

RÉPUBLIQUE ALGERIENNE DEMOCRATIQUE ET POPULAIRE

MINISTRE DE L'ENSEIGNEMENT SUPERIEUR ET DE LA

RECHERCHE SCIENTIFIQUE

BADJI MOKHTAR UNIVERSITY – ANNABA

UNIVERSITE BADJI MOKHTAR – ANNABA

Faculté des Lettres et Langues

Département des Lettres et Langue Anglaise



Polycopié. Élaboré en vue de l'obtention de l'habilitation universitaire

Written Expression for First-year LMD Students

Department of Letters and English Language

Présenté par:

Dr. Ouided Sellam

2022-2023

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List of Abbreviations and Symbols

***:** incorrect form

Adj: Adjective

Adv: Adverb

Cl: Clause

CONJ: Conjunction

e.g.: For example

GER P: Gerund Phrase

i.e.: That is

INF P: Infinitive Phrase

Interj: Interjection

MV: Main Verb

N: Noun

N.B.: Mark well

OD: Direct Object

P: Predicate

PP: Prepositional Phrase

Prep: Preposition

Pron: Pronoun

Rel-pron: Relative Pronoun

S: Subject

V(fin): Finite Verb

V(non-f): Non-finite Verb

Vi: Intransitive Verb

Vt: Transitive Verb

Introduction of the Written Expression Course

- **Course Presentation**

Level: First-year LMD students

Fundamental Unit

Credit: 4

Standard: 2

Course hours: 45 hours per Semester (three TD hours per week)

Evaluation mode: Continuous check-up/quiz (50%) exam (50%)

- **General Course Objectives**

This course is targeted towards introducing students in the section of English at Badji Mokhtar University - Annaba to writing. The latter represents a potential language skill that deals with the different abilities and requirements for academic writing. Hence, it will likely provide EFL students with a better understanding of EFL academic writing by moving from word to sentence to paragraph writing.

- **Course Structure**

Semester One: From Word to Sentence Writing

Lesson One: Word Classes

Lesson Two: Finite and Non-finite Verbs

Lesson Three: Phrases: Definition and Types

Lesson Four: Clauses: Definition and Types

Lesson Five: Sentences: Definition and Types

Lesson Six: Sentence Fragments

Lesson Seven: Sentence Parallel Structure

Lesson Eight: Punctuation

Semester Two: From Sentence to Paragraph Writing

Lesson One: Paragraphs: Definition, Structures, and Types

Lesson Two: Paragraphs: Components and Types

Lesson Three: Descriptive Paragraph

Lesson Four: Narrative Paragraph

Lesson Five: Comparative Paragraph

Lesson Six: Argumentative Paragraph

● **Assessment**

- **Semester One**

TD written assessment (participation 2pts, attendance 2 pts, quiz 16 pts)

Exam written assessment (20 pts)

- **Semester Two**

TD written assessment (participation 2pts, attendance 2 pts, quiz 16 pts)

Exam written assessment (20 pts)

● **Course Content**

Semester One: From Word to Sentence Writing

1. Word Classes
2. Finite and Non-finite Verbs
3. Phrases
 - Definition of a Phrase
 - Types of Phrases
 - Prepositional Phrase
 - Participle Phrase
 - Gerund Phrase
 - Infinitive Phrase
 - Appositive Phrase

4. Clauses

- Definition of a Clause
- Types of Clauses
 - Independent Clause
 - Dependent Clause
 - Subordinate Clause
 - Relative Clause

5. Sentences

- Definition of a Sentence
- Types of Sentences
 - Simple Sentences
 - Compound Sentences
 - Complex Sentences
 - Compound-complex Sentences

6. Fragments

7. Sentence Parallel Structure

8. Punctuation

Semester Two: From Sentence to Paragraph Writing

1. Paragraphs

- Definition
- Structure

2. Paragraphs

- Components
- Types

3. Descriptive Paragraph

4. Narrative Paragraph

5. Comparative Paragraph

6. Argumentative Paragraph

Semester One: From Word to Sentence Writing

Lesson One: Word Classes

I. Objectives

On successful achievement of this lesson, students will be able to:

- Know the different English word classes.
- Define each word class.
- Identify the part of speech that English words belong to.
- Use appropriate word classes.

II. Content

- 1. An Overview of English Word Classes**
- 2. Nouns (Definitions and Types)**
- 3. Verbs (Definitions and Types)**
- 4. Adjectives (Definitions and Types)**
- 5. Adverbs (Definitions and Types)**
- 6. Pronouns (Definitions and Types)**
- 7. Conjunctions (Definitions and Types)**
- 8. Prepositions (Definitions and Types)**
- 9. Interjections**

1- An Overview of English Word Classes

Word classes that compose the English language are grouped into eight (according to their function within sentences):

- 1- Nouns (N)
- 2- Verbs (V)
- 3- Adjectives (Adj)
- 4- Adverbs (Adv)
- 5- Pronouns (Pron)
- 6- Conjunctions (Conj)
- 7- Prepositions (Prep)
- 8- Interjections (interj)

e.g., The final exam will cover all chapters

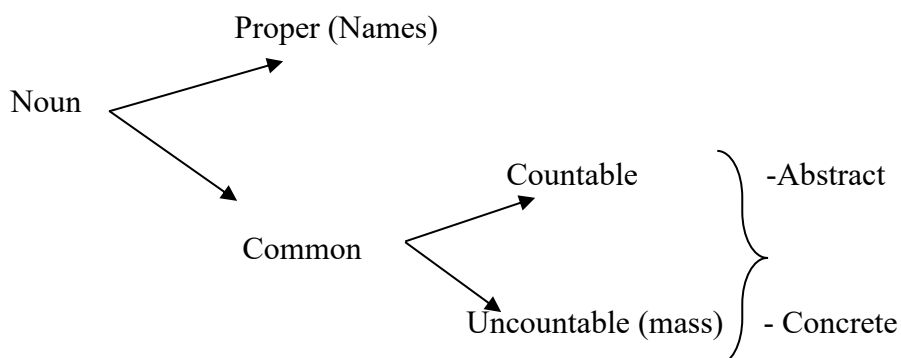
art adj N aux V Adj + N

We will discuss the problem Tomorrow (later)

Pron aux V Art N Adv (of time)

2- Nouns (N)

Nouns fall into six classes according to their types:



- *Proper nouns* are specific to a particular person, place, religion, holy days, and time unit (Clark, 2017). They are always capitalized no matter where they fall in a sentence (at the beginning, in the middle, or at the end of the sentence).

e.g., Ahmed, Annaba, Africa, America, Islam, Christianity, Aid EL Adha, Ramadan, Christmas, Friday, Saturday, January, and February.

- *Common nouns* generally refer to things or people (Clark, 2017). They are not capitalized except if they come at the beginning of a sentence.

e.g., boy, man, hospital, month.

- Countable nouns are those that have a singular and a plural form (Lunsford, 2010).

e.g., table/tables, student/students, truth/ truths, flower/flowers

- Uncountable or mass nouns do not have a plural form (Lunsford, 2010).

e.g., sand, rice, water, tea, information

- Abstract nouns have no physical reality (Clark, 2017). They are things that we cannot touch, such as feelings and ideas).

e.g., happiness, education, danger, time, and love.

- Concrete nouns have a physical reality (Clark, 2017). They include things that we smell, touch, and see.

e.g., classroom, building, car, paper, tree

Exercise: Give two proper nouns/ common nouns/ countable nouns/uncountable nouns (Rapid answer)

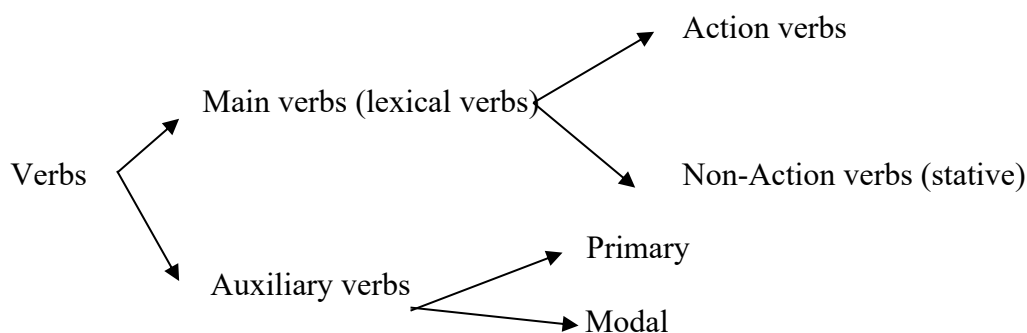
Exercise: Complete the sentences using the appropriate nouns. Sometimes you need the plural (-s). Say if each noun is countable or mass/ abstract or concrete. (Chair- experience- experience- furniture- hair- information- job- luggage - permission - progress –)

1. I did not have much just two small bags.
2. They will tell you all you want to know. They will give you plenty of
3. There is room for everybody to sit down. There are plenty of
4. We have no....., not even a bed or a table.
5. 'What does Alan look like?' He has got a long beard and very short

6. Carla's English is better than it was. She has made
7. George is unemployed. He is looking for a
8. If you want to leave work early, you have to ask for
9. I do not think Ann will get the job. She does not have enough
10. Rita has done many exciting things. She should write a book about her.....

3- Verbs (V)

English verbs fall within six main categories:



- **Main verbs** represent the meaning of the verb in terms of action or events (Michael, 2010).

e.g., went, ate, cried, write, read, visit, travel

- Action Verbs represent an action, express an activity or a process Michael, I. (2010). They are usually used in a simple or continuous form (Peschel, 2006).

e.g., Students are writing the lesson

e.g., He dances/ sings well

e.g., talk/ travel/draw/ speak/ talk/ watch/ look/ eat/ drink/ call/ arrive/ ask

- Non-action Verbs (stative verbs) express states or conditions (Michael, 2010). They include verbs of perception, cognition, the senses, and emotion, and they are usually used in the simple form (Peschel, 2006).

e.g., I know her very well

e.g., I love chocolate

e.g., need/ need/ want/wish/understand/ prefer/ like/ hate/ seem/ believe

N.B Some stative verbs are used in the continuous form to express that something is in progress at a particular moment (but not a permanent attitude)

e.g., She looks beautiful (good appearance)

e.g., She was looking for a job (State v with an active meaning searching)

e.g., I have an old book (own)

e.g., We are having grammar now (studying)

- Auxiliary verbs can be joined to a main verb (Peschel, 2006).

- Primary auxiliaries include (to do/ to have/ to be)

e.g., she did^{aux} not do_{MV} well in the exam.

e.g., I have^{aux} had_{MV} some problems with my car.

e.g., We are^{aux} studying_{MV} grammar.

N.B. (to do/ to have/ to be) can also be used as main verbs as in:

e.g., She does_{MV} her homework every weekend.

e.g., They have_{MV} graduated last June.

e.g., We are_{MV} Muslims

Question: How do you differentiate between an auxiliary and a main verb?

Answer: through the function of each one.

→To do as an aux turns the sentence into interrogative or negative (MV is in the present or past form).

→To have as an aux is used to form the perfect form.

→To be as an aux is used to form the continuous form.

- ✓ To do as a MV means busy.
- ✓ To have as a MV means to possess or own.
- ✓ To be a MV means to exist.

- Model Verbs (Models) express the degree of certainty, such as can, could; may, might; must, shall, should; will, and would (Peschel, 2006).

e.g., you can_{model} do^{MV} on your own

e.g., Students should_{model} work^{MV} hard

There are also Semi- Model verbs whose meaning is similar to those of models (need to = must/ ought to = could/ used to =could)

e.g., It (could /ought to/ used to) be so easy.

e.g., You (must/ need to) work hard.

- *Transitive Verbs (Vt)* need an object to have a complete meaning. A transitive verb exerts its action on an object (Joshi, 2020). In other words, a transitive verb must *transfer* its action to something or someone—an object. They are verbs that influence or affect something else.

e.g., I ate^{Vt}_{action verb} an apple

I ate what? Incomplete meaning

e.g., she loves^{Vt}_{state verb} Spanish

She loveswhat/ who? Incomplete meaning

- *Intransitive Verbs (Vi)* make sense or are complete independently (Joshi, 2020). Therefore, they do not require an object to act upon.

e.g., He died.

e.g., She jumped/ cried.

e.g., They work very hard/ talk a lot.

Exercise: Analyze the verb in each sentence by stating its' exact type (main verb/ auxiliary/model/semi-model, action/state verb, transitive/intransitive verb):

- 1- She would have finished in June.
- 2- All cars have wheels.
- 3- Students are doing the exercise.

- 4- They have had a nice trip.
- 5- They are waiting for the weekend.
- 6- She does her housework every Monday.
- 7- They used to play in the garden.
- 8- He told me an old story.
- 9- They have been studying English since their childhood.

4- Adjectives (Adj)

Adjectives are those words that give more information about the noun they modify (Clark, 2017). They are modifiers because they give a complete description of the noun.

e.g. Today^N is_v cold^{Adj}

e.g. It^{Pro} is_v a^{art} cold^{Adj} day^N

An Adj can be placed predicatively (after the noun they modify) or attributively (before the noun they modify) (Clark, 2017)

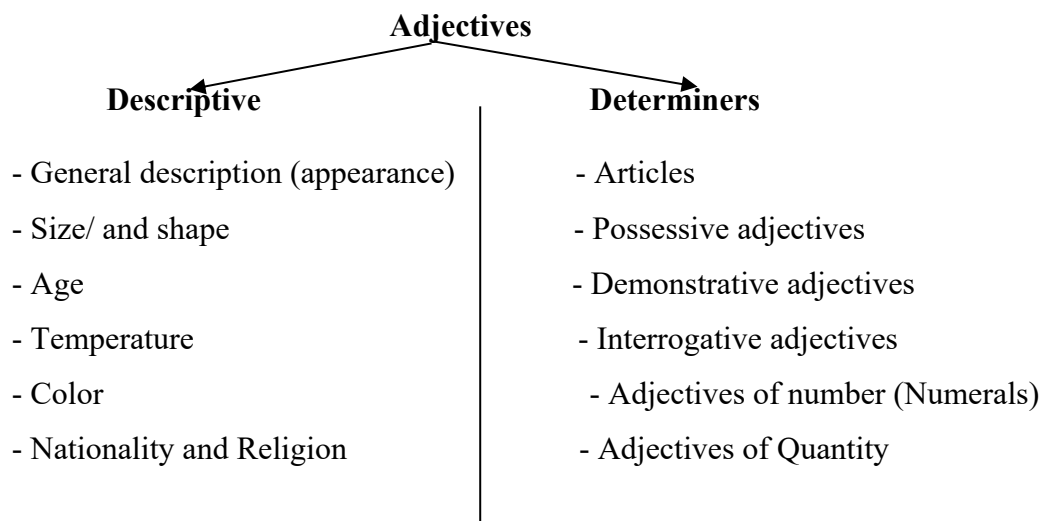
e.g., She has a reliable^{Attributive Adj} memory_{noun}

e.g., the situation_{noun} is dangerous^{predicative Adj}

Exercise: Analyze the adjective in each sentence by stating its position (attributive or predicative) and state the noun in each sentence:

- 1) How do you dress for traditional festivals?
- 2) It is a famous organization.
- 3) His knock is distinctive.
- 4) She has a black cat.
- 5) The future is gloomy.
- 6) It is a noisy room.

Adjectives can be grouped into descriptive and determiners (Lunsford, 2010).



- Descriptive adjectives

- *General Description*: e.g., crazy, beautiful, friendly, handsome, smart
- *Size and Shape*: e.g., large, thin, big, slim, tall, small
e.g., Flat, oval, square, round, rectangular
- *Age*: e.g., new, old, ancient, modern
- *Temperature*: cold, hot, icy, mild, burning
- *Color*: e.g., red, blue, purple, yellow, green
- *Nationality and Religion*: e.g., Algerian, American, British, Italian
e.g., Muslim, Catholic, Buddhist, Christian

- Determiners

- *Articles*: Definite (the) indefinite (an, a) they are called determiners
- *Possessive adjectives*: (my, your, his, her, its, our, your, their)
- *Demonstrative adjective*: (this, these, that, those)
- *Interrogative adjectives*: (what, which, whose)

N.B., determiners must be followed by a noun

e.g., what ^{interrogative adj} books _N have you read?

e.g., Which ^{interrogative adj} film _N do you prefer?

e.g., Whose ^{interrogative adj} umbrella _N is it?

- *Adjectives of number (numerals):* Cardinal (one, two, three, four), Ordinal (first, second)

e.g., I have bought ten ^{adj of number} books _N

e.g., She borrowed twenty ^{adj of number} magazines _N

e.g., I need ~~one~~ (number)

- *Adjective of quantity (quantifiers):* much, many, all, few, a few, little, enough

Exercise: Analyze the adjective in each sentence by stating its type (Descriptive/ determiner (article, possessive, demonstrative, interrogative, numeral, quantifier)

- 1- There is a sleeping baby in the bed.
- 2- This singer is talented.
- 3- The experience was an absolute failure.
- 4- The sorry girls apologized to their teacher for their behavior.
- 5- The two friends have a similar style.
- 6- He has a beautiful, big house.
- 7- Whose bag is that one?
- 8- The lesson is clearer now.
- 9- She is the best student in her cohort.

