is also usual to paraphrase. Paraphrasing ideas means to express them in your own words. There are two reasons to paraphrase. First, you want your audience to know that you understand the ideas and are not just copying them from the next. Second, using someone else's words as your own is plagiarism. Plagiarism is considered dishonest in academic circles and many cultures. Plagiarism makes it impossible to know the original source of the information or ideas. Read an example of a paraphrased quotation:

Mahatma Gandhi defended that strong people tend to forgive more often while weak ones do not usually possess this attribute.

ANSWERS:

(1) Quotation - John Kennedy; (2) Proverb - Russia; (3) Proverb - United States; (4) Quotation - John Donne; (5) Proverb - Japan; (6) Quotation - Mahatma Gandhi

Task 8 – Production activity.

You are going to produce a text (paragraph) with all the steps of writing. 1) Write about the brainstorming process, what ideas you had and which you chose. 2) Produce a mind map using the website www.bubbl.us and insert the picture generated in this document. 3) Write down an outline. 4) Write your draft including: a) proverb or quotation, b) author or source, c) Meaning, d) opinion and support for opinion (reasons or examples), e) conclusion. MINIMUM: 180 words.

You have to save all the steps and your final production and post it for your tutor's reading and assessment.

Check examples of possible final work:

You can't judge a book by its cover

The saying "You can't judge a book by its cover" means that you should not judge any person because of his or her appearance or your first impression of that person. For me, this saying is true, based on a personal experience that changed my life. Two years ago when I visited my brother in Jordan, I met his roommate. At first sight I didn't like him because he looked shy and unexciting. Later when I asked my brother about him, he replied he was lucky to have a roommate like him. I was surprised and asked why. My brother then told me great stories about his roommate: how he led prayers at an early age and how he had his master's degree by the time he was twenty-two years old. The more I got to know my brother's roommate the more I came to respect him. I found that he was intelligent, kind, honest, and sincere in his dedication to all that is noble and good. The unexpected outcome is that he is my husband now, and we are very happy together. This experience taught me that a person can't judge a book by its cover. (197 words)

Adapted from a composition written by the student Lobna Kara-Ali (STRAUCH, 2005)

Love demands infinitely less than friendship. - George Jean Nathan

Since human beings are inherently social and oriented to mating, the feeling of love, understood as sexual bonding, plays an important role in everyone's life. George Jean Nathan's quotation - "love demands infinitely less than friendship"- points to the claim that to be a friend is a more demanding role. However, I believe loving may be much more complex than having friends because it requires trust and respect. Trusting your partner is one of the greatest challenges in a love relationship. Partners who are constantly inquiring each other about their whereabouts may weaken their relationships. It is also important to be open and listen to the other person's viewpoint in situations in which jealousy or distrust arise. If you just infer what happened and let your imagination flow negatively, this may be the beginning of the end. A second obstacle in a love relationship is when there is a lack of respect. We should have respect for each other's individualities, tastes and opinions. When a couple forgets there is a minimum of respect which should be the foundation of a solid relationship, it may go down the drain. All in all, I believe there is no evidence a love relationship is an easier task than friendship. (205 words)

Written by Professor Valeska in 2011

Professional writing: e-mail

About using computers for the writing process, Harmer (2001) states there are many good reasons for using them. The following list shows some:

- A word-processing package removes the problem of poor handwriting that some students suffer from.
- A word-processing package allows the competent user to edit his or her material at great speed and with great facility.
- Spellcheckers can ease the task of achieving correct spelling.
- A computer screen frequently allows students to see their writing more objectively and in different ways (zooming, for instance).

In the age of digital technologies, we can also observe the advantages of using the web. The e-mail is one of the tools which are generally used nowadays. Getting students to write e-mails in English to others around the world can be extremely motivating. The communication is immediate and exciting, and may well stimulate and motivate students where other letter writing does not. E-mails represent a genre all of their own where linguistic accuracy is not so formally important. But despite this, we can still encourage students to 'sit back' and consider the results of their efforts before clicking on the 'send' icon.



Complementary Task 2 – Communicating with a foreigner by e-mail

Now use the website <http://www.penpal.me/> in order to communicate with someone from another country. Share your experience with everyone using the Virtual Coffee Corner.

MODULE 3 - ESSAY WRITING



The thesis statement and the topic sentence

Essays: The Thesis Statement⁷

Since the thesis statement should tell your reader exactly what the main argument of your essay is, the strength of your essay largely depends on how well your thesis statement is written. Below you will find some characteristics of a good thesis statement:

► **A good thesis statement is argumentative.**

Bad: In this paper, I will discuss the effect that exposure to violence on television has on the behaviour of young children.

This is a statement describing what the author will discuss in his or her paper; it is not an argument.

Better: Children who are exposed to violence on television do not exhibit more violent behaviour than children who are not exposed to such programs

⁷ Adapted from the Writing Support Center, University of Central Ontario, at <http://www.sdc.uwo.ca/writing/>.

This is an argument because it answers the question: Does violence on television promote violent behaviour in young children?' The author has chosen to argue that television violence does not promote violent behaviour in young children.

► **A good thesis statement is controversial.**

Bad: Even though he is the protagonist of J. M. Barrie's novel, Peter Pan is not an entirely good person.

It can be quite obvious that anyone who takes innocent children away from their homes is usually not considered to be an entirely good person. This thesis statement is not controversial because the reader, no matter how much he or she likes Peter Pan, will not have much difficulty agreeing with it.

Better: An examination of the narrator's attitude in *Peter Pan* reveals that it is Captain Hook, not Peter, who is the truly heroic figure in J. M. Barrie's novel.

This thesis statement is controversial because it contradicts the reader's pre-conceived notions of who the villain and the hero are in Barrie's novel. The reader is less likely to agree with this statement initially.

► **A good thesis statement is specific.**

Bad: Peter the Great attempted to modernize Russia.

This statement is too general. One could write a book about how Peter the Great tried to modernize his country.

Better: Peter the Great's foreign and domestic policies reflected his determination to westernize Russia by means of change imposed from above.

This statement is more specific because it defines what modernization meant to Peter the Great (westernization), and it states the methods he used in his attempt to westernize Russia (change imposed from above via foreign and domestic policies).

► **A good thesis statement is analytical.**

Bad: Plato's assertion that poetry is an imitative art is unconvincing.

This thesis statement expresses the author's position, but it does not express *why* the author finds Plato's assertion about poetry unconvincing. For all the reader knows, the author could be a poet who does not wish to find anything convincing about Plato's position on poetry.

Better: The arguments that Plato presents to prove his claims about poetry are unsound because they rely on faulty analogies, and ignore contradictory evidence.

