

ACADEMIC STUDIES

ENGLISH

**Support Materials and Exercises
for**

**WRITING PARAGRAPHS
& THE WRITING PROCESS**



WINTER 1999

WRITING PARAGRAPHS & THE WRITING PROCESS

ACADEMIC ENGLISH

ACKNOWLEDGEMENTS

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This support module may be used with BAU-ENG 6.8, Paragraphs, IAU-ENG 2.5, The Writing Process, and IAU-ENG 2.6 Writing Paragraphs.

BAU-ENG 6.8	PARAGRAPHS
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OBJECTIVE			
Upon successful completion of this unit, the learner will be able to			
<ol style="list-style-type: none"> 1. describe and use the six steps of the writing process. 2. write a paragraph effectively communicating an idea. 3. follow the conventions of standard English usage. 			
TEACHING POINTS			Level
Types of Writing	1	narrative: tells a story - true or made up	5/6
	2	relates sequence of events	5/6
	3	descriptive: presents sensory details	5/6
	4	spatial order	5/6
	5	expository: presents information and/or opinion	5/6
	6	importance order	5/6
Writing Process	7	pre-writing: generate ideas	5/6
	8	consider purpose and audience	5/6
	9	choose a topic	5/6
	10	narrow a topic	5/6
	11	choose a main idea	5/6
	12	choose a working title	3/4
	13	planning: sequence of events or supports	5/6
	14	choose type of writing	5/6
	15	writing: compose quick first draft	5/6
	16	leave draft for a day before attempting editing	5/6
	17	revising: add, delete, rearrange ideas, sentences for better effect	5/6
	18	proofreading: correct spelling, grammar, punctuation	5/6
	19	sharing: prepare final copy for marking, publication, etc.,	5/6
	20	choose final title	5/6

Structure	21	unity - each paragraph develops only one idea	5/6
	22	coherence - details within paragraph joined by transitions	5/6
	23	basic structure - 5 sentences - introduction, body, conclusion	5/6
	24	use specific details, dialogue, quotations where appropriate	5/6

OBJECTIVE

Upon successful completion of this unit, the learner will be able to

1.describe and use the writing process.

TEACHING POINTS			Level
Prewriting	1	choosing a topic	7
	2	narrowing a topic	7
	3	identifying writer's purpose and audience	7
	4	choosing a working title	7
	5	choosing a format (editorial, essay, instructions, etc.)	7
	6	generating ideas: brainstorming	7
	7	clustering	7
	8	reporter's formula	7
	9	free writing	7
	10	focused free writing	7
	11	researching	7
Planning	12	structure: introduction, body, conclusion	7
	13	organizing details effectively	7
Drafting	14	first draft, written quickly, based on plan	7
Revising	15	Improving sentence structure	7
	16	sentence variety	7
	17	word choice	7
	18	logic and organization of details	7
	19	unity and coherence	7
	20	eliminating wordiness and clichés	7
Proofreading	21	Eliminating errors in spelling	7
	22	grammar	7
	23	punctuation	7

Sharing	24	Preparing final copy: format	7
	25	appearance	7
	26	choosing a title	7

Learners should be aware that although they learn about the writing process by following these steps in a sequence, writing is, in reality, a process consisting of these elements applied in whatever order is appropriate.

OBJECTIVES

Upon successful completion of this unit, the learner will be able to

1. compose a one-paragraph essay of each of the three types: narrative, descriptive, expository.

TEACHING POINTS			Level
Structure	1	Introduction: topic sentence - main idea	7
	2	Body: specific details and/or supports	7
	3	Conclusion: summary or comment	7
Conventions	4	Indentation	7
	5	Unity - one idea developed	7
	6	Coherence - transitions	7
Types	7	Narrative: specific details	7
	8	narrator (1st, 3rd limited, 3rd omniscient)	7
	9	dialogue	7
	10	chronological order (flashback, etc.)	7
	11	identifying purpose and audience	7
	12	Descriptive: specific details	8
	13	sensory details	8
	14	spatial order	8
	15	identifying purpose and audience	8
	16	Expository: (informative-factual; persuasive-opinion)	8
	17	support details (examples, quotes, statistics)	8
	18	provable facts and logical opinions	8
	19	methods of development:	8
	20	(Chronological, spatial, importance	8
	21	general to specific, known to unknown, etc.)	8

	22	identifying purpose and audience	8
	23	writing instructions (how to)	8
Outlines	24	importance of preparing informal plans	8

The teaching points for the rest of this Unit: Writing Sentences are covered in module 6, Parts of the Sentence and module 7, Punctuation and Capitalization. By the time learners have completed all three of the grammar units, they should have the background to understand how to correct most mechanical errors in their own writing and that of others. From this point on, learners should be *working towards* writing correct compositions which respect **all** the conventions of standard English usage.