5- Adverbs (Adv)

Adverbs are words that add meaning to the verb. They can also modify adjectives and other adverbs too. (Lunsford, 2010)

a) Adverbs modifying verbs:

e.g., Students are listening ^V attentively _{Adv} to the teacher.

e.g., The spectators cheered ^V loudly _{Adv}.

b) Adverbs modifying adjectives:

e.g., She was extremely _{Adv} helpful. ^{Adj}

e.g., She has been much ^{Adv} (for a long period) alone. ^{Adj}

N.B. When an adverb modifies an adjective, it has to precede it (adv+adj) except for the adverb enough.

e.g., The house is large ^{adj} enough ^{adv} for the family

* The house is ~~enough large~~ for the family

c) *Adverbs modifying other adverbs:*

e.g., The two girls did rather ^{adv} badly ^{adv} in the exam

(badly modifies the verb did)

(rather modifies the adverb badly)

e.g., She hears very ^{adv} badly ^{adv}

N.B. When an adverb modifies another adverb, it has to precede it (adv1+^{modifies}adv2) except for the adverb enough.

e.g., She worked hard ^{adv} enough. ^{adv}

* She worked ~~enough hard~~.

Adverbs are classified into six types (Cardozo, 2018)

Types of Adverbs	
Manner	Quickly, slowly, badly, poorly, Awkwardly
Place/direction	here, there, outside, away, west
Time	(definite) today, now yesterday (indefinite) soon, just, already, later
Intensifiers/degree	very, too quite, rather,
Emphasizers	Especially, only, exactly, simply
Negatives	No, not, neither, never near negatives (scarcely, seldom, hardly, rarely)

Exercise: Analyze the adverb in the following sentences by stating the type of each one and what it modifies:

1- I greatly admire your work.

- 2- The street lightning was so bad that we missed the turning.
- 3- They regularly visit their parents.
- 4- Finally, she is out of the hospital.
- 5- The retirement age is now rapidly announced.
- 6- Fortunately, the very small boy threw the ball quickly.
- 7- They have not attended the meeting.
- 8- It rarely rains in Saudi Arabia.

6- Pronouns (Pron)

A Pronoun is a word that can be used in place of a noun (Cardozo, 2018). Some grammarians consider them as a subclass of nouns. A pronoun does the duty of a noun and acts as a noun (Clark, 2017; Lunsford, 2009). Pronouns are divided into:

		Personal		Possessives		Reflexives	Demonstrative	
		<i>Subjec t</i>	<i>object</i>	<i>Adjectives (det)</i>	<i>Pronoun</i>		<i>Adjectives</i>	<i>Pronoun</i>
<i>Singular</i>	I	Me	My	Mine	Myself	This	This	
	You	You	Your	Yours	Yourself			
	She	Her	Her	Hers	Herself			
	He	Him	His	His	Himself	That	That	
	It	It	Its	-	Itself			
	One	One	One's	Ones	Oneself			
<i>Plural</i>	We	Us	Our	Ours	Ourselves	These	These	
	You	You	Your	Yours	Yourself			
	They	Them	Their	Theirs	Theirselves Themselves			Those

Question: How do you differentiate between a possessive adjective and a possessive pronoun?

Answer: Possessive adjectives are used as determiners and must be followed by a noun

Possessive pronouns stand alone, i.e., they are never followed by a noun

e.g., This is my possessive adj book.

e.g., This is mine. possessive pron

Question: How do you distinguish between a demonstrative adjective and a demonstrative pronoun?

Answer: Demonstrative adjectives are used as determiners and must be followed by a noun

Demonstrative pronouns stand-alone (Lunsford, 2009), i.e., they are never followed by a noun.

e.g., I have read this demonstrative adj book

e.g., I have found this demonstrative pron

Pronouns can also be grouped into indefinite, relative, interrogative, and numerals (Cardozo, 2018).

- Indefinite pronouns include someone, somebody, something, anyone, anybody, anything, no one, nobody, nothing, everyone, everybody, everything, each other, and one another.

- Relative pronouns are who, whom, which, whose, and that.

e.g., My best friend, whom Rel-pron I love as a sister, lives in New York.

e.g., A cup of tea is really what Rel-pron is needed now. (the thing that).

e.g., The university, which Rel-pron is located in Annaba, is called Badji Mokhtar.

- Interrogative pronouns: what, which, who, whom, and whose

- Numerals: cardinal such as one, two, three

Ordinal such as first, second, third

Question: How can we differentiate between numeral adjectives and pronoun numerals?

Answer: Numeral adjectives are used as determiners and *must be followed by a noun*. Numeral pronouns stand alone, i.e., they are *never followed by a noun*

e.g., I found all the missing papers, but three ^{pron/numeral} are fully damaged.

e.g., She has three ^{adj/ numeral} diplomas.

e.g., Do you want to have two ^{adj/ numeral} pizzas?

e.g., No, I need only one. ^{pron/numeral}

Exercise: Spot the pronouns in the following sentences and state the type of each one:

- 1- There is no one in the classroom; everybody has gone home.
- 2- I wrote a letter to my uncle
- 3- These days one has to pay attention to one's health.
- 4- At the university, students have to work by themselves.
- 5- This is an exciting workbook; I will tell her. to make a copy for me. Do you need one?
- 6- The Internet, which is used by everybody today, is not safe.
- 7- We talked about adventures, and our children talked about theirs.
- 8- Please do not touch it without my permission. It is my phone, not yours.
- 9- Which is your car?

7- Prepositions (Prep)

A preposition is a word or a group of words used to express a relationship in meaning between two parts of a sentence (Lunsford, 2009). A preposition is a short word or phrase indicating a relationship between a noun, pronoun, phrase, and other words in a sentence (Day, 2018). It is a connector, a linker, or a connecting word (Cardozo, 2018). Prepositions are divided into:

Preposition

<i>One-word preposition</i>	<i>Two-word preposition</i>	<i>Three-word preposition</i>	<i>Four-word preposition</i>
In, on, at, up, to across, through, with, before, after, during, until	According to, ahead of, a part from	As when as, in comparison with, by means of, in addition to	As a result of, with the exception of, for the sake of

A preposition is always followed by a noun, a pronoun, or a gerund (Lunsford, (2009)

e.g., Take your brother with^{prep} you. ^{Pron}

e.g., You have to protect your skin before^{prep} swimming. ^{gerund}

e.g., We shall meet after^{prep} dinner. ^N

e.g., The president died soon after. ^{adv} (later)

- **Preposition + A noun/ pronoun/ gerund = a prepositional phrase**

Exercise: Spot the preposition in the following sentences:

- 1- She likes to read books in the library.
- 2- We walked across the woods.
- 3- Students must sign their names on the paper before leaving the classroom to prove they were present; otherwise, the teacher will report them to the department.
- 4- Please get in
- 5- Children prefer learning via playing
- 6- Go downstairs and into the room; you will find it in the box.
- 7- You made much progress in comparison to the first session.
- 8- I hate students who are studying for the sake of exams.

8- Conjunctions (CONJ)

Conjunctions are words that link words, phrases, and sentences (Lunsford, 2009). They are 'joining words' that link words, phrases, or clauses and sometimes come in pairs (Day, 2018). They are connectors, linkers, or linking words (Cardozo, 2018).

Conjunctions	
<i>Coordinating conjunctions</i>	<i>Subordinating conjunctions</i>
<p>FANBOYS’ (for, and, nor, but, or, yet, so)</p> <p>double coordinators (both....and, either.....or, notbut, neithernor).</p>	<p>although, because, though, when, that, before, after, that, since, while, as, even if, even though, in order that, provided that, until.</p>

- Coordinating conjunction relates equal elements with similar grammatical value (Cardozo, 2018).

e.g., She speaks English **and** French

e.g., They are talented singers **yet** poor writers

- Subordinating conjunction provides a necessary transition between the two ideas in the sentence (Lunsford, 2009). Subordinating conjunctions indicate *time*, *place*, or cause-and-effect relationships (Clark, 2017).

e.g., We could not go out because ^{subordinating CONJ} the weather was freezing.

A subordinating conjunction can also reduce the importance of one clause (Clark, 2017).

The most important idea belongs in the main clause, and the less important is in the clause introduced by the subordinate conjunction.

e.g., As ^{subordinating CONJ} she did not revise her lessons well ^{less important Cl}, she failed the exam. ^{more important clause}

Question: How do you differentiate between a subordinate conjunction and a preposition (before, after)?

Answer: preposition is followed by a noun/ pronoun/ gerund, while a conjunction is followed by a clause (dependent one)

e.g., We have to finish the syllabus **before** ^{Prep} vacation

e.g., We have to finish the syllabus **before** ^{CONJ} the end of the semester

e.g., I met her five years **before** ^{adv}

Exercise: Spot the conjunction in each of the following statements and mention its type (coordinate/ subordinate)

- 1- She is absent because she has a cold.
- 2- As soon as the alarm goes off, she hits the snooze button.
- 3- It rained a lot, but they enjoyed themselves.
- 4- Either you keep quiet and write your lesson, or you go out.
- 5- Marry and Jane did not get the job despite the fact that they had all the necessary qualifications and the needed experience.
- 6- Both Marry and Jane are searching for a job as sailors in a new company.

9- Interjections (Interj)

Interjections are emotive words (Clark, 2017). Therefore, they are used to express emotions and feelings.

e.g., **Congrats!** ^{Interj} You finally got your Master's degree.

Hmm: thinking or hesitating

Oops: An exclamation people use when they accidentally do something.

Boo: Used to scare someone or to voice disapproval.

Phew: This expresses relief or that you are glad something is over.

Whoa: This can show surprise or amazement.

Yahoo: Expresses joy or happiness.

Yeah: This shows a powerful affirmation or approval.

Yoo-hoo: This is used to get someone's attention and is usually used by women.

Exercise: Spot the interjection in the following sentences and state the feeling it expresses:

- 1- Alas! Many children have been killed in Syria.
- 2- Oh! It is so cute.

- 3- Ah! I am so sorry to hear that.
- 4- Ay! I broke my arm.
- 5- Bingo! My phone is repaired.
- 6- Bravo! You made progress.
- 7- Bye! I am going home.
- 8- Ha-ha! That is not funny.
- 9- Yay! We are done with parts of speech.

Lesson Two: Finite and Non-finite Verbs

I. Objectives

On successful achievement of this lesson, students will be able to:

- Define finite and non-finite verbs.
- Know the difference between a finite and a non-finite verb.
- Identify finite and non-finite verbs in English sentences.

II. Content

- 1. Finite Verbs (Definition and Form)**
- 2. Non-finite Verbs (Definition and Form)**

1. Finite Verbs (V(fin))

Finite verbs change their forms when there is a change in the number or person of the subject (Huddleston & Pullum, 2005). Therefore, finite verbs have different forms in different tenses (simple present and past).

e.g., I study ^{V(fin)} English.

e.g., He studies ^{V(fin)} English.

e.g., We are ^{V(fin)} in the classroom.

e.g., They went ^{V(fin)} to the park.

2. Non-finite Verbs (V(non-fin))

Non-finite verbs do not change their form when the number or person of the subject changes (Huddleston & Pullum, 2005). Therefore, non-finite verbs do not indicate tense or gender and can be used as nouns, adjectives, or adverbs. There are mainly three types of non-finite verbs: infinitives, gerunds, and participles (Huddleston & Pullum, 2005).

e.g., I am ^{V(fin)} **trying** ^{V(non-fin)} **to get** ^{V(non-fin)} the tickets.

e.g., She refused ^{V(fin)} **to accept** ^{V(non-fin)} my offer.

e.g., He tried ^{V(fin)} **to help** ^{V(non-fin)}.

e.g., He has ^{V(fin)} **tried** ^{V(non-fin)} **to help** ^{V(non-fin)}.

An English sentence must include a finite verb. Only the first verb is finite in sentences with compound verb tenses (perfect, continuous, and perfect continuous tenses).

e.g., She has ^{V(fin)} **had** ^{V(non-fin)} an excellent trip.

e.g., Peter has ^{V(fin)} **been** ^{V(non-fin)} **waiting** ^{V(non-fin)} for Jane for long hours.

e.g., I will ^{V(fin)} **be** ^{V(non-fin)} **waiting** ^{V(non-fin)} for your call.

Exercise: Are the underlined verbs in the following paragraph finite or non-finite?

Peter is one of those rare people who believe in old myths. He bought a new house in the city, but ever since he moved in, he has had trouble with motorists. When he returns home at night, he always finds that someone parked a car near his gate. Therefore, he was unable to get his own car into his garage. Peter has put up a ‘No Parking’ sign outside his gate, but these have not had any effect. Then, he has put an ugly stone head over the garage. It is one of the ugliest faces I have ever seen. I asked what it was, and he told me that it was Medusa, the Gorgon. Peter believes that she turns motorists into stones, but no one of them has been turned to stone yet!

From: *Mainline. Skills B: Student's Book*. (Alexander & Kingsbury, 1976, p. 37)

Lesson Three: Phrases

I. Objectives

On successful achievement of this lesson, students will be able to:

- Define a phrase.
- Know the difference between some English phrases.
- Identify prepositional, participle, gerund, infinitive, and appositive phrases.
- Form an English phrase.

II. Content

1. Definition of a Phrase

2. Types of Phrases

II.1 Prepositional Phrase

II.2 Participle Phrase

II.3 Gerund Phrase

II.4 Infinitive Phrase

II.5 Appositive Phrase

1. Definition of Phrases

A phrase is a group of words forming a part of a sentence (Woodford, 2003). Therefore, a phrase is meaningless.

e.g., at home

e.g., an old man

2. Types of Phrases

2.1 Prepositional Phrase (PP)

A prepositional phrase is a word or a group of words that function as a preposition. A prepositional phrase has a preposition as its head (Lau, 2017).

e.g., These letters are **for Peter.** PP

e.g., We walked **across the street.** PP

e.g., They sat **in the garden.** PP

2.2 Participle Phrase

A participle phrase is formed with a present participle (ing) or past participle (third column) verb linked to modifiers and other words. It always functions as a sentence's adjective (modifying the noun). It is punctuated with a comma (Bindra, 2016).

e.g., Students, {**raising** (present participle) **their** (relative adj) **hands** (N)} Participle phrase, need more explanation.

e.g., That chair, {**made** adj (present part) **of** prep **plastic** N } Participle phrase, is nice.

2.3 Gerund Phrase (GER P)

A gerund phrase is formed with the present participle verb. It always functions as a noun (subject or object of the verb) (Bindra, 2016).

e.g., **Skipping courses** GER P (S) is a bad habit.

e.g., **Smiling** GER P (S) is good.

e.g., **Smoking cigarettes** GER P (S) is dangerous.

e.g., I love **eating chocolate** GER P (OD)

2.4 Infinitive Phrase (INF P)

An infinitive phrase is formed by a verb that acts like a noun, an adjective, or an adverb (Lau, 2017).

e.g., **To ere** (INF P) is human.

e.g., I love **to travel** (INF P).

e.g., The place **to visit** (INF P) is London.

e.g., I cannot wait **to go** (INF P).

2.5 Appositive Phrase

The appositive phrase is a noun phrase that adds information or describes another noun (Lau, 2017).

e.g., Apple, **the company**, produces expensive phones.

e.g., Apple, **the fruit**, is rich in vitamin C.

Question: How do you distinguish between a participle and a gerund phrase beginning with an “ing” word?

Answer: The difference is the function that they provide in the sentence. A gerund phrase will always behave as a noun, while a participle phrase will act as an adjective.

e.g., **Walking in the woods** gerund phrase (subject of the verb) relaxes me

e.g., **Walking in the woods** participle phrase (describing), she told me about her problems

Exercise: Analyze the following statements by mentioning the type of the underlined phrase

- 1) They will arrive in a few days
- 2) She gave the letter to Anna at the university
- 3) Running, they got out of the building
- 4) Traveling is my passion
- 5) The money was stolen by the thief
- 6) Injured during a soccer game, the player cannot play for the next six months.
- 7) William Shakespeare, the author, wrote exciting plays.
- 8) The ringing phone needs to be answered.
- 9) I need money to buy a new house
- 10) She prefers swimming.
- 11) That bag belongs to me.
- 12) To escape the policeman, the thief rushed.
- 13) Carmen, the dog of the neighbors, is very aggressive.
- 14) The girl wearing the red jacket is my classmate.
- 15) Learning a foreign language is a challenging task.
- 16) Annaba, an Algerian city, is a beautiful city.

Lesson Four: Clauses

I. Objectives

On successful achievement of this lesson, students will be able to:

- Define a clause.
- Identify dependent and independent clauses.
- Know the different types of English clauses.
- Differentiate between a phrase and a clause.
- Form an English clause.

II. Content

1. Definition of a Clause

2. Types of Clauses

- **Subordinate Clause**
- **Relative Clause**

1. Definition of a Clause (CI)

A clause is a group of words that have a subject that is actively doing an action. It can be a sentence (Young, 2015; Lunsford, 2009).

e.g., (*After dinner phrase*, **we will watch a movie** *clause in the new cinema phrase*) SENTENCE

e.g., We will watch a movie. (1 Clause = 1 sentence)

A clause is made of a Subject (S) and predicate (P) (Young, 2015).

- **The subject** is a noun or a pronoun that tells who/what is doing the action.
- **The predicate** tells us what the subject does, did, and will do.

e.g., I s ate an apple p

Exercise: Show the subject (S) and the predicate (P) in each statement

- 1- My roommate lost the room's keys.
- 2- A car hit the child on the street.
- 3- Soccer and tennis are his favorite sports.
- 4- The air smells fresh and clean.
- 5- She lives in a two-bedroom apartment.
- 6- The sun is shining today.
- 7- My youngest brother is in high school.
- 8- Jane watches TV and does her homework at the same time.

Question: How to differentiate between a phrase and a clause?

Answer: Unlike a phrase, a clause has a subject and a predicate. A phrase is always meaningless, yet a clause can be meaningful (dependent) or meaningless (dependent).