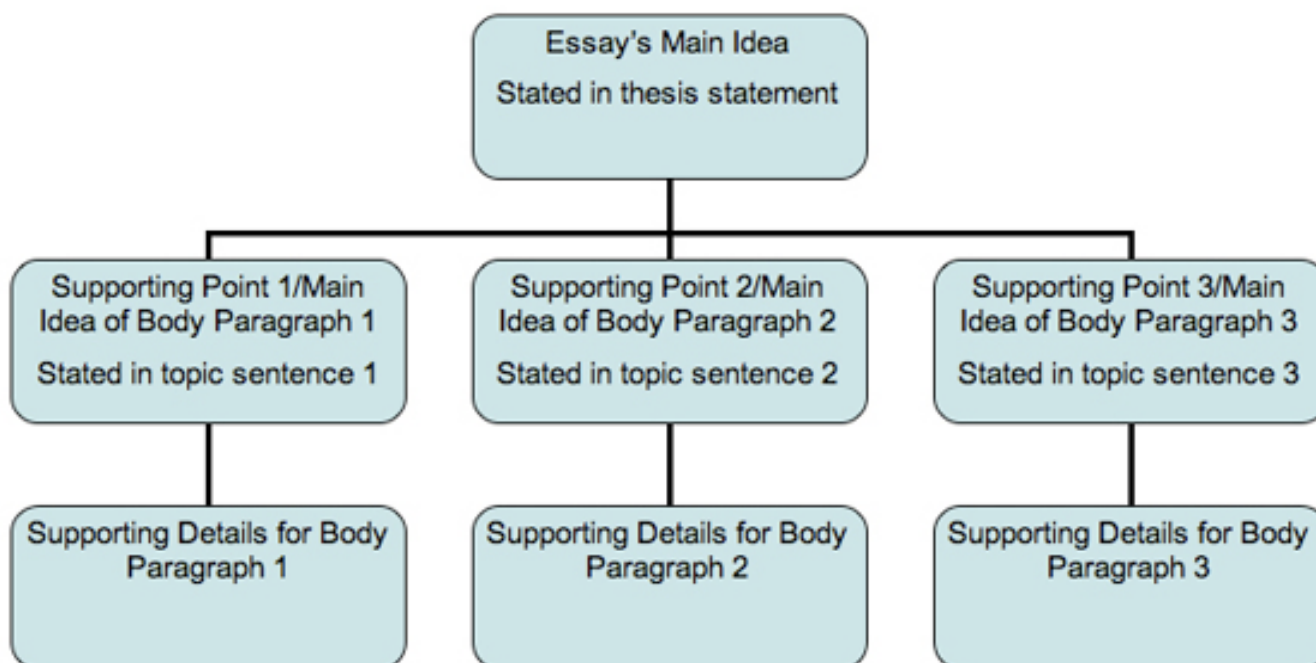
This thesis statement tells the reader that the author has analyzed Plato's arguments, and has subsequently found them to be unsound.

Check for what is important when writing a thesis statement. It should:

- Explain your subject clearly.
- Clarify your point of view.
- Justify your reasons for writing.
- Support itself with facts of other evidence or examples.

Topic sentence or Thesis statement?

Topic sentences state the main idea of individual body paragraphs and directly relate to your thesis statement. They provide support for your argument and direction for your reader. The thesis statement tells the main argument of your essay and is supported by the body of the essay. This means that an essay contains only one thesis statement and one topic sentence for each paragraph. The figure below illustrates this explanation:



Source: <http://owl.english.purdue.edu/engagement/engagementprint/2/>



PRACTICE

◆ Read the following main idea sentences. Decide whether:



- It is a good topic sentence. It states a fairly specific idea that can be well developed in a single paragraph.
- It is a good thesis statement. It states a more general idea that requires an essay to be developed well.
- It could be developed into either a paragraph or an essay topic, with modifications.

This activity is intended to help you distinguish general topics from more specific ones and to get you used to taking measure of how much you have to say on a topic. Write a, b or c, and then check the author's opinion on each of them.

- _____ Friendship and kinship (*affinity*) are different relationships in terms of loyalty, obligation and feelings.
- _____ Men and women cannot be real friends for a number of reasons.
- _____ We choose our friends but not our relatives: This is the basic difference between friendship and kinship.
- _____ There are definite qualities that I look for in a friend.
- _____ There are three important characteristics that all real friendships share.
- _____ A good friend taught me a valuable lesson about loyalty.
- _____ There are two kinds of friends: fair-weather friends and real friends.
- _____ There are several reasons for a friendship to break apart.
- _____ A friend becomes part of the family in my country.
- _____ We have different kinds of friends for different parts of our lives.

*Activity adapted from SMALZER, 2005

ANSWERS:

- (1) b: No single paragraph could do justice to this contrast.
- (2) c: Certainly, books are written on the topic of friendship between men and women, but these often include research on the topic and/or expert opinion. Students could easily cover the topic in a paragraph. Some might argue, with reason, that they could develop a whole essay on the topic, and this would be true depending on the support paragraphs they use.
- (3) a: Students could use a reading or their own knowledge to write a well-developed paragraph. An attempt at an essay would lead most students into repeating the same information in successive paragraphs because the topic is limited.
- (4) c: Students should be able to write a good paragraph on the qualities, probably by giving an example of each quality. More mature students will be able to limit the qualities to two to three important ones that can be discussed at more length in an essay.
- (5) c: Using only the information in a reading text, students could write a good paragraph. Drawing on their own experiences, they could expand the topic into an essay.
- (6) a: This topic is well-suited to a narrative paragraph. If it were expanded into an essay, the writing would probably become diluted – a one paragraph narrative diluted into three paragraphs.
- (7) c: This could be treated succinctly in a paragraph. With thought and effort, it could also be expanded into an essay by many students.
- (8) c: Students should be able to write a well-developed paragraph from their own experiences or by using information from the readings. An essay will require much more thinking to be more than a very long paragraph stretched into the form of an essay.
- (9) a: A good paragraph could be developed using examples or even a narrative. An attempt to expand it into an essay, say, by devoting three paragraphs to three examples, could easily result in using major evidence to make a minor point.
- (10) b: To be informative and convincing, this topic would require an essay – and substantial thinking by the writer. The topic itself – different kinds of friends – is limited. However – the statement made about it – for different parts of our lives – will take thought and explanation to match with the different kinds of friends.

TASK 9 - READING TASK

You are going to read further information about the organization of essays, explained by Bailey (2018). Remember to use the Doubts Forum if you are left with any questions.

Parts of an essay

THE INTRODUCTORY PARAGRAPH

A good introduction should do two things. First it should show the reader exactly what the topic is. Then it should show the reader how the rest of the essay will be organized. Here is a possible topic for an essay.

Essay Topic Sample

Some students like to study only one subject, while others like to study a number of different subjects. Which type of student are you? Use reasons to support your response.

The following example shows one possible introduction to an essay on this topic. The first part of the introduction shows the topic of the essay. It shows that the essay could be about students who enjoy studying either a single subject or a variety of subjects. The last part of the introduction shows the organization of the essay. It shows that the writer is going to present two very good reasons for wanting to study a variety of subjects.

Some students enjoy studying a single subject, while other students enjoy studying a variety of subjects. I am the type of student who wants to study a large number of subjects. I have two very good reasons why I want to study a variety of subjects.

**The underlined words show us the controlling idea.*

The next example shows a different way that an essay on this topic could be introduced. The first part of the introduction shows the topic of the essay. It shows that the essay could be about students who like to study only one subject or a number of subjects. Then it shows that this essay is about a student who enjoys one subject. The last part of the introduction shows the organization of the essay. The writer has two strong reasons for enjoying the study of one subject, and the writer is going to present these reasons.

Students may like to study only one subject, or they may like to study a number of subjects. For me, there is only one subject that interests me greatly, and that subject is astronomy. I have two very strong reasons why: this is a subject that has interested me for a long time, and this is a subject that I want to have as a career.