NOTE TO FACILITATORS AND LEARNERS:

1. This module, Writing Paragraphs, presents information and exercises to accompany the objectives of BAU-ENG 6.8, Paragraphs, and IAU-ENG 2.5, The Writing Process as well as IAU-ENG 2.6, Writing Paragraphs..
2. The most effective way to learn to write is to do lots of writing. This module presents many opportunities for learners to practice writing and experiment with a variety of writing techniques.
3. By the end of BAU-ENG, learners should be able to write a one-paragraph essay that contains good structure and contains a minimum of mechanical errors. Learners should be able to write narrative, expository, and descriptive paragraphs. BAU-ENG learners do not need to complete the final section of the module, A Writer's Options.
4. By the end of IAU-ENG, learners should be familiar with more advanced techniques used in writing narrative, descriptive, and expository materials. The final section of the module, A Writer's Options is intended for use by IAU-ENG learners.
5. Facilitators are free to use any support materials appropriate to their learners' needs.
6. Additional resource materials will probably be required for those wanting more information on this topic or for those needing more practice mastering certain areas. Any text on writing can provide additional useful material.
7. Alternate support materials may be appropriate.
8. Facilitators may choose to evaluate a learner's progress with the portfolio method, in which learners prepare a series of paragraphs for assessment at the end of the unit.
9. Although learning the rules is important, writing clear and effective paragraphs is the real objective of this module. Learners should cement their learning by writing many compositions.
10. Because writing samples are often part of timed, standardized exams, learners should be encouraged to do some writing under examination conditions.
11. It is the learner's responsibility to search out additional exercises to supplement the practice work included in this module by consulting with his/her facilitator.
12. Do **NOT** write in this module. Please make your notes and complete the exercises in your own notebooks so that other learners may also use these booklets.

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SUCCESSFUL COMPLETION OF THIS MODULE REQUIRES THAT YOU DO LOTS OF WRITING. DO NOT RELY ON SIMPLY READING THE MATERIAL OR CONSULTING THE ANSWER KEYS.

I. INTRODUCTION

The three grammar modules in this program focus on words and sentences. In these, you learned that it is sometimes possible to communicate clearly with only one or two words.

Fire!
Stop!
Ouch!
Sit there.
Come and eat.
Hey!

In more complicated messages, as you already know, you need to use longer sentences.

I am doing the letter now because my boss wants it today.

The cleaners brought your clothes back this afternoon.

If you give me your address, I can send you the brochures on holidays in the Mediterranean that you want.

This module deals with an even larger unit of communication called the **paragraph**. Single words and single sentences are acceptable in conversations, but if you want to write your ideas, you need to know how to put groups of sentences together into these larger units, called paragraphs. Readers expect written messages to follow certain rules of structure, and, as a result, the success of your communication depends on following these conventions.

II. WHAT IS A PARAGRAPH?

Paragraphs are a form of written communication which contains a minimum of five sentences. Each sentence in a paragraph "talks about" or develops one *single* main idea. If your paragraph does this, it is said to have unity. In addition, each sentence in a paragraph must be tied to the one before and after it, like links in a chain, by using special words called *transitions*. If your paragraph contains these links, it is said to have coherence.

Now you should be ready to write your own definition of a paragraph. Try it in your notebook.

Check your definition in the answer key at the end of this module.

EXERCISE 1

Read the paragraph below and then answer the questions that follow.

Riding a bike can give you lots of good exercise everyday. I use my bike to get to work every day. I take my bike to get groceries. When somebody stole my bike, I was heartbroken, but the police found it two days later. I often ride my bike out to the country on week-ends just for a change of scene. Without my bike, I wouldn't get any exercise at all.

1. Does this paragraph have unity? Explain your answer.
2. Does this paragraph have coherence? Explain your answer.
3. What changes would you make to improve this paragraph?



III. PARAGRAPH STRUCTURE

Of course, every good paragraph has to have unity and coherence, but it must also have structure.

an *interesting* beginning.....called *an introduction*

a middle with *specific details*.....called *the body*

a *satisfying* ending.....called *the conclusion*

If you write a paragraph that contains these three sections, you have written a paragraph with good *structure*.

Now write a more complete definition of a paragraph in your notebook.

A. The Introduction

The *introduction* (one or two sentences) mentions the topic or main idea. In other words, the writer will tell the reader

what he/she is about to be told.

German shepherds are good pets.