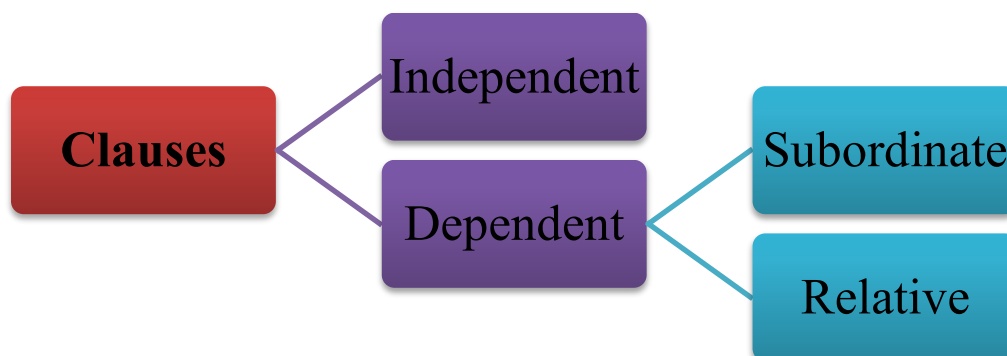
Exercise: Are these statements a phrase or a clause?

- 1- In the park
- 2- When they study English
- 3- Although she writes good stories
- 4- A black cat
- 5- A dark room
- 6- At home
- 7- which are coming soon
- 8- In the university

2. Types of Clauses

A clause can be classified into two main types independent or dependent (Young, 2015).

The dependent clause can be divided into subordinate and relative (Lunsford, 2009).



a) Independent clause: is meaningful and can stand by itself. It includes a subject and a finite verb (Woodford, 2003; Lunsford, 2009).

e.g., We are hungry.

e.g., We are studying grammar.

b) Dependent clause: is meaningless unless linked to the independent one. It starts with a subordinate conjunction or a relative pronoun (Woodford, 2003; Lunsford, 2009).

e.g., which I do almost every single day

e.g., when I go home

e.g., because you were absent

i. Subordinate Clause

It starts with a subordinating conjunction (although, because, though, when, etc.)
(Young, 2015).

e.g., Although ^{Subordinating CONJ} technology facilitates our daily activities ^{subordinate Cl}, it has many drawbacks.

e.g., Call me when you get home.

ii. Relative Clause

It starts with a relative pronoun. It adds meaning or modifies the noun it refers to
(Young, 2015).

e.g., The girl (who ^{rel-pron} wears a scarf) ^{rel- Cl} is brilliant.

e.g., I will buy the book (that ^{rel-pron} was recommended) ^{rel Cl}.

Exercise: Analyze the following statements by mentioning the type of the clause.

- 1- Art students should visit Paris because it has excellent art museums.
- 2- After we finished our homework, we watched TV for a while.
- 3- She takes a walk in the garden before she goes to work.
- 4- Exercising wakes the body and clears the mind, but it is hard in winter.
- 5- It will be dark when they leave the town.
- 6- He always does his prayers after he gets back home.
- 7- I like walking on the weekends because it refreshes my mind.
- 8- She never goes out on rainy days; when the alarm clock rings, she turns over and goes back to sleep.
- 9- In order for you to succeed, you have to work hard.

Exercise: Fill in the gaps by inserting the appropriate relative pronoun or subordinating conjunction.

A person ...(1)... I really admire is my mother ...(2)... she is a very tenacious and positive woman. She is the type of person ...(3)... tries to stay positive in every situation. She has taught me to think optimistically, ...(4)... in situations ...(5)... seem difficult. Her ability to thrive is ...(6)... mostly impresses me.

Lesson Five: Sentences

I. Objectives

On successful achievement of this lesson, students will be able to:

- Define a sentence.
- Differentiate between English phrases, clauses, and sentences.
- Know the different types of English sentences.
- Identify the different types of sentences.
- Form English sentences.
- Turn a sentence from one type to another.

II. Content

1. Definition of a Sentence

2. Types of Sentences

2.1 Simple Sentence (Definition, Types, Forms, and Structures)

2.2 Compound Sentence (Definition, Forms, and Structure)

2.3 Complex Sentence (Definition, Forms, and Structure)

2.4 Compound-Complex Sentence (Definition, Forms, and Structures)

1. Definition of a Sentence

A sentence represents a complete idea (meaningful). It starts with a capital letter and ends with a full stop. It can include more than one clause and more than one phrase. It comprises a subject and a predicate (Lunsford, 2009; Hogue, 2007). To be a proper sentence, a cluster of words must also contain a subject and a finite verb (Day, 2018).

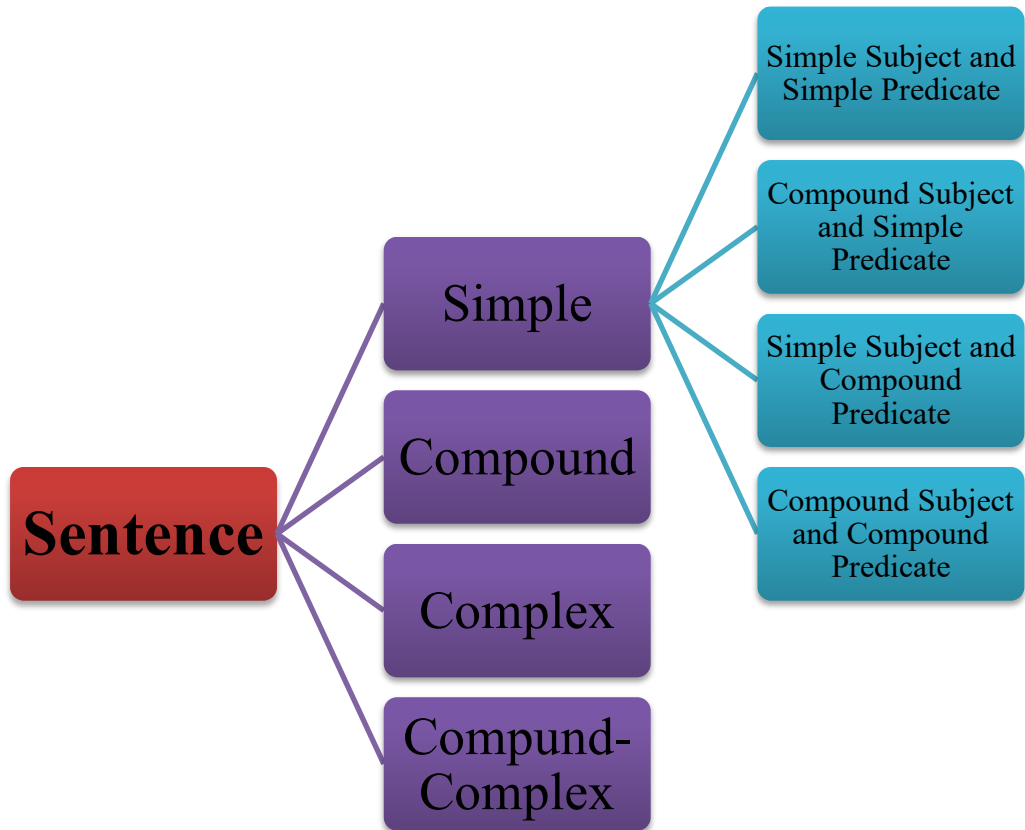
e.g., Students are in the classroom because they are studying written expression with their teacher.

This example is a sentence that consists of:

- Subject 1: Students
- Subject 2: they
- Predicate 1: are in the classroom
- Predicate 2: are studying written expression with their teacher.
- Phrase 1: in the classroom (Prepositional phrase)
- Phrase 2: with their teacher (Prepositional phrase)
- Clause 1: Students are in the classroom. (Independent clause)
- Clause 2: because they are studying written expression with their teacher (Dependent clause)

2. Types of Sentences

English sentences can be classified into four main types according to their structure:



2.1 Simple Sentences

A simple sentence can have different structures:

- *A simple sentence with a simple subject and a simple predicate* consists of one subject and one predicate (one finite verb) (Joshi, 2014).
e.g., Jane visited London.
e.g., They arrested the prisoner.
e.g., The prisoner has escaped on Friday.

- ***A simple sentence with a compound subject and a simple predicate*** contains two or more subjects linked together using a coordinating conjunction (and, both and, or, either or, neither ...nor) and one predicate (one finite verb) (Joshi, 2014).
e.g., Brandon and Rachel read an interesting novel.
e.g., Neither Peter nor Jane went to Turkey.
- ***A simple sentence with a simple subject and a compound predicate*** is made of one subject and two or more predicates (finite verbs) linked together using a coordinating conjunction (and) (Joshi, 2014).
e.g., Jane washed, dyed, and dried her hair.
e.g., He sings and dances as a professional.
- ***A simple sentence with a compound subject and a compound predicate*** includes two or more subjects linked together by a coordinating conjunction and two or more predicates (finite verbs) linked together by a coordinating conjunction (Joshi, 2014).
e.g., The coach and the players *lose and win together*.
e.g., Marry and I *study, revise and live together*.

Exercise: Spot the subject and the predicate in the following sentences and say if they are simple or complex:

- 1- She studied hard and passed the test.
- 2- Both electricity and water are necessary for us.
- 3- Cars and trucks break easily and should be repaired quickly.
- 4- Obama governed the U.S. from 2009 to 2017.
- 5- Either tape or glue is needed for this activity.
- 6- The horse ran out of the field and got into the crowd.
- 7- Feghouli played with West Ham United and then moved to another team.

- 8- Army officers and soldiers protect our security and defend our country Airplanes land at the airport.

Exercise: State how many sentences there are in the following paragraph and study each sentence by mentioning its type in terms of subject and predicate.

My Grandfather

My grandfather is old in years but young in spirit. Every day, he swims a mile and works in his garden. He and my grandmother have four children and ten grandchildren. My grandfather loves parties and invites our entire family to his house for a big dinner on his birthday. All twenty of us eat and tell stories half the night. He never gets tired and is always the last to go to bed. On his last birthday, my brothers and I gave him a present. We put our money together and bought him a video game system. Now, he invites us to his house every weekend to play video games with him. My grandfather will always seem young to me.

From: *First Steps in Academic Writing* (Hogue, 2007, p21)

2.2 Compound Sentences

A compound sentence is made of two or more simple sentences (independent clauses) joined/linked up together by a coordinating conjunction (**FANBOYS**: For, and, nor, but, or, yet, so) (Lunsford, 2009; Hogue, 2007; Joshi, 2014)

e.g., Ali is studying for his final exam

He has no time for sports this month.

→ Ali is studying for his final exam ^{S1}, **SO** ^{conj} he has no time for sports this month ^{S2}

e.g., My friends wanted to go out.

They went to the cinema.

They enjoyed watching the film.

→ My friends wanted to go out ^{S1}, **so** they went to the cinema ^{S2}, **and** they enjoyed watching the film ^{S3}.

Question: What is the difference between a simple sentence with a compound predicate (2Vs) and a compound sentence?

e.g., *Her* family goes camping every summer and usually has fun.

Simple sentence = SS + CP (2Vs)

Her family goes camping every summer, **and** *they* usually have fun.

Compound sentence = S V + , **and** + SV (2 simple sentences joined together)

e.g., Last year *they* went to Tunisia but had a terrible time.

Simple sentence = SS + CP (2Vs)

Last year *they* went to Tunisia, **but** *they* had a terrible time

Compound sentence = S V+, **but** + SV (2 simple sentences joined together)

e.g., Next summer *we* will go to Italy or stay home.

Simple sentence = SS + CP (2Vs)

Next summer *we* will go to Italy, **or** *we* will stay home

Compound sentence = S V+, **or** + SV (2 simple sentences joined together)

Answer: A *compound predicate* tells us two (or more) things about the same subject (without repeating the subject) SV+ and +V. A *compound sentence* has one subject and one verb joined to another subject with another verb. SV+, and+ SV.

Exercise: Form compound sentences from the sentences below using the appropriate coordinate conjunction.

1- Peter should study.

He has final exams.

He plays video games every night.

2- Students have to attend the sessions.

They will be excluded.

3- The computer is broken.

I have to repair it.

I have to buy a new one.

4- Susan is on a diet.

She still wants chocolate.

5- The government passed the new law.

Many people were against it.

6- I have got an early flight.

I need to be at the airport at five o'clock.

7- The film was very long.

It was interesting.

8- The university administration built a new library.

It is not large enough.

9- Three soldiers were injured in the terrorist attack.

They are in the hospital.

10- She works in a remote place in the Sahara.

She is well-paid.

She has a comfortable house.

Exercise: State how many sentences there are in the following paragraph and study each sentence by mentioning its type; a simple sentence (with its exact types) or a compound sentence.

Teenagers

Teenagers find many ways to drive their parents crazy. First, they dye their hair purple, or they shave their heads bald. They also tattoo their skin and wear rings on their noses. In addition, they spend hours at the shopping mall and on the phone. They have time to watch TV, but they do not have time to do their homework. Also, they are too busy to clean up their rooms,

but they are never too busy to clean out the refrigerator by eating everything in it. Finally, they are old enough to drive but too young to pay for gas. They are usually broke, so they always return the family car with an empty gas tank. It is hard to be a teenager, but it is even harder to be the parent of one.

From: *First Steps in Academic Writing* (Hogue, 2007, p55)

2.3 Complex Sentences

A complex sentence is made up of one independent clause and one or more dependent clauses (Lunsford, 2009; Hogue, 2007; Joshi, 2014).

e.g., She smiled ^{independent Clause} when she opened the box ^{subordinating/ dependent clause}

e.g., Because he passed all his tests ^{subordinating/ dependent clause}, he will graduate in June ^{independent Cl}

A complex sentence is formed by joining the independent clause with the dependent one using subordinating conjunctions which are (Lunsford, 2009; Hogue, 2007; Joshi, 2014):

after, as long as	because, before, by	once, only if,	till, unless, until,
although, as,	the time, even if,	provided that, since,	when, whenever,
as if, as much	even though, if, in	so that, then, that,	where, wherever,
as, as soon as,	order that, in case	though,	while

e.g., Michel Jackson sang ^{Indep Cl} until he died because he loves singing.

e.g., Phone technology has made progress ^{Indep Cl} since it first appeared in the market

Subordination conjunctions join the dependent clause to the independent one and ‘subordinate’ (lessen the importance of) the independent clause (Hogue, 2007).

e.g., Although he had not enough money, he bought a new car ^{Indep Cl}

e.g., You can go out ^{Indep Cl} once we finish the session.

e.g., Students will succeed ^{Indep Cl} if they study hard.

A complex sentence can also include a relative clause that starts with a relative pronoun (who, whom, which, whose, and that) (Joshi, 2014).

e.g., Anna enjoyed the present (that^{Rel-pron} was sent by Jane).^{Rel Cl}

e.g., The house (which^{Rel-pron} is painted in pink)^{Rel Cl} is so elegant.

Exercise: Form compound sentences from the sentences below using the appropriate subordinating conjunction:

1- Anna studied hard.

She did poorly on the exam.

2- Many immigrants are living in Europe illegally.

They are forced to work hard jobs.

3- She went to the United States.

She was living in Algeria.

4- He got his baccalaureate exam.

He decided to study English.

5- You practice speaking English daily.

You will not be a fluent speaker.

6- The teacher walked into the classroom.

She found students waiting for her.

7- Peter's car is repaired.

He will drive his children to school.

8- They wrote their very first paragraph.

They were very ashamed of their English.

9- They came to the university.

They thought that university studies are very easy.

Question: How do you differentiate between a compound and a complex sentence?

Answer: A compound sentence comprises two independent clauses joined with a coordinate conjunction. A complex sentence shall consist of one independent and dependent clause with a subordinating conjunction or a relative pronoun.

Exercise: Match the clauses from column **B** with clauses from column **A** to make a complex sentence. Provide the correct punctuation. (Clauses of column A are in the correct order).

A	B
1. The trip began badly	a. before we could put on our rain jackets
2. It was almost noon	b. when we had a flat tire on the way to the lake
3. As soon as I threw out my fishing line	c. until I go fishing with my brothers again
4. I spent most of the afternoon untangling my line.	d. I immediately took a hot shower
5. After we had been fishing for a couple of hours	e. while my brothers were catching fish after fish.
6. We were totally wet	f. it got caught in some underwater weeds.
7. When we got back home	g. before we started fishing
8. It will be a long, long time	h. it started to rain

From: *First Steps in Academic Writing* (Hogue, 2007, p80)

Exercise: State how many sentences there are in the following paragraph and study each sentence by mentioning its type (simple/ compound/ complex)

Unusual Vacation

Some people like to relax and do nothing when they take a vacation. Other people like to travel, and others like to have an adventure. Unusual vacations are becoming popular. For example, people go hiking in Nepal or river rafting in Ecuador. Some people spend their vacation learning, and some spend their vacation helping others. A friend of mine likes to help

people, so he spent his summer helping to build a school in Bangladesh. After he returned home, he wanted to go back to help build a medical clinic. People may find the local scenery a little boring after climbing volcanoes in Guatemala or ridden camels in Egypt.

From: *First Steps in Academic Writing* (Hogue, 2007, p83)

2.4 Compound-Complex Sentences

A compound-complex sentence is made from two independent clauses and one or more dependent clauses. A compound-complex sentence includes both a subordinate and a coordinate clause. (Joshi, 2014)

e.g., Exams are next month ^{independent Cl}, **so** ^{coordinating conj} you need to revise your lessons ^{independent Cl} **because** ^{subordinating conj} they will be so hard ^{dependent Cl}.

e.g., I usually wake up early ^{independent Cl} **so that** ^{coordinating conj} I can see the sunset ^{dependent Cl}, **but** ^{coordinating conj} today, I woke up late ^{independent Cl}.

Exercise: Make up compound-complex sentences from these sentences.

1. My parents would be proud of me.

I want to be a doctor.

I grow up.

2. The trip was too long.

They won the game.

They got tired.

3. School started back.

She spent the summer in Italy.

She was excited to see her friends.

4. He was worried.

His dad got sick.

He soon got better.

5. It is not raining.

We can go for a walk.

The sun is shining through the clouds.

Question: How can a sentence be turned from one type to another?

Answer: A sentence can be turned from one type to another by providing the correct structure for the target type of a sentence.

e.g., Changes in our society in recent years have weakened our daily life.