PRACTICE

ACTIVITY 1: Write an introductory paragraph for an essay on one of the following topics. In each introductory paragraph that you write, circle the topic of the essay. Put parentheses around the author's view of the topic. Underline the information that shows the organization of the topic.

TOPIC 1: Some students prefer to write papers, while others prefer to give oral presentations. What are the advantages of each? Which do you prefer and why?

TOPIC 2: What are the three hardest things about learning a new language? Use specific examples to support your response.

TOPIC 3: Do you agree or disagree with the following statement? Teachers should be very strict in class. Support your response with specific reasons and examples



THE SUPPORTING PARAGRAPHS

An essay needs two or more supporting paragraphs to develop the ideas in an introductory paragraph. A good supporting paragraph should do three things. First, it should have a transition to show that it is a supporting paragraph. Then it should have a topic sentence to introduce the main idea of the supporting paragraph. Finally, it should have details to develop the main idea of the paragraph. Refer to the **Essay Topic Sample** while reading the supporting paragraphs below.

My first reason for wanting to study a variety of subjects is that I like learning about many different subjects. In high school, I have never had a favorite subject, one subject that I like more than the rest. For example, I liked history as much as math, and I liked biology as much as literature. I have always been interested in many different subjects, so in my university studies I want to study a variety of subjects. I am not interested in focusing on just one subject.

My second reason for wanting to study a variety of subjects is that I want to have a career in elementary education. As an elementary teacher, I will be responsible for teaching the children a variety of subjects. It will be my responsibility to teach math and science, literature and writing, history and government, art and music. Thus, it is best for me to study a variety of subjects while I am in school.

In the first supporting paragraph above, there is a transition my first reason to show that this is a supporting paragraph that presents a reason. This paragraph also introduces the topic I like learning about many different subjects. Then it has details about having never had a favorite subject and about liking history as much as math and biology as much as literature to develop the topic. In the second supporting paragraph, there is a transition my second reason to show that this is a supporting paragraph that presents another reason. This paragraph also has the topic I want to have a career in elementary education. Then it has details about teaching children a variety of subjects... math and science, literature and writing, history and government, art and music to develop the topic.

Astronomy has been my main interest for much of my life, and this is one of the reasons why I want to focus my studies on astronomy. When I was young, I learned all about the planets and the stars. I could name the planets, and I could name many of the constellations and tell the stories behind them. As I grew older, I was always aware of happenings in the sky. I read all about comets or meteors in the news. I knew all about any eclipse that was about to occur.

I also want to focus my studies on astronomy because I want to have a career in the future in astronomy. Because I find astronomy so fascinating, I know that I want to spend my life involved in astronomy. In order to be prepared for a successful career in astronomy, I want to focus my university studies on this subject. In this way, I will be knowledgeable as I can about astronomy and will be as prepared as I can for a career in astronomy.

In the first supporting paragraph above, there is a transition this is one of the reasons to show that this is a supporting paragraph that presents a reason. This paragraph also has the topic astronomy has been my main interest for much of my life. Then it has details about planets, stars, constellations, comets, and meteors to develop the topic. In the second supporting paragraph, there is a transition also to show that this is a supporting paragraph that presents another reason. This paragraph also has the topic I want to have a career in the future in astronomy. Then it has details about being involved in astronomy, being prepared for a successful career in astronomy, and being as knowledgeable as I can about astronomy to develop the topic.



PRACTICE

ACTIVITY 2: Write supporting paragraphs for the essay you introduced previously. In each supporting paragraph, circle the transition. Underline the topic of the paragraph one time. Underline the key details two times.



THE CONCLUDING PARAGRAPHS

A good conclusion should do two things. First, it should summarize the key points of your essay. Then it should make sure that the overall idea and supporting ideas are very clear. Refer to the **Essay Topic Sample** while reading the concluding paragraphs below.

.....
You can see from this that I am the type of student who enjoys studying lots of subjects. Because I have chosen a career in elementary education, it is good that I enjoy dealing with lots of subjects. Throughout my career, I will be responsible for teaching all these different subjects to many, many young children.
.....

In this conclusion, the writer clearly mentions the interest in studying lots of subjects. The writer also summarizes the reasons for wanting to study a variety of subjects: the writer's enjoyment of lots of subjects and the need for lots of subjects in the career that the writer has chosen.

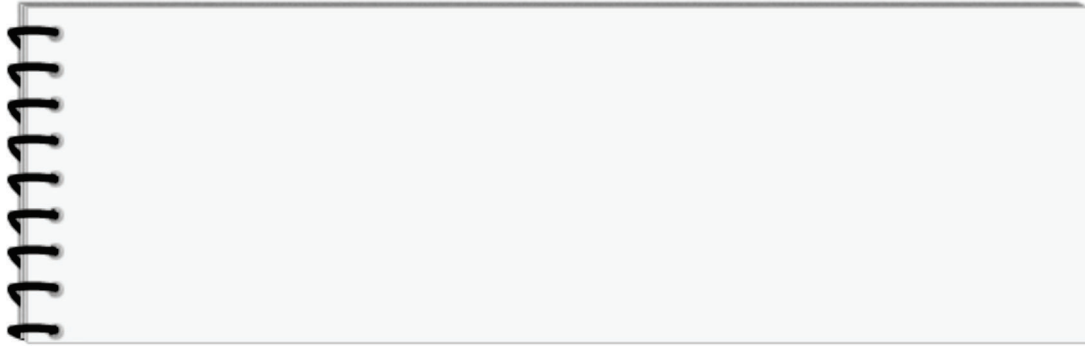
.....
I have found astronomy to be quite fascinating for a long time, and I know that I will have a career in astronomy. For these reasons, I am mainly interested in the study of one subject when I am in school, and that subject is astronomy.
.....

In this conclusion, the writer summarizes the reasons for wanting to concentrate on the study of astronomy: astronomy has been fascinating to the writer for a long time, and astronomy will be the writer's career. The writer also clearly mentions the interest in studying one particular subject.



PRACTICE

ACTIVITY 3: Write a concluding paragraph for the essay you introduced previously. In this concluding paragraph, circle your overall idea. Underline the supporting ideas of your discussion.



Cohesive devices

Writing is said to have coherence when the relationship between events and ideas are presented in a clear, logical way. When sentences, ideas, and details fit together clearly, readers can follow along easily and the writing is coherent. To establish the links that reader need, you can use the following cohesive devices:

- Synonyms **(1)**
- Synonyms are words that have essentially the same meaning, and they provide some variety in your word choices, helping the reader to stay focused on the idea being discussed. Check an example:

► Cell phones are popular targets for **crime**. In just one year in the U.K., over half a million young cell-phone users, aged eleven to fifteen, reported losing their phones to thieves. Cell-phone manufacturers need to give customers protection against this new **offense**.

- Pronouns **(2)**
- Pronouns (it, they, his, her, etc.) add coherence by referring back to a noun that has already been mentioned. Observe the underlined pronouns and how they refer to the previous underlined noun phrases.

► One of the biggest killers in the world is **cancer**. There are many possible causes of **this** terrible disease. Of all **smokers**, over half will die from tobacco if **they** don't stop. **People who drink too much** increase **their** chances of dying from cancer.

- Coordinating conjunctions **(3)**
- Coordination conjunctions (and, so, but, etc.) help clarify the relationship between the two ideas they connect. Observe how the coordinating conjunction AND is being used in the example below:

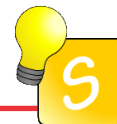
► Managers need to allow workers to express their needs, **and** they need to listen to what employees say.

- Subordinating conjunctions **(4)**
- Subordinating conjunctions (because, if, when, although, etc.) explain the relationship between the two clauses that they join.

► I have a brother and a sister. He is fat **because** he eats a lot of chocolate. She is thin **although** she drinks plenty of soda.

- Transition words **(5)**
- Transition words (however, in addition to, etc.) make clear how a sentence relates to the previous sentence. Read the example sentence. After that, learn some categories of transition words.

► *The children were very happy. **On the other hand, and perhaps more importantly, their parents were very proactive in providing good care***



- Addition – Besides; In addition; Moreover
- Comparison – Also; Likewise; Similarly
- Contrast – Nevertheless; On the contrary; On the other hand
- Enumeration – Firstly; Secondly; Finally
- Exemplification – For example; For instance; Such as
- Result – As a result; Consequently; Therefore
- Summary - In brief; In short; To sum up

- Repetition of an important word (6)
- Repetition of a word reinforces the connection between the ideas in two sentences.

► The problem with **contemporary art** is that it is not easily understood by most people. **Contemporary art** is deliberately abstract, and that means it leaves the viewer wondering what she is looking at.

- Verb tenses (7)
- Verb tenses help show the relationship in time between events.

PRACTICE

Which cohesive devices do the words or expressions in red refer to? Use the numbers written after each topic. Check your answers, then.

There were only 10 minutes left in the class, so () the teacher rushed to put all the rules and examples for the present perfect tense on the board. The students took out their notebooks to copy the rules down. However, the pupils () were a little upset because () they had an assignment with the present perfect for the next day, and they weren't sure they would be able to do it () correctly. In addition (), they were upset () because they hadn't had () enough oral practice with the present perfect.

ANSWERS:

3-1-1-4-2-5-6-7



Task 10: Video: “What makes a good teacher great?”

Dear learner,

You are going to watch a TEDx Talk with the title: What makes a good teacher great? In this talk, Azul Terronez says that he has repeatedly asked students the same question, “What makes a good teacher great?”, and in this video, he shares his thoughts on the matter. Azul Terronez is the author of the best-selling book “The art of Apprenticeship” Azul has coached teachers and schools leaders around the world in Spain, Chile, Canada, India, United States and China and he is currently serving as a teacher coach at Shanghai American School. Pay extra attention to the video content because you will need some of these ideas to carry out upcoming tasks in this Module.



Task 11 – Chat - “What makes a good English language teacher?”

Dear learner,

After having watched the video in Task 10, contact your tutor to schedule your chat. In this task, you will have the chance to brainstorm and discuss the theme «what makes a good English language teacher». This task will provide you with support to carry out Task 12.



Task 12 – Writing Task

Dear learner,

You have gathered enough information on the topic «What makes a good English language teacher» in order to write your own essay. It is time you go through the different stages of the writing process in order to complete this task.

- * Start brainstorming ideas for your essay.
- * Organize your ideas by eliminating the ones you believe will not be the most appropriate and by creating a mind map of the thoughts you are going to use. Remember you can use www.bubbl.us
- * Write down your thesis statement and your topic sentences.
- * Make an outline of the details, the facts of the examples you will use in order to support your thesis.
- * Write down an introduction, a body, and a conclusion.

Because we are process oriented, you might need to have more than one draft for your essay. This means that the sooner you finish it, the sooner you will have the chance to rewrite it based on feedback you receive from your tutor.

Your essay must contain a minimum of 350 words and a maximum of 500 words.

The criteria for a “5 star performance” are:

You have followed the directions for the textual production and did not deviate from them.

You have demonstrated accuracy in your writing.

Your textual production followed the genre expectations.

Your textual production is appropriate to the demands of academic writing.

You have completed the production task on time.



COMPLEMENTARY TASK 3 - DISCUSSION FORUM

Dear learner,

Have you got some extra breath? If so, we would like to invite you to go over the Writing Section of the TOEFL iBT - Test of English as a Foreign Language, internet- based test. This has been taken from the ETS Official Guide to the TOEFL iBT Test (6th edition), published in 2020.

Take a look at the entire writing section of the TOEFL iBT on the Moodle task. Then, download the audio file from the task on Moodle as well.

Considering the aspects below, feel free to share your perceptions in the discussion forum.

1. What kind of writing tasks are required in this test?
2. As a test taker, how do you think you would feel taking this test in relation to the writing tasks in this section?
3. What skills or abilities do you believe you would have to develop in order to feel confident to take this test?
4. What does this section of the TOEFL reveal in terms of writing in an L2?

MODULE 4 – EDITING AND PROOFREADING

Proofreading

a. Revising your writing



Revising means improving the content and organization of your written text. It is common to write different drafts of the same textual production and the final draft only comes after a detailed revision process. According to Strauch (2005), when you revise, you can add material, delete material, or move material from one place in the composition to another. You can use editing marks when you revise. Use carets or space symbols (^) to show where to insert material; lines to cross out material; and circles and arrows (->) to show where you're moving material.

When you revise, you should check for these elements in your composition: a clear, complete main idea sentence, transition signals, and a conclusion that gives closure. To exemplify, when writing a composition, one common mistake is not developing or explaining the ideas in the body with enough specific, supporting details. Then, it is interesting to develop a checklist to verify if your final production is appropriate:

- ✓ Cross out any words or letters you want to delete.
- ✓ Check any spelling or punctuation that you are unsure of.

The following paragraph assessment checklist could be used to revise each paragraph in your essay. They are criteria for a well-written paragraph.

- You have thought carefully about the topic and have a clear main idea.
- The paragraph is convincing because there are enough logical points to support the main idea.
- Only relevant points are included.
- The paper has your voice; that is, it sounds like you.
- The paragraph has correct format. The first sentence is indented, and the remaining sentences follow each other without gaps.
- The main idea is clearly expressed in a topic sentence.
- The logic is easy to follow; the reader understands the paper after one reading.
- The paper is easy to understand. These elements are used well:
 - Sentence structure (no fragments)
 - Grammar
 - Vocabulary
 - Mechanics (spelling, capitalization, punctuation)