This simple sentence (with a simple subject and a simple predicate) can be turned into a compound by inserting: a comma, a relevant coordinating conjunction, a second subject, and a second predicate to create two sentences joined using a coordinating conjunction.

→ (Changes in our society^{S1} in recent years occurred^{P1}) Sentence 1, **and** coordinating conj
(they^{S2} weakened our daily life^{P1}) Sentence 2.

The same simple sentence can be turned into a complex one by inserting: a relevant subordinating conjunction, a second subject, and a second predicate to create two clauses (one dependent and one independent) joined using a subordinating conjunction.

→ (**Since** subordinating conj changes in our society^{S1} in recent years occurred^{P1}) Dependent Cl,
(they^{S2} weakened our daily life^{P1}) Independent Cl.

Exercise: Transform the following simple sentences into a compound and then complex ones:

1. This plan was not practical for me.
2. I was exhausted and could not walk.
3. Good parents burn their lives for their children to live.
4. She got a good mark on the exam but was not satisfied.

Sentence Six: Sentence Fragments

I. Objectives

On successful achievement of this lesson, students will be able to:

- Know what a fragment is.
- Differentiate between a sentence and a sentence fragment.
- Know the different levels of fragments.
- Identify sentence fragments.
- Correct a sentence fragment.

II. Content

1. Definition of Fragment

2. Levels of Sentence Fragments

2.1 Fragments at the Phrase Level

2.2 Fragments at the Clause Level

2.3 Fragments at the Sentence Level

1. Definition of Fragment

The word fragment stands for a part of something. A sentence fragment is an incomplete sentence or parts/ half of a sentence (Oshima & Hogue, 2006). Fragments are sentence errors (Hogue, 2007). They are groups of words punctuated as sentences but lack some elements necessary for sentences (Lunsford, 2009).

e.g., Before the exam began. }
e.g., As soon as you get home. } Fragments

Question: Why are these considered to be fragments?

Answer: They are fragments because they are dependent clauses. A dependent clause can never be a sentence by itself because it is meaningless unless linked to an independent clause.

e.g., The teacher passed out the papers before the exam began. } Complete
Call me as soon as you get home. } Sentences

FRAGMENTS = DEPENDENT CLAUSES/PHRASES

Exercise: Read each sentence and say if it is a fragment (F) or a sentence (S), then correct each fragment by adding an independent clause.

- 1- Before I learned to speak English well.
- 2- Every night, after I finish my homework.
- 3- As soon as we heard the crash.
- 4- The bicycle racers stopped to rest before they started up the mountain.
- 5- Wait until you hear the bell.

- 6- Whenever I am on holiday.
- 7- He works all day while his wife stays home with the children.

2. Levels of Sentence Fragments

2.1 Fragments at the Phrase Level

Fragments are phrases that miss a subject, a verb, or both. Sometimes they are inappropriately punctuated. When a verbal phrase, a preposition phrase, a noun phrase, or an appositive phrase is punctuated like a sentence, it produces a fragment (Lunsford, 2009).

e.g., *the teacher gives the lesson. With activities after it ^{PP}.

e.g., *students should follow the university laws a strict set of regulations for students

APPOSITIVE P

e.g., *Anna stooped working for three months after she gave birth to a child. To take care of her baby ^{INF P}.

These fragments can be corrected by inserting appropriate punctuation marks.

e.g., The teacher gives the lesson with activities after it.

e.g., Students should follow university laws, a strict set of regulations for students.

e.g., Anna stooped working for three months after she gave birth to a child to take care of her baby.

Exercise: Correct each of the following fragments:

- 1- Syria has been traumatized. Over many years.
- 2- At the podium. Jack stood to present his work.
- 3- From the studio. We could hear her clearly.

- 4- He goes out with his friends. Waiting for his vacation to end.
- 5- Sitting at the back of the classroom. Students keep gossiping about people.
- 6- The Internet which is used by everybody today is not safe.
- 7- Unprepared students who never revise their lessons and cheat in exams will not advance their careers.

2.2 Fragments at the Clause Level

Although a dependent clause contains both a subject and a predicate (Verb), it can never stand on its own as a complete sentence because it is meaningless (Lunsford, 2009). Fragments include no independent clause. They can also have only a noun and an adjective clause.

e.g., Peter, who also studies English. }
The book that was on the table. } Fragments

These fragments can be corrected by adding an independent clause

e.g., Peter, who also studies English, is very clever. } Complete
The book that was on the table belongs to the teacher. } Sentences

Or by crossing the relative pronoun (who/ which/ that)

e.g., Peter studies English. } Complete
e.g., The book was on the table. } Sentences

A subordinating clause is incomplete and meaningless. Therefore, it cannot stand alone and be punctuated as a complete sentence; otherwise, it will produce a fragment (Oshima & Hogue, 2006). Subordinating conjunctions are dangerous words (they form a dependent clause) and should always be linked to an independent clause or deleted.

e.g., *Because you were absent.
e.g., *Though we cannot go out.
e.g., *When I decided to revise my lessons.

} Fragments

These fragments can be corrected by adding an independent clause

e.g., Because you were absent, you could not understand the lesson.
e.g., We can enjoy our evening though we cannot get out.
e.g., I gave up much of my free time when I decided to revise my lessons.

} Complete
} Sentences

Or by crossing the subordinating conjunction (because/ though/ when)

e.g., You were absent.
e.g., We cannot go out.
e.g., I decided to revise my lessons.

} Complete
} Sentences

Exercise: Are the following statements fragments (F) or sentences (S)? Correct each fragment.

- 1- Women who work.
- 2- Nowadays, more women work in traditionally male occupations.
- 3- For example, the field of medicine.
- 4- There are now more women than men in medical school.
- 5- Medical schools, which did not use to accept many women.
- 6- Men are also working in traditionally female occupations.
- 7- Such as nursing, which used to be a woman's profession.
- 8- More women are applying to engineering schools too.
- 9- I know a young woman who is studying construction management.
- 10- Her dream which is to supervise the construction of bridges and dams.

Exercise: Correct each of the following fragments:

- 1- While we were on a visit to an English-speaking country.
- 2- Because they found bones.
- 3- Before Lassie came to the scene.
- 4- If you find an animal in danger.
- 5- Whenever children have a school holiday.
- 6- Because the thief was running.
- 7- When he left the country.

2.3 Fragments at the Sentence Level

Fragments can also be sentences missing a subject, a verb, or both (Hogue, 2007). They can also occur within compound predicates that lack a subject but are punctuated as separate sentences (Lunsford, 2009).

e.g., *Work from sunrise to sunset. }
e.g., *Start next week } Fragments missing subject

e.g., *My cousins. }
e.g., *I her new house. } Fragments missing verb

e.g., *In the garden. }
e.g., *in the classroom. } Fragments missing subject and verb

e.g., They sold their house. And moved into an apartment.

e.g., Students love English. But need to work hard to master it.

Fragment	with
compound	predicates
lacking a subject and	
punctuated as a separate	
sentence	

These fragments can be corrected by providing the missing elements (a subject, a verb/predicate, or both) and putting appropriate punctuation marks.

e.g., She works from sunrise to sunset.
e.g., Ramadan starts next week. } Complete Sentences

e.g., My cousins are young.
e.g., I love her new house. } Complete Sentences

e.g., The kids play in the garden.
e.g., We are in the classroom. } Complete Sentences

e.g., They sold their house and moved into an apartment.
e.g., Students love English but need to work hard to master it. } Complete Sentences

Exercise: Are the following statements fragments (F) or sentences (S)? Correct each fragment.

- 1- Last summer vacation.
- 2- The singing bird in the tree.
- 3- Tunisian food tastes delicious.
- 4- Every day after university.
- 5- at home.
- 6- I saw a nice film/
- 7- Our written expression teacher.
- 8- Whenever I see my best friend.
- 9- Students of group four.

10- Next week we.

11- When I go out of the classroom.

Exercise: Correct each of the following fragments:

1- It rained a lot. but they enjoyed themselves.

2- She speaks English. And is fluent in French.

3- His skills are weak, and his performance average.

4- They enjoy studying English. For they love it.

5- My father said that he will give me money. Or buy me a new phone.

6- Electronic games are funny. But they are very dangerous.

7- Reading books is very beneficial. And cultivates the reader's mind.

Lesson Seven: Sentence Parallel Structure

I. Objectives

On successful achievement of this lesson, students will be able to:

- Know what parallel structure is.
- Differentiate between a well-paralleled sentence and a faulty paralleled one.
- Know the different levels of parallel structure.
- Identify an ill-paralleled sentence.
- Correct a parallel sentence structure.

II. Content

1. Definition of Sentence Parallel Structure

2. Levels of Parallel Structure

2.1 Parallel Structure at the Word Level

2.2 Parallel Structure at the Phrase Level

2.3 Parallel Structure at the Clause Level

1. Definition of Sentence Parallel Structure

When we write about similar things, we express them by using similar grammatical structures. This is called parallelism. Parallel structure helps to clarify meaning (Lunsford, 2009).

2. Levels of Parallel Structure

2.1 Parallel Structure at the Word Level

Items in series (lists) should be in parallel form by belonging to the same grammatical category (word classes). For example, lists should include all nouns, all adjectives, all verbs, etc. (Lunsford, 2009).

e.g., * She is a good girl because she is **beautiful**^{Adj}, **respectful**^{Adj}, and tells the truth^N.

In this example, the words listed are ill-paralleled because the writer started with two adjectives (beautiful and respectful) and then shifted to another grammatical category (word class) which is a noun (truth). The listed items should belong to the same grammatical category to correct the parallel structure of the words in this sentence.

✓ She is a good girl because she is **beautiful**^{Adj}, **respectful**^{Adj}, and **truthful**^{Adj}.

2.2 Parallel Structure at the Phrase Level

The parallel structure should also be respected at the phrase level. When listing items in the form of phrases, these phrases should belong to the same category (type of phrase); infinitive phrase, gerund phrase, prepositional phrase, etc. (Straus, 2006)

e.g., *she likes **reading**^{GER P}, **writing**^{GER P}, **traveling**^{GER P}, and to swim^{INF P}.

In this example, the phrases listed are ill-paralleled because the writer started with three gerund phrases (reading, writing, traveling) and then shifted to another category (phrase type) which is an infinitive phrase (to swim). The listed items should belong to the same phrase

category to correct the parallel structure of the phrases in this sentence, i.e., all the phrases should be gerund or infinitive.

✓ She likes **reading**^{GER P}, **writing**^{GER P}, **traveling**^{GER P}, and **swimming**^{GER P}.

✓ She likes to **read**^{INF P}, **write**^{INF P}, **travel**^{INF P}, and **swim**^{INF P}.

Phrases should also be well-paralleled when comparing items (Straus, 2006).

e.g., * She prefers **to work**^{INF P} rather than asking^{GER P} for charity.

✓ She prefers **working**^{GER P} rather than **asking**^{GER P} for charity.

✓ She prefers **to work**^{INF P} rather than **to ask**^{INF P} for charity.

e.g., * students like **skipping**^{GER P} classes more than to attend^{INF P} them.

✓ Students like **skipping**^{GER P} classes more than **attending**^{GER P} them.

✓ Students like **to skip**^{INF P} classes more than **to attend**^{INF P} them.

Exercise: Correct the following sentences containing faulty parallelism:

1- I hate eating in fast-food restaurants, watching horror movies, and to go to the zoo.

2- Most university students expect to get interesting jobs, earning high salaries, and to advance quickly in their careers.

3- Students are expected to work seriously and studying hard.

4- The director promised to tell Mary's teacher about her illness, calling the doctor for an appointment, and to re-schedule the exams she had missed.

5- The friends went out for a trip. They enjoyed listening to music in the car, eating pizza, swimming in the pool, and mainly to play water games.

6- The friends enjoyed their time, got tired, and were going back home very late.

7- During the vacation, I am planning to study, visit my relatives, and having a small rest.

8- In the classroom, we have a whiteboard, a desk, a table, and sitting on a chair.

2.3 Parallel Structure at the Clause Level

The parallel structure should be respected at the clause level. When listing items in the form of clauses, these clauses should belong to the same category (type of clause) (Streicher, 2016).

e.g., * The teacher told us **that we should have a test next week** ^{Cl}, **that we should revise our lessons** ^{Cl}, and to work seriously ^P.

In this example, the items listed are ill-paralleled because the writer started with two subordinate clauses (that we should have a test next week and that we should revise our lessons) and then shifted to another category which is a phrase (to work seriously). The listed items should belong to the same category to correct the parallel structure of this sentence, i.e., all the items should be subordinate clauses or phrases of the same category.

✓ The teacher told us **that we should have a test next week** ^{Cl}, **that we should revise our lessons** ^{Cl}, and **that we have to work seriously** ^{Cl}.

The parallel structure should be respected when listing items using the passive and active voice. The listed items should belong to the same category; either all in the passive voice or all in the active one (Streicher, 2016).

e.g., * The teacher expected **that she would find students motivated**, ^{active} **that they would listen attentively to the lesson**, ^{active} and that questions would be asked by students. ^{passive}

✓ The teacher expected that she would find students motivated (active), that they would listen attentively to the lesson (active), and that they would ask questions.

e.g., * Many parents prefer public schools **because they are free, authentic**, and founded by the government.

✓ Many parents prefer public schools because they are free, authentic, and government-founded.

Exercise: Correct the following sentences containing faulty parallelism:

- 1- I would rather prefer to eat sushi than eating frog legs.
- 2- The thief stole all gold that was in the house, but the money was not stolen by him.
- 3- Employees like to work in public organizations because they provide good wages, need less effort, and health insurance is covered by them.
- 4- The coach told the players that they have to eat well, that they have to sleep well, and that much concentration is needed by them to win the game.
- 5- We enjoyed water skiing much more than when we swam in the lake.
- 6- Many people mistakenly think that being wealthy is the same thing as to be happy.
- 7- The tourists amused themselves by playing shuffleboard, watching plays, and they went to trendy restaurants in the city's center.
- 8- Succeeding at something is not necessarily the same as to get what you need.

Exercise: Complete the following sentences by respecting the parallel structure:

- 1- When I succeeded in the baccalaureate exam, I
- 2- On weekends, I enjoy
- 3- The school of life taught me to
- 4- When I complete my studies, I want to
- 5- Last week, I postponed to
- 6- When I have a few hours to myself I
- 7- The day of my marriage, I will
- 8- For me to succeed in my life I

Lesson Eight: Punctuation and Capitalization

I. Objectives

On successful achievement of this lesson, students will be able to:

- Know the importance of using punctuation.
- Get a clear picture of how to use appropriate punctuation.
- Know the capitalization rules.
- Supply punctuation and capitalization to sentences and paragraphs.

II. Content

1. Punctuation

1.1 The Importance of Punctuation

1.2 Punctuation Rules

1.2.1 The Period

1.2.2 The Comma

1.2.3 The Question Mark

1.2.4 The Exclamation Point

1.2.5 The Colon

1.2.6 The Semicolon

1.2.7 The Quotation Marks

1.2.8 The Apostrophe

1.2.9 The Parentheses

1.2.10 The Hyphen

2. Capitalization Rules

2.1 Capitalizing Words in Titles

2.2 Capitalizing Words in Sentences

1. Punctuation

1.1 The Importance of Punctuation

Punctuation marks clarify writing and allow the writer and reader to stop or pause. Punctuation marks are useful and purposeful, making writing clear and easy to understand using a comma, a period, or a question mark (Suliman, Ben-Ahmeida, & Mahalla, 2019). A wrongly punctuated sentence may have a different meaning (Lunsford, 2009).

e.g., Add Cream of Wheat slowly, stirring constantly

In this sentence, the writer tells the reader to add cereal slowly. However, if the comma came before the word ‘slowly’, the reader might add all the cereal at once and stir slowly.

e.g., Let’s eat kids.

This sentence is a perfect example of how punctuation affects meaning. The sentence means that the writer is about to eat kids. However, inserting a comma before ‘kids’ will give another meaning to the sentence; inviting kids to eat something.

1.2 Punctuation Rules

There are ten punctuation marks, each of which with a specific set of rules.

1.2.1 The Period (.)

Periods or full-stops have various use which are (Lunsford, 2009):

- a) To close a sentence

e.g., We are all equal.

- b) To close indirect questions

e.g., I asked how old the child was

- c) After abbreviated titles (but not UNICEF)

e.g., Mrs. / Mr. / Dr.

1.2.2 The Comma (,)

A comma can be used as follows (Lunsford, 2009):

- a) To separate items in series (listing three or more things).
e.g., She has one dog, one bird, five cats, and two goldfish.
e.g., Every morning, he gets up early, runs a mile, eats breakfast, and goes to work.
- b) After listing-order and time-order signals such as:
(first, second, third, finally) / (after that, after the test, before the vacation, at 6 o'clock, yesterday, etc.)
e.g., First, you have to write your name. Second, you have to enter your photo. Third, you have user name. Last, you have to create a password and then sign in.
e.g., Before the exams, I have to make sure that all my lessons are written then I have to learn them by heart.
- c) Before a coordination conjunction in a compound sentence and to separate the appositive clause.
e.g., Some people like to travel, **and** others like to have an adventure.
e.g., Maria, the best student in our class, got a scholarship
- d) In a complex sentence when the dependent clause comes before the independent one.
e.g., Because she is ill, she couldn't go to work.
e.g., After you finish class, you can leave the classroom
- e) To separate parts of dates and after dates in the middle of the sentence.
e.g., the independence was on July 5, 1962, not on November 1, 1954.
- f) After greetings and closing in letters.
e.g., Dear friend, Truly yours,

1.2.3 The Question Mark (?)

Question marks are used in direct questions (Lunsford, 2009).

e.g., Where do you live?

e.g., How old are you?

e.g., Do you speak English?