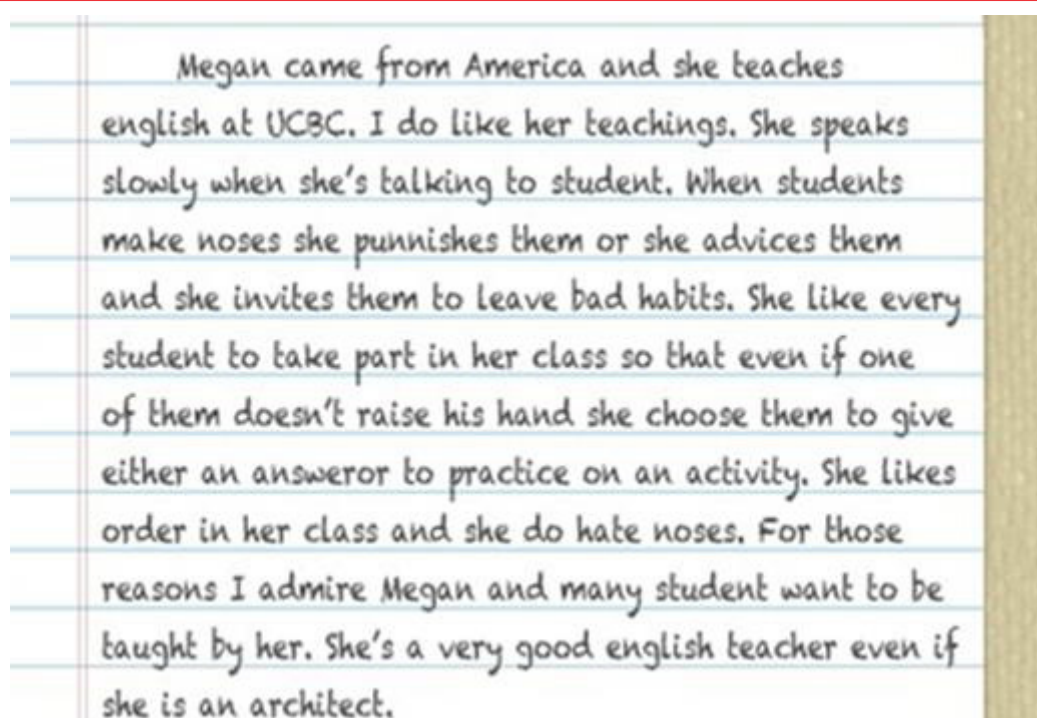
b. Grading an essay

Proofreading in order to come up with a final draft is important, especially when you are writing an essay for a test, be it a competency or proficiency test for international language knowledge recognition, be it part of a job entrance exam. It is important, thus, to understand how essays are generally graded. What characteristics should an essay have in order to receive a good grade?

PRACTICAL ACTIVITY

Grading an essay. Use the following writing score guidelines, grade the essay paragraph below and explain, using excerpts from the paragraph, why you have decided on this score.

- 6: The writer has very strong organizational, structural, and grammatical skills.
- 5: The writer has good organizational, structural, and grammatical skills. However, the essay contains some errors.
- 4: The writer has adequate organizational, structural, and grammatical skills. The essay contains a number of errors.
- 3: The writer shows evidence of organizational, structural, and grammatical skills that still need to be improved
- 2: The writer shows a minimal ability to convey ideas in written English.
- 1: The writer is not capable of conveying ideas in written English.



Megan came from America and she teaches english at UCBC. I do like her teachings. She speaks slowly when she's talking to student. When students make noses she punnishes them or she advices them and she invites them to leave bad habits. She like every student to take part in her class so that even if one of them doesn't raise his hand she choose them to give either an answeror to practice on an activity. She likes order in her class and she do hate noses. For those reasons I admire Megan and many student want to be taught by her. She's a very good english teacher even if she is an architect.

We would grade this essay as a 3. First of all, we can see that the writer shows the distinct parts of an essay: introduction (from “Megan came” to “her teachings”), development (from “She speaks” to “do hate noses”) and conclusion (from “For those” to “an architect”). Unfortunately, these parts were not developed as much as they should and the last sentence seems a detail that shouldn't be in a conclusion. Also, there are many errors in the text: a) spelling errors, such as “nose” instead of “noise”; b) grammar errors, such as “She like” instead of “She likes”; c) word choice errors, such as “answeror” instead of “answer”, among others. Although there were these problems, it is possible to understand the writer's message, and this is a basic condition for a textual production.

One of the widely recognized international proficiency test, the Test of English as a Foreign Language (TOEFL) requires the writing of an essay that has defined criteria to guide students, from grades 1 to 6, such as the activity we have completed previously. You are going to read three different textual productions and how they were assessed according to Philips (2001). The topic students should write about was:

- Do you agree or disagree with the following statement?
 - Some people place a high value on loyalty to the employer. To others, it is perfectly acceptable to change jobs every few years to build a career. Discuss these two positions. Then indicate which position you agree with and why.
- Use specific reasons and details to support your answer.

ESSAY # 1

Different cultures place varying values on loyalty to the employer. In some countries, most notably in Asia, there is a high degree of loyalty to one company. However, in most European countries and the United States, loyalty to one's employer is not highly valued; instead it is considered more rational and reasonable for an employer to change jobs whenever it is warranted to achieve the optimal overall career. Both of these positions have advantages and disadvantages.

In cultures that value loyalty to the employer, a kind of family relationship seems to develop between employer and employee. It is a reciprocal arrangement which the employer is concerned with assisting the employee to develop to his/her full potential and the employee is concerned about optimizing the welfare of the company. The negative aspect to absolute loyalty to one company is that an employee may stay in one job that he/she has outgrown and may miss out on opportunities to develop in new directions. From the employer's point of view, the employee may be burdened with employees whose skills no longer match the needs of the company.

In cultures in which it is quite acceptable to change jobs every few years, employees can build the career they choose for themselves. They can stay in one company as long as it is mutually beneficial to company and employee. As long as good relationship exists and the employee's career is advancing at an acceptable pace, the employee can remain with a company. But at any time the employee is free to move to another company, perhaps to achieve a higher position, to move into a new area, or to find a work situation that is more suitable to his/her personality. The disadvantage of this situation is employees tend to move around a lot.

Although both these systems have advantages and disadvantages, it is much better for employees have the opportunity to move from job to job if it is necessary to have a better career.

- THE "6" ESSAY
- Strengths of this essay
 - It discusses all aspects of the topic
 - It is clearly organized.
 - The ideas are well developed.
 - It has good, correct sentence structure.
 - It has only a few spelling and grammar errors
- Weaknesses of this essay
 - The concluding paragraph is rather weak

*It is important to observe that although there are some errors in the essay (such as the spelling of the words "rational" and "themselves" and constructions like "for employees to have"), this essay got a good grade because of other positive characteristics.

ESSAY # 2

Some people place high value on loyalty to the employer. They believe the company is responsible for the employee's career. The company will make decisions for the employee about his job. The company will decide to raise employee to new position or keep him in the old position. In this way the company will have overall plan for the good of the company and everyone in the company.

Other people believe it is perfectly acceptable to change jobs every few years to build a career. They believe employee is responsible for his own career. The employee will make decisions about his career. Employee will choose what is good for employer rather than the company.

The best system is one when employer takes responsibility for the careers of employees. Employer should take responsibility. It is his duty. Employee knows that employer is watching out for his career. Then employee will work hard and do good job. He will be loyal to the company. This system works out best for everyone. It is best for both the comp

- THE “4” ESSAY
- Strengths of this essay
 - It discusses the topic fully.
 - It is clearly organized.
- Weaknesses of this essay
 - It copies too directly from the question.
 - The sentence structure is very simple.
 - There are several examples of grammatical errors, particularly with articles.

ESSAY # 3

First, there is a disadvantage to place a high value on loyalty to the employer if your employer is not a good employer and your job is not a good job then you should not be loyal to a bad employer. Many employers are not good employers and if you are loyal to a bad employer it is a waste because a bad employer he will not be good to you.

Next, there is an advantage to change jobs every few years to build a career if you get boring with your job and you want to move from one job to another so you can get a better job instead of staying in your old boring job.

Finally, people should decide for themselves where they want to work, if they decide one place when they are young, how can they be sure when they are older that they still want to work there?

- THE “2” ESSAY
- Strengths of this essay
 - The overall organization is clear.
 - The writer’s main point is clear.
- Weaknesses of this essay
 - The sentence structure is poor.
 - There are numerous errors in spelling and grammar.
 - The ideas are not very well developed.

Error correction

Errors are a natural part of learning, not proof of failure.

For each thing students do wrong, they do many, many things right.

A variety of feedback techniques should be used with the students.

The type of feedback teachers use should be based on the type of error that was made and the context in which it occurred. One of the teacher’s goals is to make students aware of their errors so that they can self-correct. The overall objective is to help students communicate successfully and reach their goals.



According to Edge (1989 *apud* HARMER, 2001), mistakes can be divided into three categories:

- 1) slips: mistakes which students can correct themselves once the mistake has been pointed to them
- 2) errors: mistakes which they cannot correct themselves and which therefore require explanation
- 3) attempts: when a student tries to say something but doesn’t yet know the right way of saying it

Let’s analyse some kinds of errors, which are especially recurrent among Brazilian students. First, you will read the incorrect sentence and, below it, you will read the error which was made and an appropriate version of the sentence.

ERRORS IN GRAMMAR

- I just finished painting the portrait.
- Verb conjugation – I **have** just **finished** painting the portrait.
- When a stranger talks to me, I am caution.
- Part of speech – When a stranger talks to me, I am **cautious**.
- The food is great. I really like a lot.
- Transitive/Intransitive – The food is great. I really like **it** a lot.
- I stopped to smoke and my health improved.
- Infinitive/gerund – I stopped **smoking** and my health improved.

LEXICAL ERRORS

- I made a lot of homework last night.
- DO X MAKE – I **did** a lot of homework last night.
- I committed a mistake on my homework.
- COLLOCATION – I **made a mistake** on my homework.
- I won a present from my mom.
- COLLOCATION – I **got a present** from my mom.
- I formed in medicine at the university.
- WORD CHOICE – I **graduated in** medicine at the university.

Some errors are related to the context in which the language was produced. Observe how some sentences would not be appropriate for the context in the examples below.

ERRORS INVOLVING PRAGMATICS

- IN THE CLASSROOM
- Teacher! Repeat, please!
- In a classroom setting, the imperative form seems rude – an order. It would be more appropriate to ask a question: “Could you repeat, please?”
- AT AN OFFICE
- I’m applying for this job ‘cause I believe I’m the most qualified for it. I’m very good at computer stuff.
- The word reduction (‘cause) and the use of slangs (stuff) are too informal for an office situation.
- AT A RESTAURANT
- Good evening, lady. Are you ready to order?
- The word “lady” would not be correct to refer directly to a woman you are talking to. It would be proper to call her “madam” or “ma’am”.

How we organize the words in sentences is also a problematic issue. Check some examples of this kind of error and reflect upon situations in which a different word order would be acceptable.

ERRORS IN SYNTAX

- I very much love my mother.
– I **love my mother very much**.
- The guy is the one sitting over there that I like.
– **The guy that I like is the one sitting over there**.
- I don’t know what is the meaning of the word.
– I **don’t know what the meaning of the word is**.

Now, consider the following:

- Only I saw Mary. X I saw only Mary.
— In the first sentence, you (no one else) saw Mary and in the second sentence, you saw Mary (and no one else but her).
- Naturally, I got up. X I got up naturally.
— The first sentence means that it was obvious that I got up while the second one means that no one woke me up, I got up by myself.
- The man saw me with a dog. X The man with a dog saw me.
— In the first situation, I had a dog with me and in the second situation the man had a dog with him.



PRACTICAL ACTIVITY

WHAT KIND OF ERROR? HOW WOULD YOU CORRECT EACH SENTENCE

1. Teacher! I have a doubt.
2. I'm making a course in Arts this semester.
3. It depends of the person.
4. Is very important to study hard.
5. People prefer to buy things more expensive.
6. I like European soccer, specially English teams.
7. I participate in my school's competition all semester long.



Take a look at how the errors were corrected in the essay below and think if it is a nice way to correct a written text. Why do you think so?

Short Biography

Jack Friedhamm was born ^{Prep} to New York ^{Prep} in October 25, 1965. He began school at the age of six and continued until he was 18 years ^{Prep}. He then went to New York University to learn Medicine. He decided on Medicine because he liked biology when he was at school. While he was ^{Prep} to University ^P he met his wife Cindy. Cindy was a beautiful woman with ^{Prep} hair long black. They went along ^{Prep} for years ^{WO} before they decided ^{Prep} getting married. Jack began ^{SP} to work like a doctor as soon as he graduated ^{Gr} to Medical School. They ^{Prep} had two children named Jackie and Peter, and have lived in Queens ^{Prep} since the past two years. Jack is very interested ^{Prep} painting and likes to paint portraits of his ^{Prep} sun Peter. ^{WW}

ANSWERS:

The sentences may have been corrected in different ways. Check with your tutor if you have done it correctly.
1. Pragmatic error: I have a question. 2. Lexical error: I'm taking a course. 3. Grammar error: depends on. 4. Syntax error: It is. 5. Word order error: more expensive things. 6. Word choice error: especially. 7. Verb tense error: I have participated. ATTENTION!

As you could observe, the teacher corrected the text using codes. The meanings of these codes are:

GR: Grammar

P: Punctuation

Prep: Preposition

SP: Spelling

Tense: Verb tense

WO: Word order

WW: Wrong word

λ = Word missin

We believe this could be a productive way to have students understand what their mistakes are and how they can improve their writing skill. The student who wrote this text, for example, should develop his/her ability when using prepositions.



PRACTICAL ACTIVITY

Error correction. Read the body paragraph below, label the 8 errors using the previous correction key (add the label EW – extra word – to the list). Then, write the correct form for each error.

The final important characteristic of a good roommate may surprise you. But this characteristic is quite important to me. This final characteristic of a good roommate be a lack on neatness. I myself am not a very neat person, so it would be very hard for me to have a tidy roommate. A neat roommate would probably be upset with me many of the time because am a little desorganized. If I have a neat roommate, this person and I would probably have issues serious. So the best roommate for me is therefore a rather messy roommate.

1. Punctuation = . BUT should be , BUT - 2. TENSE = BE should be IS - 3. PREPOSITION = ON should be OF - 4. WORD MISSING = AM should be I AM - 5. GRAMMAR = MANY should be MUCH - 6. SPELLING = DESORGANIZED should be DISORGANIZED - 7. WORD ORDER = ISSUES SERIOUS should be SERIOUS ISSUES - 8. EXTRA WORD = SO or THEREFORE should be eliminated

A useful activity for revising is to exchange drafts with a classmate and give each other feedback. This is known as peer feedback. When you give feedback, you offer comments, suggestions, and impressions. This activity gives you valuable practice in analyzing a draft for possible improvement. You will also receive suggestions from your partner about possible improvements for your draft.

Carefully consider your partner's feedback, but make your own decisions about what to revise. It's a good idea to wait several hours or overnight before making revision decisions, so that you can evaluate your own writing with a fresh mind.