1.2.4 The Exclamation Point (!)

Exclamation marks are used to show surprise and strong emotion (Lunsford, 2009).

e.g., You succeeded!

e.g., This city is so large and varied that attempting to tell someone everything about it would take three years!

1.2.5 The Colon (:)

The colon is used to (Streicher, 2016):

- a) Introduce an element or series of elements that illustrates or amplifies the information that precedes the colon.

e.g., There are three types of muscle in the body: cardiac, smooth, and skeletal.

- b) Introduce a quote.

e.g., She ended with the words of Margaret Fuller: “Today a reader, tomorrow a leader”

- c) Give explanation

e.g., We have two options: understand the punctuation rules and use them appropriately, or underestimate the importance of mastering them and using them wrongly.

1.2.6 The Semicolon (;)

Semicolons are used in the following cases (Lunsford, 2009):

- a) To separate two related but independent clauses (show that both are important)

e.g., Friendship was precious; now, everyone can have a million friends

- b) To separate complex listed items, especially those containing a comma

e.g., Last summer, she went to Tunisia and visited: Sidi Bousaid, Carthage; Bardo Museum, Tunis; El Jem, Mahdia, Carthage Land, Hammamet; Chat Meriem, Sousse.

c) Before conjunctive adverbs (see Appendix A)

e.g., Annaba is a beautiful city; however, it is a dirty one.

1.2.7 The Quotation Marks (“.....”)

Quotation marks are used when we write another person’s exact words (reporting/ quoting) (Lunsford, 2009; Streicher, 2016).

e.g., Anna: “Mothers of four children should not work because they need her at home”.

1.2.8 The Apostrophe (’)

The apostrophe is used as follows (Lunsford, 2009; Streicher, 2016):

a) To make contractions

e.g., It’s/ It isn’t/ I’ll/ She can’t

b) To make nouns and some pronouns possessive

e.g., Peter’s bag/ teacher’s book/ students’ class

e.g., someone’s phone / no one’s fault

1.2.9 The Parentheses (.....)

The parentheses are used to enclose or clarify something which is less important (Lunsford, 2009).

e.g., Inventors have almost always been considered fools at the beginning (and very often at the end) of their careers.

1.2.10 The Hyphen (-)

Hyphens or dashes are used in the following instances (Lunsford, 2009; Streicher, 2016):

a) Emphasize an idea (Two hyphens (- -) or a dash (—) can be used for this purpose)

e.g., London -which is a very old city- has many new buildings

b) Form compound words

e.g., make-up, self-confidence, washing-up, old-fashioned

Exercise: Supply the necessary punctuation in the following sentences.

1. He is not really nice-looking and yet he has enormous charm
2. When I was a child I could watch TV whenever I wanted to
3. It is a fine idea let us hope that it is going to work
4. The lady who was sitting behind the desk gave me a big smile
5. We were believe it or not in love with each other
6. I don t like this one bit said Julia.
7. Have you met our handsome new financial director
8. If you are ever in London come and see you
9. Looking straight at her he said I can t help you

2. Capitalization Rules

2.1 Capitalizing Words in Titles

In titles, the first word should be capitalized. Also, proper nouns, given titles as part of proper nouns, pronouns, verbs, adjectives, and adverbs are capitalized (Straus, 2006).

e.g., The Girl on a Train: A Thriller by Dr. Waines

However, prepositions, conjunctions, and articles are not capitalized in titles unless they are the first or last words in the title (Straus, 2006).

e.g., A Visit from the Goon Squad

2.2 Capitalizing Words in Sentences

1. The first word in a sentence (Lunsford, 2009).

e.g., Students are in the classroom. They are studying written expression

2. The pronoun 'I' (Lunsford, 2009).
e.g., I love chocolate/ My friend and I went shopping
3. Weeks of the day and months of the year (Lunsford, 2009).
e.g., Monday, January
4. Names of people and their titles (Lunsford, 2009).
Mr. Lekhal
Miss. Berrouk
Mrs. Sellam
Dr. Chellia
Prof. Chomsky
5. Names of places, countries, and continents (Lunsford, 2009).
e.g., New York, London, Annaba, Algeria, Africa, America .
6. Names of institutions (Lunsford, 2009).
e.g., Badji Mokhtar University
e.g., Rabah Bitat Airport
7. Manmade monuments (Lunsford, 2009).
e.g., The Eiffel Tower/ the Liberty Status
8. Names of languages (Lunsford, 2009).
e.g., English, French, Italian, Spanish, Arabic
9. Names of nationalities (Lunsford, 2009).
e.g., Algerian, American, British, French, Spanish
10. Names of religions (Lunsford, 2009).
Muslim/ Islamic culture, Jewish, Christian

Exercise: Supply the necessary punctuation and capitalization to the following paragraph

nelson mandela: a brief biography

my name is nelson mandela and i have had an unusual life i have been both a prisoner and a president in my country i was born in 1918 in a small village in south africa my father hennery mandela, was the chief of our tribe as a child i took care of my family s cattle and goats when i grew up i decided to become a lawyer this seemed the good way to help my people after i became a lawyer i became the leader of a group of young africans who wanted to change the system of discrimination in our country because of my political activities i went to prison for twenty seven years the prison was on a cold windy island in the atlantic ocean in the prison i learned afrikaans which is the language of white south africans and i also learnt english in 1990 i was set free i became the president of south africa in 1994 during my time in office i tried to bring peace democracy and prosperity to all of my country s people

From: *First Steps in Academic Writing* (Hogue, 2007, p. 18)

Semester Two: From Sentence to Paragraph Writing

Lesson One: Paragraph (Definition and Structure)

I. Objectives

On successful achievement of this lesson, students will be able to:

- Know what a paragraph is.
- Get a clear picture of the format of a paragraph.
- Have a general idea about the components of a paragraph.
- Identify the components of a paragraph.

II. Content

- 1. Definition of a Paragraph**
- 2. The Shape of a Paragraph**
- 3. Components of the Paragraph**

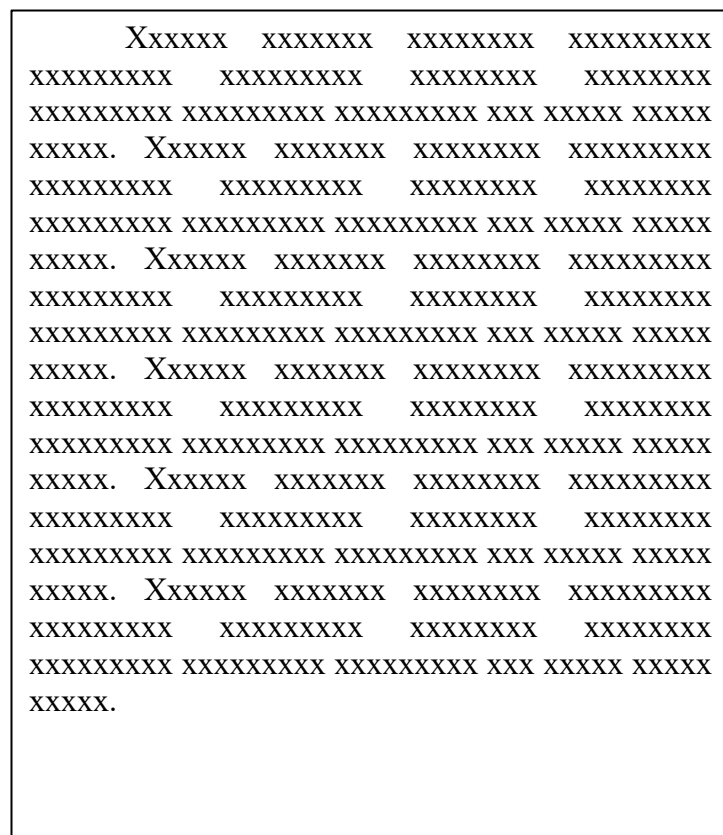
1. Definition of a Paragraph

A paragraph is a group of related sentences about a single topic (Zemach & Rumisek, 2005). It generally deals with one main topic (Day, 2018). Therefore, the topic of a paragraph is one, and only one, idea. It is a group of sentences that deal with the same topic (Hogue, 2007). Paragraphs are the basic building blocks of academic writing. A paragraph should be at least five sentences (Zemach & Rumisek, 2005).

Academic paragraph writing requires skills such as sentence structure, organization, grammar, and punctuation (Hogue, 2007). Academic paragraph writing aims to explain something and give information to an audience (Hogue, 2007).

2. The Shape of a Paragraph

The paragraph has a specific shape. The first sentence of a paragraph should be indented (Zemach & Rumisek, 2005).



3. Components of a Paragraph

A well-structured paragraph helps the reader understand the topic more easily by dividing the arguments into convenient sections.

a) Topic sentence:

The first sentence of the paragraph introduces/names the topic. It tells what the paragraph will explain about the topic. This sentence is called *the topic sentence* (Hogue, 2007).

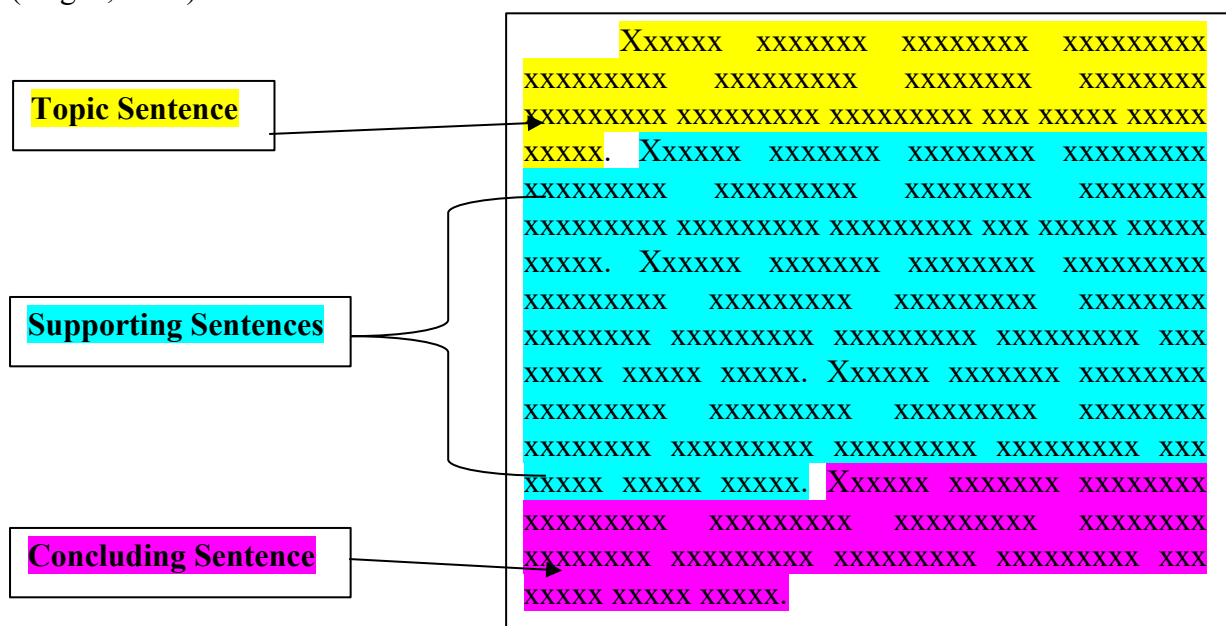
The topic sentence can also be preceded by an introductory sentence (Day, 2018).

b) Supporting sentences:

The middle sentences in a paragraph are called the *supporting sentences*. They give examples or other details/information about the topic (Hogue, 2007). The supporting sentences develop the topic sentence by giving definitions, offering explanations, providing examples, going into further detail, offering evidence and interpreting and evaluating it, considering causes and effects, and so on (Day, 2018), depending on the paragraph type.

c) Concluding sentence:

The last sentence in a paragraph is called *the concluding sentence*. It often repeats the topic sentence in different words or summarizes the main points mentioned in the paragraph (Hogue, 2007).



Exercise: Find the three components of a paragraph:

Mrs. Robinson

My first-grade teacher was an important person in my life. Her name was Mrs. Robinson. In the schools in my country, children usually learn to print before they learn to write. Mrs. Robinson didn't believe in printing. She thought it was a waste of time. She taught us to write in cursive scripts (like handwriting) from the first day. At first, it was very hard. She made us practice a lot. I remember filling entire pages just with capital Os. At the end of the year, we felt very grown up because we could write in cursive. Mrs. Robinson was important in my life because she taught me a valuable lesson: I can achieve anything by working hard.

From: *First Steps in Academic Writing* (Hogue, 2007, p. 5)

Exercise: Find the three components of a paragraph:

My Best Friend

My best friend, Freddie, has three important qualities. First of all, Freddie is always ready to have fun. Sometimes we play Frisbee in the park. Sometimes we just sit around in my room, listening to music and talking. Well, I talk, and Freddie just listens. Second, he is completely trustworthy. I can tell Freddie my deepest secrets, and he doesn't share them with anyone else. Third, Freddie understands my moods. When I am angry, he tries to make me feel better. When I am sad, he tries to comfort me. When I am happy, he is happy too. To sum up, my best friend is fun to be with, trustworthy, and understanding- even if he is just a dog.

From: *First Steps in Academic Writing* (Hogue, 2007, p. 5)

Lesson Two: Paragraphs (Components and Types)

I. Objectives

On successful achievement of this lesson, students will be able to:

- Know the different components of a paragraph.
- Get a clear picture of the topic, supporting, and concluding sentences.
- Have an idea about the unity rule.
- Use transitional signals.
- Know how to organize a paragraph?
- Write topic, supporting, and concluding sentences.

II. Content

- 1. The Topic Sentence**
 - 1.1 The Topic Part**
 - 1.2 The Controlling Idea Part**
- 2. The Supporting Sentences**
 - 2.1 Paragraph Unity**
 - 2.2 Transitional Signals**
- 3. The Concluding Sentence**
- 4. Types of Paragraphs**

1. The Topic Sentence

The topic sentence usually comes first in a paragraph. It gives the main idea or opinion about the topic and helps the reader understand what the paragraph will discuss (Zemach & Rumisek, 2005). The topic sentence guides the writer by seeing what data to include and also directs the reader by seeing what will be discussed and prepares them to understand the paragraph (Oshima, Hogue & Ravitch, 2014). The topic sentence has two parts: **a topic** and **a controlling idea** (Oshima & Hogue, 2006).

1.1 The Topic Part

The topic part names the topic (Oshima, A., & Hogue, 2006).

e.g., English TOPIC is constantly adding new words.

e.g., English TOPIC borrows words from other languages.

e.g., English TOPIC is necessary for many different jobs.

1.2 The Controlling Idea Part

The controlling idea tells what the paragraph will say about the topic. It tells the reader: this paragraph will discuss these things and only these things about this topic (Oshima & Hogue, 2006).

e.g., English is constantly adding new words. CONTROLLING IDEA

e.g., English borrows words from other languages. CONTROLLING IDEA

e.g., English is necessary for many different jobs. CONTROLLING IDEA

Usually, the topic comes first, and the controlling idea comes second in the topic sentence. However, the controlling idea may come first (Oshima & Hogue, 2006).

e.g., English TOPIC is necessary for many different jobs. CONTROLLING IDEA

e.g., Many jobs require CONTROLLING IDEA English TOPIC

e.g., English TOPIC borrows words from other languages. CONTROLLING IDEA

e.g., Other languages give words to CONTROLLING IDEA English TOPIC

Exercise: Circle the topic and underline the controlling idea in the following topic sentences.

1. Good roommates have four characteristics.
2. College students take many kinds of tests.
3. Small cars have several advantages.
4. A soccer player must muster several skills.
5. Living with parents has certain advantages.
6. Living with parents has certain disadvantages.
7. Patience and hard work are the keys to success.
8. Tokyo has an excellent public transportation system.
9. Tokyo is one of the world's most expansive cities.

Exercise: Read the paragraph, then choose the best topic sentence.

1. First of all, employers want workers to be dependable. This is, they want workers who come to work every day. Second, employers want workers who are responsible. Third, employers look for workers who can work well with others. The ability to get along with co-workers is important to the success of a business. To summarize, employers look for dependable, responsible team players.
 - a) It is difficult to find good employees (workers) these days
 - b) Employers look for three main qualities in their employees.
 - c) Employers read job applications very carefully

From: *First Steps in Academic Writing* (Hogue, 2007, p. 42)

2. First, living in a foreign country helps you learn another language faster than studying it at school. Second, you can learn directly about the history, geography, and culture of a country. Third, you

become a more tolerant person because you experience different ways of living. Fourth, living in a foreign country makes you appreciate your own country better.

- a) Living in a foreign country helps you learn
- b) Everyone should live in a foreign country for a while
- c) Living in a foreign country has four benefits.

From: *First Steps in Academic Writing* (Hogue, 2007, p. 41)

Exercise: Add two different controlling ideas to these topics to make complete topics sentences:

1. Sports

- Different sports are played at different times of the year.
- Each person has its own favorite sports.

2. Restaurants

- Restaurants differ from each other in specialty and taste.
- There are different menus in each restaurant.

3. Studying English

- It is very difficult to study English.
- There are many benefits of studying English.

4. Annaba

- Annaba is a very beautiful city.
- Annaba has many historical places/ monuments.
- Annaba is an ancient city.

2. The Supporting Sentences

The middle sentences of a paragraph are the supporting sentences. They explain or prove the idea in the topic sentence. They are the most significant part of a paragraph (Hogue, 2007).

The supporting sentences develop the topic sentence by giving explanations, illustrations,

information, and examples (Oshima & Hogue, 2006). Therefore, the supporting sentences explain the topic sentence (Oshima et al., 2014).