Most students agree that it is easier to see errors in other student's writing than in their own. They would also agree that if they can see mistakes produced by their classmates and reflect on the appropriate way of using the words and structures, they will learn a great deal from this activity.



FIGUEIREDO, Francisco José Quaresma. Erro e correção em textos escritos em língua estrangeira. In: PAIVA, Vera Lúcia Menezes de Oliveira (Org.). *Práticas de ensino e aprendizagem de inglês com foco na autonomia*. 2 ed. Campinas: Pontes, 2007. p, 189-209.

Task 13: Reading and Writing

Read the information on the course guide about punctuation. Then, read the complementary information on Moodle, in Task 13, which brings additional explanations about key features in English punctuation. Don't forget to try and do the exercises in the material that are proposed by Bailey (2018). You can find the answers at the end of the book (check the Extra Materials' Corner to access the book in its full version).

Now, let's study how punctuation marks should be used in more detail. The explanations are based on a guide that provides instruction on the basic rules of using a period, comma, colon, semicolon, question mark and exclamation point¹¹. The examples were taken from the stories we will read later on.

Period

- Use a period to end a complete sentence. A sentence is a group of words containing a subject and predicate. In British English a period is called a 'full stop'.
 - You can't please everybody.

Comma

- There are a number of different uses for commas in English. Commas are used to:
- Separate a list of items. This is one of the most common uses of a comma. Notice that a comma is included before the conjunction 'and' which comes before the final element of a list.
 - A Grasshopper was hopping about, chirping, and singing to its heart's content.
- Separate phrases (clauses). This is especially true after a beginning dependent clause or a long prepositional phrase.
 - In order to qualify for your certificate, you will need to take the TOEFL exam.
 - *When the winter came, the Grasshopper found itself dying of hunger.*
- Separate two independent clauses that are connected by a conjunction such as 'but'.
 - You are right, but if you want a potion that will bring your husband back to you, there is no alternative.
- Introduce a direct quote (as opposed to indirect speech i.e. He said he wanted to come ...).
 - She said, "All things are prospering with me."
 - The old man replied, "Okay, I will give you something for your husband."
- Separate appositives (a noun, or noun phrase) or non-defining relative clauses.
 - *She put it on her back and started walking to the Sudanese Desert, where lions were known to roam.*

Question Mark

- The question mark is used at the end of a question.
 - *Why not come and chat with me?*

Exclamation Point

- The exclamation point is used at the end of a sentence to indicate great surprise. It is also used for emphasis when making a point. Be careful not to use an exclamation point too often.
 - *Made a difference to that one!*

Semicolon

- There are two uses for a semicolon:
- To separate two independent clauses. One or both of the clauses are short and the ideas expressed are usually very similar.
 - *You can't possibly get to all of them; there are simply too many.*

- To separate groups of words that are themselves separated by commas.
 - *She slaughtered a sheep, which she cut into small pieces; put the meat into a sack, which she put on her back; and started walking to the Sudanese Desert, where lions were known to roam.*

Colon

- A colon can be used for two purposes:
- To provide additional details and explanation.
 - *A man had two daughters: the one married to a gardener, and the one married to a tile-maker.*
- To introduce a direct quote (a comma can also be used in this situation).
 - The man asked her: "Do you still love your husband?"



PRACTICAL ACTIVITY

Cohesive devices and punctuation. Add cohesive devices (conjunctions and transition words) and punctuation to the paragraphs below.

When I arrived at my host's home (a) I saw clearly that my experience of traveling abroad would not be what I had envisioned. No one was even there to welcome me (b) As I held in the tears, I knew I had to take control of the situation. When I finally did meet my family, I realized the first thing I needed to change (c) my attitude towards not speaking English. (d) I dove into Spanish and began making conversation, not only to ease my anxiety, (e) also to form a connection with them.

Breaking through that language barrier started the process of breaking down other barriers. (f) the end of my stay, we'd had countless discussions (g) and I will never forget their story of their trip to California (h) I was struck by their perception that Americans seem to live to work, rather than working to live. How could they see the heart of my culture so clearly (i) (j) their family works hard to maintain a balance between their professional and their family lives.

ANSWERS:

When I arrived at my host's home (a), I saw clearly that my experience of traveling abroad would not be what I had envisioned. No one was even there to welcome me (b) I held in the tears, I knew I had to take control of the situation. When I finally did meet my family, I realized the first thing I needed to change (c) : my attitude towards not speaking English. (d) SO, I dove into Spanish and began making conversation, not only to ease my anxiety, (e) BUT also to form a connection with them. Breaking through that language barrier started the process of breaking down other barriers. (f) BY the end of my stay, we'd had countless discussions (g) and I will never forget their story of their trip to California (h). I was struck by their perception that Americans seem to live to work, rather than working to live. How could they see the heart of my culture so clearly (i) ? (j) ON THE OTHER HAND, their family works hard to maintain a balance between their professional and their family lives.

Run-on sentences

According to Strauch (2005), a run-on sentence is a common error. It consists of two (or more) independent clauses that are not joined correctly. The most common types of run-on sentences are:

- Two independent clauses with only a comma between them.
 - I like to be ready for emergencies, I always take my cell phone with me.
 - Bill arrives late for his karate classes, his mother cannot drive him.
- Two independent clauses with no punctuation between them.
 - I finished shopping at the mall I discovered my keys were locked in the car.

There are several ways to correct a run-on sentence.

- Add a coordinating conjunction (and, but, so) to make a compound sentence.
 - I like to be ready for emergencies, **so** I always take my cell phone with me.
- Add a subordinating conjunction (when, since, if) to make a complex sentence.
 - Bill arrives late for his karate classes **when** his mother cannot drive him.
- Separate the two independent clauses to make simple sentences.
 - I finished shopping at the mall. **Later**, I discovered my keys were locked in the car.

Smalzer (2005) presents some observation on recognizing run-on sentences. Read it below.

- Look at the sentences below. Can you identify the errors?
 - a) Communication, forgiveness, and honesty are essential to love jealousy and a lack of trust will destroy a loving relationship.
 - b) The Ethiopian wife in The Lion's Hair showed patience and determination, in the other story, Esther's love was destroyed by her jealousy of Lawrence.
- Both sentences are run-on sentences. They each contain two independent clauses that are joined together improperly.
- In sentence a, two independent clauses are joined together with no punctuation or conjunction. This type of run-on is called a fused sentence.
- In example b, two independent clauses are separated by a comma alone. Commas are often used when we combine sentences with a coordinating conjunction, but a comma alone cannot join two independent clauses. This type of run-on is called a comma splice.



Let's see if you understand the concept of run-on sentences.

Each of the following sentences contains two clauses. Is it a run-on sentence or a correctly punctuated sentence?