2.1 Paragraph Unity

When we write supporting sentences, we must respect the **Paragraph Unity Rule**. A paragraph must follow the rule of unity. All the sentences in a paragraph are about one main idea (Oshima & Hogue, 2006). A paragraph's supporting sentences must be RELEVANT (directly related to the main idea).

e.g. Studying English _{Topic} is beneficial _{CONTROLLING IDEA} (topic sentence)

e.g. ~~Studying French is beneficial too~~ (irrelevant supporting sentence)

Exercise: Find the components of a topic sentence (topic/ controlling idea) and find the irrelevant sentence in the following paragraph:

California

California is a state with every type of geography. It has mountains where you can enjoy the winter sports of skiing, snowboarding, and snowshoeing. It has deserts where temperatures can reach 43°C in the summer. It has beaches where you can surf, swim, and fish. It has forests where the world's tallest trees grow. Finally, it has farmland where a lot of the nation's fruits and vegetables grow. California also has Hollywood and Disneyland, which are world-famous centers of entertainment. Indeed, California has it all: mountains, deserts, beaches, and farms.

From: *First Steps in Academic Writing* (Hogue, 2007, p. 47)

2.2 Transitional Signals

A transitional signal (also called listing order) is a word or phrase showing how one idea relates to another (Hogue, 2007). They tell the reader that this is the structure of ideas, and these are the main points. They are as follows:

Transitional Signals	
First (First of all), Second, Third, Forth,	In addition, Besides, Also,also...../also Moreover,
Firstly, Secondly, Thirdly,	The first reason is The second reason is The most important reason is
First, Next, After that, Then,	Finally,

Exercise: Write the possible supporting sentences for these topic sentences:

1. Good roommates have four characteristics.
 - a) Are neat and tidy
 - b) Are cheerful
 - c) Share housework
 - d) Respect their roommate
2. Small cars have several advantages.
3. A soccer player must master several skills.
4. Living with parents has certain advantages.
5. Living with parents has certain disadvantages.

3. The Concluding Sentence

The last sentence of a paragraph is the concluding sentence. It closes the paragraph so the reader does not expect more (Zemach & Rumisek, 2005). Therefore, the concluding sentence aims at signaling the end of the paragraph and reminds the reader of the main ideas discussed

in the supporting sentences (Oshima et al., 2014). Sometimes the concluding sentences remind the reader of the main points by restating the topic sentence in different words (Hogue, 2007).

e.g., My first-grade teacher was an important person in my life. **(topic sentence)**

e.g., Mrs. Robinson was important in my life because she taught me a valuable lesson:

I can achieve anything by working hard. **(Concluding sentence)**

A concluding sentence can also summarize the main points discussed in the supporting sentences (Oshima & Hogue, 2006).

e.g., California is a state with every type of geography **(topic sentence)**

e.g., Indeed, California has it all: mountains, deserts, beaches, and farms. **(Concluding sentence)**

N.B. NEVER introduce a new idea in the concluding sentence

▪ **Conclusion Signals**

Conclusion signals tell the reader this is the paragraph's end (Hogue, 2007). They are:

Conclusion Signals		
To conclude, In Conclusion,	To sum up, To summarize, In summary,	In brief, In short, Indeed,

From: *First Steps in Academic Writing* (Hogue, 2007, p. 48)

Exercise: Read the following paragraph and select the best-concluding sentence.

There are two reasons I love big cities. First of all, big cities are alive 24/7. You can go shopping, see a movie, exercise at a gym, get something to eat or go roller skating at any time of the day or night. Second, I love big cities because of their anonymity. You can be completely invisible in big cities. No one watches your daily activities. Neighbors don't bother you as long as you don't bother them. You can stay out all night or stay home all day, and no one cares.

.....

- a) To sum up, I love big cities because you can be independent.
- b) In short, big cities attract me because there are so many things to do
- c) In brief, I like big cities because of their energy and anonymity

From: *First Steps in Academic Writing* (Hogue, 2007, p. 49)

Exercise: Add a good concluding sentence to the following paragraph:

You can be a good conversationalist by being a good listener. When you are conversing with someone, pay close attention to the speaker's words while looking at his or her face. Show your interest by smiling and nodding. Furthermore, do not interrupt while someone is speaking; it is impolite to do so. If you have a good story, wait until the speaker is finished. Also, watch your body language; it can affect your communication, whether you are the speaker or the listener. For instance, do not sit slumped in a chair or make nervous hand and foot movements. Be relaxed and bend your body slightly forward to show interest in the person and the conversation.

From: *Writing Academic English* (Oshima & Hogue, 2006, p. 15)

Exercise: Write concluding sentences for each of the following topic sentences using conclusion signals:

1. Good roommates have four characteristics.
2. Small cars have several advantages.
3. A soccer player must muster several skills.
4. Living with parents has certain advantages.
5. Living with parents has certain disadvantages.

Exercise: Select one of the following topics and write a paragraph in which you include the three components of a paragraph. Use transitional and conclusion signals.

An important person in my life

A memorable event in my life

A place I will never forget

4. Types of Paragraphs

Paragraphs fall into many types, among which we state:

1. Descriptive
2. Narrative
3. Comparative
4. Argumentative

Lesson Three: Descriptive Paragraphs

I. Objectives

On successful achievement of this lesson, students will be able to:

- Know the definition of a descriptive paragraph.
- Get a clear picture of the purpose of a descriptive paragraph.
- Have an idea about the characteristics of a descriptive paragraph.
- Use space order signals.
- Know how to organize a descriptive paragraph?
- Write a descriptive paragraph.

II. Content

- 1. Definition of a Descriptive Paragraph**
- 2. Writing the Topic Sentence of a Descriptive Paragraph**
- 3. Writing the Supporting Sentences of a Descriptive Paragraph**
 - 3.1 Space Order Signals**
 - 3.2 Organization of a Descriptive Paragraph**
- 4. Writing a Concluding Sentence of a Descriptive Paragraph**

1. Definition of a Descriptive Paragraph

Descriptive paragraphs are ‘word pictures’. They tell how something looks, smells, tastes, and sounds (Hogue, 2007). Writing a description means telling what something (a person, place, or object) looks like (Zemach & Rumisek, 2005) so the reader can picture it without seeing it.

2. Writing the Topic Sentence of a Descriptive Paragraph

The topic part of a topic sentence for a descriptive paragraph usually names the person, place, or thing to be described (Hogue, 2007). The controlling idea gives a general impression (Oshima, 2007), such as: beautiful, neat, interesting, unusual, crowded, and noisy.

e.g., The classroom Topic looks so messy/ dirty CONTROLLING IDEA

3. Writing the Supporting Sentences of a Descriptive Paragraph

In descriptive paragraphs, description and details are the keys to good writing. Therefore, many adjectives related to shape and size, appearance, atmosphere, and how you feel need to be employed in the supporting sentences. Furthermore, using prepositions will help describe how space is organized (Zemach & Rumisek, 2005). However, space order words and a certain logic of organizing ideas must be followed.

3.1 Space Order Signals

There are two keys to writing a good descriptive paragraph.

- Use space order to organize your descriptions (to describe a place).
- Use a lot of descriptive details.

Space Order Signals	
On the right, On the left, In the center, In the middle, Next to the Beside the Between the	Above the On the one side of the On the other side of the Opposite the Near the Under the

From: *Introduction to Academic Writing* (Oshima, 2007, p.62)

3.2 Organization of a Descriptive Paragraph

When describing something, we use space orders. There are other kinds of space order that can be used to write descriptive paragraphs (Hogue, 2007):

Top to down	Right to left	Far to near	Inside to outside
Bottom to top	Left to right	Near to far	Outside to inside

4. Writing a Concluding Sentence of a Descriptive Paragraph

The concluding sentence of a descriptive paragraph repeats the idea stated in the topic sentence (Hogue, 2007). It may also give the writer's own opinion about the topic.

e.g., In short, the classroom looks like a phantom housing

Exercise: Read the following samples of a descriptive paragraph. Then, find the topic sentence and its components, underline the space order used by the writer, and find the concluding sentence.

The Shared Refrigerator

My roommate and I share a refrigerator. My roommate's half of our refrigerator is very neat. On the top shelf is a carton of milk, a pitcher of orange juice, and a bottle of mineral water. These are arranged in a straight line on the shelf. On the next shelf are cans of soda. These are carefully lined up in rows. Orange soda is in the first row, cola in the second, and lemon-lime in the third. On the third shelf, he keeps dairy foods, such as butter, cheese, eggs, and yogurt. On the bottom shelf sit plastic containers of leftovers. These are neatly arranged by size. The

large ones are in the back, and the small ones are in the front. There are two drawers at the bottom of the refrigerator. In the drawer, my roommate keeps vegetables and fruit. Each item is in a separate plastic bag in the drawer. In conclusion, my roommate is an organized person, and his half of our refrigerator really reflects his personality.

From: *First Steps in Academic Writing* (Hogue, 2007, p. 99)

My Tall Nephew

The first thing you notice about my nephew is that he is extremely tall- nearly two meters, 1.95, to be exact. His head sticks up almost a foot above everyone else's. His hair is short, light brown, and curly. His eyes are blue. His nose is straight, and his mouth curls into a smile easily. His casual clothes are typical of young people everywhere: a T-shirt and jeans. On the front of his shirt, you can read the name of his company in red and blue letters. As your eyes move down his long legs, you notice that his jeans are a little too short. Perhaps he cannot buy pants to fit his long legs and narrow waist; or perhaps he does not care much about clothes. On his feet, he wears sneakers. Maybe his sneakers were white when they were new, but now they are gray with age and wear. Despite his casual clothes, my nephew is not a casual person. He stands as tall and straight as a tree, and you think to yourself, "This is a strong and confident young man".

From: *First Steps in Academic Writing* (Hogue, 2007, p. 100)

Exercise: Following the model paragraph, and with reference to the space order table, write a descriptive paragraph about one of the following topics.

- 1- Your neighborhood
- 2- Your house
- 3- Your dream house
- 4- Your friend

Exercise: Describe your favorite car (provide a picture of it) or describe a fashionista's closet and make-up vanity (Provide a picture of it).

Lesson Four: Narrative Paragraphs

I. Objectives

On successful achievement of this lesson, students will be able to:

- Know the definition of a narrative paragraph.
- Get a clear picture of the purpose of a narrative paragraph.
- Have an idea about the characteristics of a narrative paragraph.
- Use time order signals.
- Know how to organize a narrative paragraph?
- Write a narrative paragraph.

II. Content

1. Definition of a Narrative Paragraph

2. Writing the Topic Sentence of a Narrative Paragraph

3. Writing the Supporting Sentences of a Narrative Paragraph

3.1 Time Order Signals

4. Writing a Concluding Sentence of a Narrative Paragraph

1. Definition of a Narrative Paragraph

Narrative paragraphs tell a story or relay a sequence of events. These events are told chronologically, in the order in which they happened (Oshima, 2007).

2. Writing the Topic Sentence of a Narrative Paragraph

The topic sentence of a narrative sets out something to be proven in the paragraph and is more appealing to the reader (Oshima, 2007).

e.g., My last birthday party Topic was a disaster CONTROLLING IDEA.

Note that we do not start the narration process in the topic sentence of a narrative paragraph. In the topic sentence of a narrative paragraph, we give the purpose of narration by providing the reader with a point of view.

3. Writing the Supporting Sentences of a Narrative Paragraph

The supporting sentences of a narrative paragraph can be divided into three sections. The first section gives the beginning of the story. The second section states the middle of the story, where we keep the reader excited to know how things happened. The third section gives the end of the story. This can be achieved by organizing the ideas using time order signals (Oshima, 2007).

3.1 Time Order Signals

In narrative paragraphs, we use **time order signals** to show the sequence/order of events. Time order signals tell what happened first, what happened next, and what happened after that. Time order signals can be words or phrases. They are listed as follows:

Time Order Signals	
Words	Phrases
First, Second, Third, Later, Meanwhile, Next, Soon, Finally,	In the morning, After that, After a while, Before At 12.00 a.m., The next day/morning, At last,

From: *Introduction to Academic Writing* (Oshima, 2007, p.25)

4. Writing a Concluding Sentence of a Narrative Paragraph

The concluding sentence of a narrative paragraph can either restate the topic sentence, give a concluding remark, or make a prediction about the story.

e.g., To sum up, my last birthday party was the worst event I have ever experienced, and I hope the upcoming one will be much better.

Exercise: Read the following sample of a narrative paragraph. Find the topic sentence and its components. What words or phrases show when different actions took place? Divide the supporting sentences into three sections. Find the concluding sentence.

Earthquake!

An unforgettable experience in my life was a magnitude 6.9 earthquake. I was at home with my older sister and younger brother. Suddenly, our apartment started shaking. At first, none of us realized what was happening. Then my sister yelled, "Earthquake! Get under something!" I half-rolled and half-crawled across the room to get under the dining table. My sister also yelled at my little brother to get under his desk. Meanwhile, my sister was on the kitchen floor holding her arms over her head to protect it from falling dishes. The earthquake lasted less than a minute, but it seemed like a year to us. At last, the shaking stopped. For a minute or two, we were too scared to move. Then we tried to call our parents at work, but even

our cell phones did not work. Next, we checked the apartment for damage. We felt very lucky, for nothing was broken except a few dishes. To conclude, our first earthquake was an experience that none of us will ever forget.

Adapted from: *Introduction to Academic Writing* (Oshima, 2007, p.24)

Exercise: Fill in the gaps using the appropriate time order signal from the following list: first, on the night before Thanksgiving, about 3:00 in the afternoon, then, after that, after dinner, in the morning, soon, before taking the first bite, finally.

Thanksgiving

Thanksgiving in the United States is a day for families to be together and enjoy a traditional meal.a.....our mother bakes a pumpkin pie, the traditional Thanksgiving dessert.b..... . She gets up early to prepare the other traditional dishes.c..... she makes dressing (a special food for the occasion).d..... she stuffs the turkey with the dressing and puts the turkey into the oven to roast.e..... she prepares the rest of the meal. She cooks all day long.f..... the family sits down at the table.g..... everyone around the table says one thing that they are thankful for.h..... we can begin to eat. We stuff ourselves just as full as Mother stuffed the turkey earlier in the day!i..... we are all groaning because we have eaten too much.j..... we collapse on the living room sofa and watch football games on TV. No one moves for at least two hours.

From: *Introduction to Academic Writing* (Oshima, 2007, pp.25-26)

Exercise: The following sentences are not in the correct time order. Number the sentences in the correct order.

1.

..... She put the clean dishes away.

..... She removed the dirty dishes from the table.

..... She turned on the dishwasher.

..... She put them in the dishwasher.

..... She piled them in the sink and rinsed them.

..... It was Sarah's turn to wash the dishes last night.

..... Finally, the dishes were clean.

2.

.....He filled it out and left.

.....He went to the bookshelf, but the book was not there.

.....Tom went to the library to get a book.

.....He went to the computer catalog.

.....The librarian told him to fill out a form.

.....He told the librarian he wanted to reserve that book.

.....He wrote down the title and call number of the book.

From: *Introduction to Academic Writing* (Oshima, 2007, p.27)

Exercise: We all have an unforgettable past event. Write a paragraph where you narrate a past event that you will always remember. Use time order signals.

Lesson Five: Comparative Paragraphs

I. Objectives

On successful achievement of this lesson, students will be able to:

- Know the definition of a comparative paragraph.
- Get a clear picture of the purpose of a comparative paragraph.
- Have an idea about the characteristics of a comparative paragraph.
- Use compare and contrast signals.
- Know how to organize a comparative paragraph.
- Write a comparative paragraph.

II. Content

1. Definition of a Comparative Paragraph
2. Writing the Topic Sentence of a Comparative Paragraph
3. Writing the Supporting Sentences of a Comparative Paragraph
 - 3.1 Compare and Contrast Signals
 - 3.2 Organization of a Comparative Paragraph
4. Writing a Concluding Sentence of a Comparative Paragraph

1. Definition of a Comparative Paragraph

Comparing means showing how two people, things, or places are similar and contrasting means showing their differences (Zemach & Rumisek, 2005). Therefore, comparative paragraphs state the similarities between two or more things. They may also include the differences between them (Oshima, 2007). Usually, comparative paragraphs emphasize the differences.

A comparative paragraph can state:

- Similarities
- Differences
- Both similarities and differences

2. Writing the Topic Sentence of a Comparative Paragraph

A topic sentence for a comparison/contrast paragraph should name the two things, persons, or places under comparison in the topic part and indicate comparison/contrast organization in the controlling idea part.

e.g., The architecture of some modern government buildings ^{Topic} is similar to ^{CONTROLLING IDEA} the type of construction used hundred years ago ^{Topic}.

In this topic sentence, the topic part names the two things under comparison: modern architecture and old one. The controlling idea part gives the orientation of the paragraph; similarities. Therefore, we expect the paragraph will not deal with the differences.

3. Writing the Supporting Sentences of a Comparative Paragraph

In the supporting sentences of comparative paragraphs, many adjectives are used. These adjectives can be in comparative and superlative forms. Furthermore, in comparative

paragraphs, we can use a list of words to show similarities and other words to show differences (Oshima, 2007). These words are called compare and contrast signals.

3.1 Compare and Contrast Signals

Comparison and contrast signals	
Comparison signals	Contrast signals
Similarly,	In contrast,
Equally	On the other hand,
Similar to	However,
Equal to	But
The same as	Yet
Likewise,	While
Also	Whereas
Too	Though
And ... too	Although
Bothand	Even though
As	Different from /differently
Just as	Differ in/from
Not onlybut also	Unlike

3.2 Organization of a Comparative Paragraph

There are two types of organizing the supporting sentences in comparative paragraphs:

- **Block Organization**

In the block organization, all the supporting points for the first topic (the first thing/person/place of comparison) should be stated and then compared or contrasted with those of the same points in the second topic (the second thing/person/place of comparison) (Zemach & Rumisek, 2005).

e.g., Samsung/ iPhone

Samsung: cost of the telephone

Samsung: camera quality

Samsung: capacity

iPhone: cost of the telephone

iPhone: camera quality

iPhone: capacity

- **Point-by-point organization**

In point-by-point organization, compare or contrast one point about the two topics (the two things/persons/places of comparison), then a second point, then a third point, and so on (Zemach & Rumisek, 2005).

e.g., Samsung/ iPhone

Samsung/ iPhone: cost of the telephone

Samsung/ iPhone: camera quality

Samsung/ iPhone: capacity

4. Writing a Concluding Sentence of a Comparative Paragraph

A concluding sentence for a comparison/contrast paragraph may repeat the main idea or make a recommendation/give an opinion (implicit opinion).

e.g., To end with, although Samsung and iPhone are pretty different, they have the same function.

Exercise: Read the following sample of the comparative paragraph. Find the topic sentence and its components. Find the concluding sentence and describe how the author formed it. Which kind of organization is used in the text?

Right Brain Left Brain

The left and right sides of your brain process information in different ways. The left side is logical, rational, linear, and verbal. The right side, on the other hand, processes information intuitively, emotionally, creatively, and visually. Left brains think in words, whereas right brains think in pictures. People who depend more on the left side of their brain are list makers

and analysts. They are detailed, careful, and organized. In contrast, right-brained people are visual, intuitive, and sensual. When a left-brained person has to make an important decision, he or she makes a mental list of all the factors involved and arrives at a decision only after careful analysis. When a right-brained person has to make the same decision, on the other hand, he or she is more likely to base it on intuition and feelings. For example, a left-brained automobile shopper will consider a car's cost, fuel efficiency, and resale value, whereas a right-brained shopper bases a decision on how shiny the chrome is, how soft the seats are, and how smoothly the car drives. Of course, no one is 100 percent left-brained or 100 percent right-brained. Although one side may be stronger, both sides normally work together.

From: *Introduction to Academic Writing* (Oshima, 2007, p.109)

Exercise: Read the following comparative paragraph and then answer the questions.

Two Varieties of English

Although U.S. English and British English are mutually understandable languages, there are quite a few differences. One difference is spelling. Some words are spelled one way in the United States but spelled another way in Great Britain. A person goes to a British theatre but to a U.S. theater. In U.S. schools, students theorize, analyze and socialize, whereas British students theorise, analyse, and socialise. A second area of difference is vocabulary. For example, the word college names two very different types of schools in the United States and Great Britain – university level in the United States and pre-university level in Great Britain. Also, British university students live in halls on campus and in flats off campus, but U.S. students live in dormitories on campus and in apartments off campus. Finally, there are many differences in pronunciation. In Great Britain, the sound of “a” in the words path, laugh, aunt, plant, and dance is like the “a” in father. In the United States, in contrast, the “a” sound in words is like the “a”

in cat. All in all, though there are differences between the English spoken in the United States and the English spoken in the British Isles, we understand each other most of the time!

1. Underline the topic sentence. Does it indicate that the paragraph will discuss mostly similarities or mostly differences?
2. What comparison and contrast signals can you find?
3. What other transition signals can you find?
4. Which kind of organization is used in the text? Block/ point by point.

From: *Introduction to Academic Writing* (Oshima, 2007, p.114)

Exercise: Following the provided models, write a comparative paragraph about one of the following topics:

Gentle Men	Ladies
1- Cristiano Ronaldo / Leonel Messi	1- Natural/ Fake beauty
2- Samsung / iPhone	2- Living alone/ living with parents
3- BMW/ Audi car	3- Working/ staying home

Lesson Six: Argumentative Paragraphs

I. Objectives

On successful achievement of this lesson, students will be able to:

- Know the definition of an argumentative paragraph.
- Get a clear picture of the purpose of an argumentative paragraph.
- Have an idea about the characteristics of an argumentative paragraph.
- Distinguish between an opinion and a fact.
- Use transitional signals for an argumentative paragraph.
- Write an argumentative paragraph.

II. Content

1. Definition of an Argumentative Paragraph
2. Writing the Topic Sentence of an Argumentative Paragraph
3. Writing the Supporting Sentences of an Argumentative Paragraph
 - 3.1 Transitional Signals for Argumentative Paragraphs
4. Writing a Concluding Sentence of an Argumentative Paragraph

1. Definition of an Argumentative Paragraph

Argumentative paragraphs are those in which the writer expresses his/her opinion about a topic. Argumentative paragraphs are opinion paragraphs (Hogue, 2007).

There are four keys to writing a successful opinion paragraph (Hogue, 2007):

1. State your opinion clearly in the topic sentence.
2. Explain each reason in a logical order.
3. Use facts to support each reason.
4. End with a powerful concluding sentence that your reader will remember.

2. Writing the Topic Sentence of an Argumentative Paragraph

The topic sentence of an argumentative paragraph offers a summary of what is to come while also situating the paragraph within your argument or claim (Hogue, 2007). Therefore, it should identify what is being argued for or against.

e.g., Social media should be banned for children.

3. Writing the Supporting Sentences of an Argumentative Paragraph

The supporting sentences of an argumentative paragraph include facts, examples, opinions, arguments, or counter-argument that should be organized from the least to the most important (Hogue, 2007). In Argumentative paragraphs, you can support your viewpoints in two ways:

- **Opinions** are statements of someone's beliefs (Hogue, 2007). They are related to one person. (what s/he thinks and believes). People may agree or disagree with your opinion (Zemach & Rumisek, 2005).

e.g., Mrs. Sellam is a good teacher

- **Facts:** are true statements no one can disagree with (Hogue, 2007), such as statistics, scientific facts, and someone saying (quotations).

e.g., Mrs. Sellam teaches written expression

N.B., When writing an argumentative paragraph, you can use opinions as reasons, but your paragraph will be stronger if you support your opinion with facts.

Exercise: Are these statements facts or opinions?

1. Everyone should vote.
2. The sun rises in the east.
3. Women could not vote in the United States until 1920.
4. Using a cell phone while driving is dangerous.
5. The sun was beautiful this morning.
6. The temperature of the lake is 16°.
7. The lake is too cold for swimming.
8. She said, "I am a good mother."
9. She is a good mother.

3.1 Transitional Signals for Argumentative Paragraphs

In argumentative paragraphs, some words or phrases indicate that the idea is an opinion or a fact (Hogue, 2007). These words or phrases can be listed as:

Transitional signals for argumentative paragraphs	
Opinion	Fact
- In my opinion,	- According to
- In my view,	- X said
- I believe (that)	- As mentioned in
- I think (that)	- As x says

Exercise: Read the following sample of an argumentative paragraph and then answer the questions:

Boy Divorces Parents

Twelve-year-old Gregory Kingsley is in court asking the judge to give him a divorce from his natural mother and father. He wants his foster parents, George and Lizabeth Russ, to adopt him. Gregory's lawyers say that Gregory's natural mother, Rachel Kingsley, has not taken good care of him. They say that she abandoned him because she sent him to live with relatives and foster parents. Gregory has lived for many years as a foster child. Gregory tells the judge that his mother is cold and does not seem to care about him. He says that for many years, his mother sent him no cards, no letters, no Christmas gifts, and no birthday presents. "I thought she forgot about me" he says. Other people describe Rachel Kingsley as a person who abuses drugs and alcohol. They say that she spent more time parting than she spent with Gregory and his two younger brothers. They also say that she sometimes hit the children. Gregory says that she had a brown box in the living room filled with marijuana and that alcohol bottles are everywhere in the house. He also says, "We never had enough money, and sometimes we did not have food." Mrs. Kingsley says she tries to be a good mother. She says she had to send Gregory away for a while because she did not have enough money to take care of him. At the time, she did not have a job. Now she has two jobs, and she is living near her parents, who can help her to take care of the children. She thought it would be better for Gregory to live with a foster family while she was having financial problems, but she never wanted him to be away from her and his brothers permanently. She says, "I thought that if I worked hard, he would be returned to me." Her lawyer says that Rachel Kingsley's problems were temporary and that she is trying to become a responsible parent. He also says that the rights of a natural family to stay together are stronger than the rights of a foster family. Her father believes that she has learned from her mistakes and should be given a second chance.

1. Should the judge allow Gregory to divorce his parents?
2. Give four reasons and support each one by referring to the text.

From: *First Steps in Academic Writing* (Hogue, 2007, p. 147)

4. Writing a Concluding Sentence of an Argumentative Paragraph

In the concluding sentence, you can remind the reader of the number of reasons and give an opinion (explicit one) or a solution (Zemach & Rumisek, 2005).

e.g., For these four reasons, I believe that Mrs. Kingsley should be given a chance. (Opinion)

e.g., For these four reasons, the government should ban the consumption of drugs and alcohol and should also help workless parents. (Solution)

Exercise: Read the following argumentative paragraph and answer the questions:

Video Games and Violence

In my opinion, violent video games are harmful to young people. First of all, playing these games can cause changes in the behavior of young people. According to studies by psychologists, frequent players have poorer grades in school. They are also more hostile and act more aggressively toward their teachers and classmates. A second reason that violent video games are harmful to young people is that they make young people less sensitive to violence in the real world. The games make it fun to shoot and kill, and the line between play violence and real violence becomes very thin or disappears entirely. Thirteen-year-old Noah Wilson was stabbed to death by a friend who often played the violent game “Mortal Kombat”. Noah’s mother said, “The boy who stabbed him was acting out the part of Cyrex”, who is a character in the game. A third reason that violent video games are harmful to young people is that they teach players to use violence to solve problems. If classmates tease you, do not try to work it out –bring a gun to school and shoot them. An extreme example of this kind of thinking resulted in the Columbine High School massacre. Two students shot and killed twelve classmates, a teacher, and themselves at Columbine High School Colorado. The two young killers were fans

of the game “Doom” and “Wolfenstein 3D”. To end with, for these three reasons, I feel that violent video games are harmful to young people and should be controlled - or even better, banned.

1. What is the writer’s opinion about violent video games?
2. What phrases does the writer use to introduce his opinion?
3. How many reasons does the writer give for his opinion?
4. What order does the writer use to discuss the reasons?
5. In your opinion, which reason is stronger and why.
6. Analyze the paragraph by finding the following details:
 - a) Topic sentence and its components
 - b) Supporting sentences and divide them into reasons and their details (why)
 - c) Find facts and opinions.
 - d) The concluding sentence (is it an opinion or a solution).

From: *First Steps in Academic Writing* (Hogue, 2007, p. 150)

Exercise: Write a good argumentative paragraph about one of the following topics:

1. Money can buy happiness.
2. Men tell more lies than women.
3. Poverty is a greater evil to society than illiteracy.
4. Weddings are costly nowadays.
5. We can live without a brother but not without a friend.
6. Internet should be banned for children.

Concluding Remarks

This pedagogical manuscript facilitates teaching and learning academic writing for students of English as a foreign language. It guides teachers in class to cover the syllabus content. It also provides explanations and examples for students to understand the basics of academic writing by moving from word to sentence to paragraph writing. EFL teachers are recommended to print the exercises and hand them to students. On the other hand, EFL students are encouraged to use this pedagogical manuscript independently to reinforce their writing skills. However, for a more productive outcome, students are advised to do the exercises, share their answers with their peers, and consult their teachers to form more elaboration. It is also important that students do the exercises only after ensuring they grasp the lessons' content.

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Appendices

Appendix A

Conjunctive Adverbs

Conjunctive adverbs can be listed as follows:

also besides moreover therefore nevertheless for example	however meanwhile then thus hence as a result consequently	that is in fact In addition furthermore however
---	--	---

Conjunctive adverbs must be preceded by a semicolon and followed by a comma

i.e., (; + conj adv,)

e.g., Anna revised all her lessons.

She did well on the test.

→ Anna revised all her lessons; **therefore**, she did well on the test.

e.g., The government passed a new law.

Many people were against it.

→ The government passed a new law; **however**, many people were against it.

e.g., I got an early flight.

I must be at the airport at five o'clock.

→ I have an early flight; **therefore**, I must be at the airport at five o'clock.

e.g., The film was very long.

It was interesting.

→ The film was very long; **nevertheless/ however** it was interesting

e.g., The university administration built a new library.

It is not large enough.

→ The university administration built a new library; **however, / nevertheless**, It is not large enough.

Appendix B

Sample Exams in Written Expression

Badji Mokhtar University – Annaba
Faculty of Letters and Languages
Department of English

Year: 1
Groups: All Groups
Module: Written Expression

Date: January 22nd, 2023
Time: 13h45– 15h15
Exam: 1st Mid-Term Exam

Question One: Identify the types of the following sentences (simple, compound, complex, or compound-complex). (4 pts)

(1)The Internet is the most recent, creative, and interactive innovation globally. (2)It is the most helpful technology to share information from one part to the other part of the world since we are just a click away from knowing about the whole world. (3)After the invention of the internet, it feels as if the world has narrowed down, and we are no more away from our close ones. (4)Because of the internet, all official work and education could continue even during the pandemic. (5)Without the internet, it would have been impossible to run the large multinational corporations of the world during the pandemic. (6)It is now difficult to do any task without access to the internet in today’s world because some machines cannot function without an internet connection, and even aeroplanes have internet connections. (7)Both students and teachers require access to the internet in the educational sector, so we are all fully reliant on the internet. (8)Everyone’s life has become easier and smoother due to their reliance on the Internet.

Question Two: Transform the following simple sentence into compound, complex, and compound-complex sentences. (3.5 pts)

Simple: The prisoner escaped.

1. Compound:
2. Complex:
3. Compound-complex:

Question Three: Complete the sentences below. (2 pts)

1. My father is the person **whom**.....
2. Maria does not miss a day of work, **nor**.....

Question Four: Correct these sentence fragments. (4 pts)

1. The red warning light.
2. To view the red and gold rays of the sun setting behind the tree-trimmed mountain.
3. The man that I spoke to.
4. When they were going home.

Question Five: Supply punctuation and capitalization whenever necessary. (4 pts)

1. Rafael delivered his speech enthusiastically and with confidence.
2. Diana likes playing the violin, to march in the band, and watching the football games.
3. My dog not only likes to play fetch but also to chase cars.
4. The doctor told his patient that he should not eat fatty foods, that he should eat more vegetables, and to exercise more often.

Question Six: Supply punctuation and capitalization whenever necessary. (2.5 pts)

1. bill gates is an american programmer moreover he is a businessman
2. when we won the state championship the team captain jumped for joy and the fans cheered

Good Luck!

Badji Mokhtar-Annaba University
Faculty of Letters and Languages
Department of Letters and English Language
First Year

Make up Exam: EMD1
Module: Written Expression

June, 2023

Question One: Identify the types of the following sentences: (4pts)

When I read some Greek myths last summer, I learned a lot of interesting things. [1] While I was reading, I learned about Arachne who is a character in a famous Greek myth. [2] In the stories, she weaves tapestries that are very beautiful. [3] Because Arachne is such a good weaver, she begins to boast about her skill. [4] Athena, who is the goddess of arts and crafts, hears about Arachne's boastfulness, and she decides to pay Arachne a visit. [5] After Athena arrives, she warns Arachne not to be so boastful, but she refuses to listen. Angry, the goddess Athena challenges her to a weaving contest. [6] When the contest that Athena proposes ends in a draw, Athena destroys Arachne's tapestry and loom. [7] Because she feels both guilty and insulted, Arachne dies. [8] According to the myth, spiders, who are also excellent weavers, are descended from Arachne.

Question Two: Fill the gaps with relevant connectors: (4pts)

My best friend didn't go to college; instead, he started his own business. He opened his first store(1) he was still in high school, and now he owns three stores. He both sells and rents computer hardware,(2) he doesn't sell software. He is successful.....(3) he is honest, and he works hard. Last year he made a lot of money;.....(4), he was able to buy his parents a house.

Question Three: Correct the fragment sentences below: (3pts)

1. After the shopping mall opened. Several local stores went out of business.
2. Jim studying data processing.
3. Whenever I need money.

Question Four: Supply parallel structures to the sentences below: (3pts)

1. Adam convinced most of the audience because he argued logically, calmly, and was reasonable.
2. There are two ways to the top floor: climb the stairs or taking the elevator.
3. While waiting for the exam to start, small groups of nervous students glanced over their notes, drank coffee, and were whispering to each other.

Question Five: Complete the given sentences (6pts)

1. Because of my sister.....
2. Providing that the room is clean.....
3. The woman whom.....
3. In spite of the traffic.....

Best of Luck

Second Mid-Term Exam

Exercise One: Write an appropriate **topic sentence** for the following paragraph:

.....For example, Kansas City, in the center of the United States, is known for its beef, and Kansas City barbecue is everyone's favorite. In Boston, people love baked beans. In the Southwest, the regional dish is chili, a stew made of meat, beans, tomatoes, and hot peppers. Wisconsin has many dairy farms and is famous for its cheese. Go to Maryland and Virginia for crab cakes and the Northeast for clam chowder and maple syrup.

Exercise Two: Write an appropriate **concluding sentence** for the following paragraph

Crowds of banana trees grow freely everywhere. Their green leaves are so thick that sunlight cannot pass through. Underneath the trees, the ground is so moist that wild mushrooms and plants grow there all year around. In the center is a wild field where the children of my village often fly kites. Some birds arrive every evening just before sunset to look for a place to rest their tired wings. They want to land in the dark banana garden, but the banana leaves are too wide to be made into nests. The birds cry out and then fly away, seeking a better place to nest. It rains during the rainy season for days, and the banana leaves become glossy and slick. The rain also makes the banana garden produce a very strange melody. On rainy days, I used to sit near my window and listen to this wonderful song.....