1. Good communication is an essential quality of a loving relationship it doesn't matter whether the relationship is between two spouses, a parent and child, other relatives, or friends.
2. Another quality most of us look for is affection; here we are not speaking of romance or sex but caring, understanding, respect, and kindness.
3. Compassion and forgiveness, two other important qualities, cause a person to have understanding, to forgive, and to be supportive, in other words, they are qualities that lead a person to be less selfish and more selfless
4. Honesty means a person can express his or her true feelings, and it also means the person speaks openly about fears, hopes, and expectations.
5. Acceptance means that we love the other person the way he or she is; in other words, we don't try to change the person to please ourselves.
6. Other important qualities are dependability and a sense of humor patience and freedom are two more

ANSWERS:

CORRECTION: 1 - RUN-ON SENTENCE; 2 - CORRECTLY PUNCTUATED SENTENCE; 3 - RUN-ON SENTENCE; 4 - CORRECTLY PUNCTUATED SENTENCE; 5 - CORRECTLY PUNCTUATED SENTENCE; 6 - RUN-ON SENTENCE

Smalzer (2005) suggests the following guidelines when correcting run-on sentences:

Guidelines for correcting run-on sentences

If the two independent clauses of a run-on sentence are closely related and not too long, they can be separated with a semicolon (;).

- Communication, forgiveness, and honesty are essential to love; jealousy and a lack of trust will destroy a loving relationship.

However, it is better to separate two longer or unrelated independent clauses with periods (.).

- The Ethiopian wife we read about in *The Lion's Hair* showed patience and determination. In the other story, Esther's love was destroyed by her jealousy.

- If the two independent clauses in a run-on sentence are longer, they can be separated by a period and a transition words (e.g. moreover)

- The Ethiopian wife we read about in *The Lion's Hair* showed patience and determination. However, in the other story, Esther's love was destroyed by her jealousy.

- If the two independent clauses are closely related and not too long, the transition word may be preceded by a semicolon (;) instead of a period.

- Communication, forgiveness, and honesty are essential to love; however, jealousy and a lack of trust will destroy a loving relationship.

- A coordination conjunction (*and, but, so, nor, for, yet, or*) can be used to join two independent clauses that are closely related. When using a coordinating conjunction to join two independent clauses, place a comma before it, as in the example below.

- Communication, forgiveness, and honesty are essential to love, but jealousy and a lack of trust will destroy a loving relationship.

- A subordinating conjunction (*because, although, since, whereas, so that, when*) can be used to join two clauses. If the dependent clause with the subordinating conjunction comes first, separate it from the independent clause with a comma. If the dependent clause comes afterwards, do not use a comma.

- Even though most people realize the importance of communication, forgiveness and honesty in life, many relationships lack these qualities.

Summarizing

Summarizing is a way of using another's writing appropriately. To summarize is to give the main idea of a passage, a story, or any other kind of text in a sentence or two. A summary cannot have all the information of the original, but it should have the most important ideas. To avoid plagiarism, it must be written in your own words.

Strauch (2005) states that the body of a summary briefly explains the original selection. When you write the body, follow these guidelines:

- The summary body should be shorter than the selection.
- Use your own words. If you quote exact phrases or sentences from the original, use quotation marks.
- Include all of the essential ideas,
- Leave out unnecessary details.

Read the following text and summary of “One at a Time” (CANFIELD; HANSEN, 1993). Think of the questions below:

1. What information did the summary writers include in the first sentence?
2. Were the details they chose to include the same as the ones that you believed were the most important?
3. Find several details in the selections that were not mentioned in the summaries. Why were these details not included?

One At A Time

A friend of ours was walking down a deserted Mexican beach at sunset. As he walked along, he began to see another man in the distance. As he grew nearer, he noticed that the local native kept leaning down, picking something up and throwing it out into the water. Time and again, he kept hurling things out into the ocean. As our friend approached even closer, he notice that the man was picking up starfish that had been washed up on the beach and, one at a time, he was throwing them back into the water.

Our friend was puzzled. He approached the man and said, “Good evening, friend. I was wondering what you are doing.”

“I’m throwing these starfish back into the ocean. You see, it’s low tide right now and all of these starfish have been washed up onto the shore. If I don’t throw them back into the sea, they’ll die up here from lack of oxygen.”

“I understand,” my friend replied, “but there must be thousands of starfish on this beach. You can’t possibly get to all of them; there are simply too many. And don’t you realize this is probably happening on hundreds of beaches all up and down this coast? Can’t you see that you can’t possibly make a difference?”

The local native smiled, bent down, and picked up yet another starfish, and as he threw it back into the sea, he replied “Made a difference to that one!”

SUMMARY

“*One at a time*” by Jack Canfield and Mark V. Hansen, from their book *Chicken Soup for the Soul*, tells the story of a man who wants to make the world a better place. The man is on a beach in Mexico and is throwing starfish back into the ocean to save their lives. A second man approaches him. The second man says that there are too many starfish to toss back, so throwing only some of them won’t make any difference. As the first man tosses another starfish back into the water, he makes the point that it has made a difference to the one he has just tossed back.

Summarizing. Read the fable below and write a summary for it.

The Father and His Two Daughters

A MAN had two daughters: the one married to a gardener, and the other to a tile-maker. After a time he went to the daughter who had married the gardener, and inquired how she was and how all things went with her. She said, "All things are prospering with me, and I have only one wish, that there may be a heavy fall of rain, in order that the plants may be well watered." Not long after, he went to the daughter who had married the tile-maker, and likewise inquired of her how she fared; she replied, "I want for nothing, and have only one wish, that the dry weather may continue, and the sun shine hot and bright, so that the bricks might be dried." He said to her, "If your sister wishes for rain, and you for dry weather, with which of the two am I to join my wishes?"

POSSIBLE SUMMARY

"The father and the two daughters" is an Aesop fable which reminds us we cannot please everybody. In the fable, the father learned his daughter who was the wife of a gardener wished for rain for the plants to be well-watered while the one married to a tile-maker wished for sunny weather to dry the bricks. Thus, pleasing one of them, the father would be dissatisfying the other.

Creative writing

"The father and the two daughters" is an example of a fable. One of the most famous fable writers was Aesop. Aesop, who is believed to have lived in ancient Greece, was the author of many fables that became known worldwide, such as the one we are about to read "The ant and the grasshopper". A fable is a very short story told to teach a lesson, or moral. Look at the picture, watch the video and read one of Aesop's fable. Are you more like the ant or the grasshopper in this story?

Live to work or work to live



Source: <http://fritz-aviewfromthebeach.blogspot.com.br/2012/02/grasshoppers-outnumber-ants.html>



TASK 14 – READING TASK

You are going to read an article written by Fernanda Costa Ribas (2018) in which she discusses BNCC and English language teaching from a critical literacy perspective. Make sure you highlight the main points of the paper because they will help with the upcoming discussion forum.



Task 15 – Discussion Forum

Dear learner,

Considering the texts you have read and produced so far, not only in this course but in others as well, and taking into account the most important aspects dealt with in the paper by Ribas (2018), participate in the discussion forum based on the following questions raised:

1. How does BNCC relate to English language teaching?
2. How could BNCC be related to the teaching of English writing? What does that imply?
3. From a critical literacy perspective, how do you see the relationship between BNCC and English language teaching?

The criteria for a «5 star Performance» are:

You have followed the directions for participation without deviating from them.

Your arguments are theoretically founded, demonstrating you have studied the course guide with attention.

You collaborated with your tutor and with your classmates.

Your text is appropriate to the demands of academic writing.

You have completed the discussion tasks on time.



Task 16 – Writing Task

You are going to have the opportunity to edit and proofread your essay from Module 3. This time around, you are required to incorporate feedback you have previously received from your tutor as well as pay extra attention to the aspects of writing we have covered in Module 4. After having revised and proofread your text, you are going to submit its final draft.



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