Exercise Three: Write a paragraph about **ONE** of the following topics:

1. A scary childhood experience
2. A city you visited recently
3. Are you for or against the long summer break?
4. Barack Obama vs. Donald Trump

Badji Mokhtar-Annaba University
Faculty of Letters and Languages
Department of Letters and English Language
First Year
Make-up Exam: EMD2
Module: Written Expression

June, 2023

Exercise 1: Write an appropriate topic sentence and a concluding sentence to the following paragraph. (6 pts)

.....For
example, when you go on a trip, you need to think about how much money to allot for things like transportation, food, and hotels. In particular, hotels and transportation on trips can be expensive if you don't book them with plenty of time in advance. Another thing to plan for is how much time you want to spend sightseeing and doing different sorts of activities. Even though you may want to do everything, you have to remember that there are only so many hours in the day.
.....

Exercise 2: Write a coherent paragraph about ONE of the following topics. (14 pts)

- a. Describe a character from a book, movie, or television program.
- b. Tell a story of an experience that showed how appearances can be deceiving.
- c. Do you think handwritten cards and letters still have value in the digital age?

GOOD LUCK

**University of Badji Mokhtar -Annaba-
English Department**

**1st Year (All the groups)
Written Expression**

Date: January 09th, 2019
Time: 10h15-11h45

First Mid-Term Examination

- **Question One: Identify the types of the following sentences (3pts)**

(1)Working in an apple plant was the worst job I ever had. (2)First of all, the work was physically hard. (3)For ten hours a night, I took cartons that rolled down a metal track and stacked them into wooden skids in a tractor-trailer. (4)Each carton contained twelve cans or bottles of apple juice, and they were heavy. (5)The second bad feature of the job was the pay. (6)I was getting the minimum wage at that time, \$ 2.65 a day, plus a quarter extra for working the night shift. (7)I had to work over sixty hours a week to get decent take-home pay. (8)The worst feature of the apple plant job was the working conditions. (9)We were limited to two ten-minute breaks and an unpaid half-hour for lunch. (10) I was very lonely on the job since I had no interest in common with the truck-loaders. (11)I felt this isolation, especially when the production line shut down for the night, and I worked by myself for two hours cleaning the apple vats. (12)The vats were an ugly place to be on a cold morning, and the job was a bitter one to have.

- **Question Two: Fill in the gaps with the most appropriate linking words. (2pts)**

(1).....we think of the movie capital of the world, we think of Hollywood, California;
(2)....., the world's movie capital is in Bombay. This place is called Bollywood
(3)..... is the nickname for the Indian film industry. (4).....we are to compare Hollywood and Bollywood, we would discover more differences than similarities.

- **Question Three: Complete the following sentences: (4pts)**

1. Neither Europe nor Asia.....
2. He hasn't articulated his ideas well despite.....
3. Until we learned how to use.....
4. Providing they.....

- **Question Four: Connect each pair of sentences into one sentence by using the appropriate connectors. (3pts)**

A- (1) This is George.
(2) His brother used to go to school with me.

B - (1) I had an uncle in Germany.
(2) I inherited a bit of money from him.

C- (1) My mother has always been a great traveller.
(2) My mother was born overseas

- **Question Five: Relying on what you have learned about punctuation in the types of sentences, supply punctuation, and capitalization whenever necessary. (3pts)**

1. despite so many years in prison nelson mandela became the best first president and won the Noble Peace Prize in 1993

2. although she didn't mean to be unkind her words hurt camillas feelings.

3. Workers have to respect the instructions otherwise they will be punished.

- **Question Six: Transform the following simple sentence:**

Changes in our society in recent years have weakened family life.

into: (1) compound sentence and (2) complex sentence (2 pts)

❖ **CHOOSE QUESTION SEVEN OR QUESTION EIGHT**

- **Question Seven: Correct the parallel structure in the following sentences: (3pts)**

1. Lady Diana did charitable work that brought to her the attention, respect and everyone loved her.

2. Many tourists prefer going on organized trips more than to travel on their own.

3. Tim was considered to be a good employee because he was always on time, he was very motivated, and led the team well.

- **Question Eight: Correct these sentence fragments. (3pts)**

1. Jenny promised her sister that.

2. Although she is an adult.

3. Not only can they.

Good Luck

**University of Badji Mokhtar -Annaba-
English Department**

**1st Year (All the groups)
Written Expression**

February, 2019

First make-up Examination

- **Question One: Identify the types of the following sentences (3pts)**

(1) Karen decided to take a vacation, yet she had wanted to do so for a long time. (2) She asked her supervisor for two weeks off. (3) Then she went to visit her travel agent, who gave her some interesting ideas about destinations. (4) After reviewing a number of brochures, Karen decided to visit Italy. (5) She asked her travel agent to make an airplane reservations, also several hotel reservations. (6) She flew into Rome on a sunny day in June. (7) When she was in Rome, she went on a number of tours and museums. (8) She enjoyed eating Italian food at some wonderful restaurants, and she made several new friends. (9) Because Karen enjoyed her Italian holiday so much, she plans to return to Italy for her next vacation, and to take her best friend, Rose, with her. (10) Rose was occupied by her work, so Karen revisited Italy with her parents. (11) The family enjoyed the vacation so much. (12) Karen found a job there; therefore, she decided to live in Italy.

- **Question Two: Fill in the gaps with the most appropriate linking words. (2pts)**

I think I am a cheerful person. I feel happy most of the time. I wake up in the morning, I feel glad to face a new day. I enjoy being with my sister.....she makes me laugh,sometimes I get annoyed with her. I prefer not being with people are always irritable like my dad.

- **Question Three: Complete the following sentences: (4pts)**

5. Both literature and civilization.....
6. Although she was sick,
7. Whenever Anna leaves
8. As long as they love what they are doing,

- **Question Four: Connect each pair of sentences into one sentence by using the appropriate connectors. (3pts)**

- B- (1) Luis Cardoza lives in San Fernando.
(2) Luis Cardoza spoke at the meeting.

- B - (1) They wore gorilla masks during the party.
(2) the masks made everyone laugh.

- C- (1) Dr. Brooks is a woman.
(2) I greatly admire her.

- **Question Five: Relying on what you have learned about punctuation in the types of sentences, supply punctuation and capitalization whenever necessary. (3pts)**

1. When she visits cities in the east mrs tuohy expects bad weather

2. Some people continued to support us others on the other hand refused to speak to us.

3. the Jacksons' house is much newer than ours.

- **Question Six: Transform the following simple sentence:**

Nowadays women have the ability to change the world.

into: (1) compound sentence and (2) complex sentence (2 pts)

❖ **CHOOSE QUESTION SEVEN OR QUESTION EIGHT**

- **Question Seven: Correct the parallel structure in the following sentences: (3pts)**

1. The administration approved the student's right to drop the class but not meeting with the professor.

2. He described skiing in the Alps, swimming in the Adriatic, and the drive across the Sahara Desert.

3. The English teacher spoke in a nasal tone, but conveying the information clearly and with humor.

- **Question Eight: Correct these sentence fragments. (3pts)**

4. Whenever Linda wants to go home early.

5. Several students at the college, who attended the meeting.

6. After the course.

Good Luck

**University of Badji Mokhtar -Annaba-
English Department**

**1st Year (All groups)
Written Expression**

Date: June 11th, 2019
Time: 10h15 - 11h45

Second Mid-Term Exam

- **Question One: Punctuate the following paragraph: (5 pts)**

Happiness is a feeling of pleasure and positivity when someone feels good proud relieved or satisfied about something that person is said to be happy feeling happy may help people to relax and to smile happiness is usually thought of as the opposite of sadness. however it is possible to feel both at once often about different things or sometimes even about the same thing many philosophers have said that people in the world go back and forth between times of happiness and sadness, but there is nobody who is always happy or always sad happiness sometimes causes people to cry when they laugh because the emotion takes control of them happiness was thought of as the key to love in ancient civilizations such as the incas and the mayas.

- **Question Two: Add *a topic sentence (1)* and *a concluding sentence (2)* to the following paragraph: (2pts)**

(1) Education provides the nation with man powers, promotes national unity and uplifts public awareness. Actually, a country needs different kinds of man powers such as doctors, engineers, teachers, administrative officials, economists, judges and other technical hands. Education provides the nation with those educated hands, if people are educated, they can understand their duties and rights. In order to uplift human society, each should be capable to understand others. If people can understand each other, they will be united. Thus, education can promote national unity. Also, education makes all people conscious, so they will not follow the old dead and evil tradition.

(2).....

- **Question Three:** Write three relevant *supporting sentences* for the following topic and concluding sentences:
(3pts)

Electronic books have many advantages. (1)
.....(2).....
.....(3)..... To sum up, electronic books are convenient, practical, and helpful.

- **Question Four:** In no less than **09 lines** and no more than **12 lines**, write a **paragraph** about **ONE** of the following topics. **(10 pts)**

1. Describe a city / a country that you like.
2. Tell a story about a wonderful trip you made.
3. Internet has taken the place of family conversation and togetherness.
4. Compare and contrast between living in a big family and being an only child.
5. In the age of social media, one has a million of friends but no real one.

Good Luck

**University of Badji Mokhtar -Annaba-
English Department**

**1st Year (All groups)
Written Expression**

Date: July 04th, 2019
Time: 13h45 - 15h15

Make up Exam S2

Question One: Punctuate the following paragraph: (5 pts)

One day a father and his rich family took his young son on a trip to the country with the firm purpose to show him how poor people can be they spend a day and a night in the farm of a very poor family when they got back from their trip the father asked his son, how was the trip the boy replied, "very good Dad" .The father continued, "Did you see how poor people can be the boy just said, "yeah!" The father asked again, "and what did you learn" the boy answered, "i saw that we have a dog at home and they have four we have a pool that reaches to the middle of the garden they have a creek that has no end we have imported lamps in the garden they have the stars our patio reaches to the front yard they have a whole horizon when the little boy was finishing his father was speechless the son added "thanks dad for showing me how poor we are " .

Question Two: Add a topic sentence and a concluding sentence to the following paragraph: (2pts)

..... Setting goals for ourselves is something that I consider to be very important. I believe in always pushing myself further and further in life, not only physically but mentally as well. We all have different things or tools we can use to motivate us towards our end goals. In order for us to stay motivated, we must have a goal and be driven towards achieving that goal. For me, self-motivation is empowering. My main goal that I have set right now is to work towards finishing my degree. My motivation behind this is to be able to get a better job and to set a good example. With the right mind set, I can do and finish anything that I put my mind to. My education is very important to me and will help get me further in life. No one can push you towards your dreams and goals; you have to have the will and determination to push yourself.

Question Three: Provide **three (3) supporting sentences** to have a meaningful paragraph:
(3pts)

Family is the first and the most basic connection that we make in our lives..
1).....(2).....
(3)..... Finally, without a family, an individual's identity isn't
ever complete.

Question Four: In no less than **09 lines** and no more than **12 lines**, write a **paragraph** about **ONE**
of the following topics. **(10 pts)**

6. Tell a story about a wonderful trip you made.
7. Compare and contrast city life and village life
8. Describe an experience that has a big effect on your life.
9. Tell a story narrating what you will do if you have a billion dollars.
10. Technology is limiting creativity.

**University of Badji Mokhtar -Annaba-
English Department**

**1st Year
Written Expression**

Date: January 23rd, 2018
Time: 10h15- 11h45

First Mid-Term Exam

Question One: Identify the types of the following sentences. (4 pts)

My Childhood Hideout

(1) I had a secret hiding place near my childhood home. (2)No one knew of its existence, so it became my refuge from the world. (3)I often went there to escape from my older brothers and sisters. (4)I remember that I would sit alone for hours and daydream because I was quite comfortable in my hideout. (5)There was an old rug covering the floor, and a pillow and a blanket that I had permanently borrowed from my oldest brother. (6)There was also a metal box with a strong lid which was placed in the corner. (7)The box contained snacks, a flashlight, and a few of my favorite novels. (8)Because I enjoyed my time, I could spend all day in my hideout, and nobody knew about it.

Question Two: Transform the following simple sentence into compound, complex, and compound-complex sentences. (3 pts)

* Jack was waiting for the train.

Question Three: Complete the sentences below: (1.5 pts)

1. Although.....
2. Neither /nor.....
3. Because of.....

Question Four: Correct these sentence fragments. (3 pts)

1. Because the one I have now is not working out well.
2. Such as electrical, chemical, and industrial engineering.
3. The white and black coat.

Question Five: Correct the following sentences considering parallelism. (3 pts)

1. Attaining a college degree is neither cheap nor will it be easy.
2. She is qualified for the job because of her degree, her work experience, and she is able to complete complicated projects
3. We must either change the laws about drunk driving or it will be necessary to start enforcing them more strictly.

Question Six: Punctuate the following paragraph. (5.5 pts)

muslims believe in submitting to the almighty god as the only way that can bring peace in ones life in islam everything people do is an act of worship if it is done according to allahs guidance islamic religion draws their culture from their holy book the quran this book defines all the rules muslims have to adhere to and guides them on their lifestyles eating habits dressing and marriage thus acting according to the holy book is what defines an adherent muslim

**University of Badji Mokhtar -Annaba-
English Department**

**1st Year / G02
Written Expression**

Date: April 11th, 2018
Time: 12h30- 14h

Student's Name:

First Make-up Exam

Question One: Identify the types of the following sentences. (4 pts)

1-The technological innovations that will have the biggest impact on urban sustainability are cost-competitive solar power, high market penetration of electric vehicles, and energy-efficient desalination.

2-Although I like to go camping, I have not had the time to go lately, and I have not found anyone to go with.

3-Whales and dolphins live in water, yet they are air-breathing animals.

4-If a person laughs too much, even at stupid things, he is lonely deep inside.

5- David and his entire family went out and ate dinner at a Mexican restaurant last night.

6-During my last term at the School of Music, I made the acquaintance of a singer who had quite a creditable reputation in the town.

7- He had finished his studies four years before and immediately obtained a position at the Opera House, where he was taking lesser roles.

8- Many people considered him to be a future celebrity whose next step must lead him to fame.
.....

Question Two: Complete the sentences below: (4.5 pts)

1. **Simple sentence:** In spite of.....

2. **Compound:**therefore.....

3. **Complex:**who.....

Question Three: Correct these sentence fragments. (3 pts)

1. Since I like fishing.

2. A book without a cover.

3. I heated my coffee in the microwave. Because it was too cold.

Question Four: Correct the following sentences considering parallelism. (3 pts)

1. The salesman expected that he would present his product at the meeting, that there would be time for him to show his slide presentation, and prospective buyers to ask him questions.

1.....
.....
.....

2. The author not only wants fame but also money.

2.
.....

3. The production manager wrote his report quickly, accurately, and in a thorough manner.

3.
.....

Question Five: Punctuate the following paragraph. (5.5 pts)

the story of Coca-Cola
a popular beverage that is sold all over the world is Coca-Cola a doctor who lived in Atlanta georgia
invented it in 1886. Dr. john pemberton, who was also a pharmacist, first sold Coca-Cola as a nerve
tonic stimulant and headache medicine the name of the dark brown syrup that made people feel
better was "pemberton s french Wine Coca." Later someone added soda water to the syrup and it
became the beverage that is our modern Coca-Cola the first part of the name (coca) comes from
cocaine which was one of the original ingredients. The second part of the name cola comes from
kola nut which is still an ingredient the original formula has changed over the years. Of course,
Coca-Cola no longer contains cocaine which is an illegal drug but it still tastes delicious the formula
for Coca-Cola is a secret that is carefully guarded.

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Good Luck!

**University of Badji Mokhtar -Annaba-
English Department**

**1st Year
Written Expression**

Date: May 22nd, 2018
Time: 10h15 - 11h45

Second Mid-Term Exam

Question One: Add a **topic sentence** and a **concluding sentence** to the following paragraph:
(4pts)

.....Firstly, look for all the information you need. You should go to the library catalog. Then, look at all the books that might have something on the topic. Often librarian is able to make a suggestion. After that, you must take notes from all the books, articles, and encyclopedias that you have found. Next, draw up a plan for your assignment. Finally, write or type your assignment. Be sure to add a bibliography of all the materials you have used before you hand it in.

Question Two: Provide **four (4) supporting sentences** to have a meaningful paragraph: **(6 pts)**

Commercial ads often seek to generate increased consumption of their products or services through “branding,” which associates a product name or image with certain qualities in the minds of _____ consumers.

- 1).....(2).....
(3).....(4).....

... Lastly, advertising may also be used to reassure employees that a company is viable or successful.

Question Three: Write a paragraph, which does not exceed **12 lines**, about **ONE** of the following topics. **(10 pts)**

11. Describe a place you visited.
12. Tell a story about a happy event that has happened to you.
13. Compare and contrast between the university and the high school in Algeria.
14. Internet should be banned for children and adolescents.

Good Luck!

**Badji Mokhtar University – Annaba-
English Department**

Year: 1 / Groups: 1-6
Module: Written Expression

July, 2018

**Make up Exam
- Semester 2 -**

Exercise 1: Write a topic and a concluding sentence to the following paragraph. (4pts)

..... It has been said that *Music soothes the savage beast*. It was reported by Capurso that Plato believed that health in body and mind is obtained through music. Florence Nightingale used the healing powers of music as part of her nursing care for the ill. Music has a personal meaning, often recalling or eliciting a positive emotional response. It has a universal appeal, is inexpensive, and crosses cultural barriers. It is available by radio, tape recorder, CD player, records or we can enjoy *live* music. It can be listened to *quietly* using earphones so as not to disturb a roommate or *aloud* by using speakers for all to enjoy.....

Exercise 2: Write the supporting sentences in this paragraph. (6pts)

College campuses can be the site of criminal activity and violence.

- (a).....
-(b).....(c)...
-(d).....
-

The only way to keep safe is by protecting oneself from getting influenced easily and build up a space between oneself and other residents.

Exercise 2: Write a paragraph about **ONE** of the following topics. (10 pts)

1. A woman's most productive place is in the kitchen.
2. Describe your favorite childhood picture.
3. Compare exams at the university with exams at High School.
4. Tell a story about your first experience shopping on your own.

BEST OF LUCK!