The introduction, sometimes called the *topic sentence*, must also catch the reader's attention so that he/she will want to finish reading the whole thing. The sentence above states the topic clearly, but it could be reworded.

German shepherd dogs make an ideal family pet.

If you are looking for a great family pet, consider a German shepherd dog.

<p>Topic: German shepherds Main idea: They are good pets.</p>

Copy the information in this box into your notebook.

As a reader, do you know what the paragraph is going to be about? Do you know the writer's opinion? The answer to these questions is "yes". This is a good introduction to a paragraph that will try to *persuade* you, the reader, that German shepherds make good pets.

What is the topic in the paragraph about bikes? What is the writer's opinion?¹

B. The Body

The middle sentences of the paragraph are called *the body*. This is the part of the paragraph that develops and supports the main ideas presented in the introduction. Readers are not likely to be persuaded to change their minds about something just because someone else says so. They need solid proof and convincing reasons. It's here, in the body of the paragraph, that the writer can explain in detail all his/her reasons for preferring German shepherds as pets. In other words, now the writer will tell the reader

what he/she really wants to tell.

The body presents supports (convincing reasons) for the writer's opinion. Read the body of the paragraph below and find the reasons the writer uses to support his/her opinion. Check to see if the supports are convincing and interesting. Also check to make sure the body has unity and coherence.

First, German shepherds are intelligent. In addition, they are dedicated to their owners. Finally, they are usually suspicious of all strangers.

The body of this paragraph contains three reasons to supports the writer's opinion that *German shepherds make good pets*. Each support is placed in a separate sentence.

In your notebook, write one word that describes each reason.

The body of the paragraph has unity because each sentence deals with the topic, and it contains *transitions* which give it coherence.

Transitions are an essential part of good paragraph structure. When a writer

¹ The topic is bike riding and the opinion is that "Riding a bike is good exercise."

adds a new idea begins to develop a new support, he/she often includes a word or phrase to signal the reader that a new *section* is about to start. These “cues” also show the reader how one idea is logically linked to the next one. Reread the body of the sample paragraph on German shepherds once more and see if you can find words that act as clues to the start of each new support and glue the ideas together..

In your notebook, add these transitions at the appropriate place in your list of supports.

If you identified *first*, *in addition*, and *finally*, you have found the three transitions in this paragraph. Be sure you have put these in the appropriate place in the notes you are making. These three transitions show the reader that they are part of a list of supports the writer is presenting.

There are many "cue words" or transitions. Think of some other groups of words that you could use to get coherence into a paragraph and that will indicate to the reader that a new support is about to be added to the list of reasons. Here are just a few of them to get you started.

First,.... Second,..... Third,....
 Firstly, ... Secondly,.... Finally
 Another reason,.... A final reason
 Most importantly....

Consult any textbook on writing to discover others to add to this list.

Remember that when a paragraph, or longer essay, deals with only one subject, it has **unity**, and when all the ideas on that subject are linked to each other, the paragraph has **coherence**.

The paragraph on German shepherds has unity and coherence, but it needs to be more *persuasive*. To make this paragraph more convincing, the writer needs to add more details and examples.

First, I have never met a German shepherd whose intelligence wasn't above average. They can learn how to turn door knobs, follow a trail, or identify illegal

substances. In addition, German shepherds are dedicated to their owners. My dog Max waits patiently at the end of the driveway every night until I come home. Not even a juicy bone will tempt him to move. Finally, he is usually suspicious of all strangers, so he barks or growls when anything or anyone unknown is near his family.

Now the body is longer than the minimum three sentences, but it is much more convincing.

In your notebook, add the writer's example beside each of the supports used to make the paragraph on German shepherds more interesting and believable.

C. The Conclusion

The last part of a paragraph is the *conclusion*. Readers need to know that they are coming to the end of what they are reading, and they need to feel satisfied that they have heard the whole "story". The easiest way to write an acceptable conclusion is to reword the introductory sentence. In other words, look at your introduction and then say it again using other words. In other words, in the conclusion, the writer tells the reader

what he/she has just been told.

Here is a possible conclusion for the paragraph on German shepherds.

German shepherd dogs make a great addition to any family.

Record the conclusion in your notes. Now turn to the answer key and see how closely your notes correspond to the outline printed there.

EXERCISE 2

Before you move on to the next concept in learning to write, let's look at another paragraph.

Canoeing is the best way to relax and relieve your stress. Gliding across a still lake on a summer day, nothing but silence and bird songs will break the quiet and interrupt your thoughts. In addition, the slow rhythmic strokes of the paddle can help you unwind so that all your troubles will fade into the background. Canoeing has its most soothing effect when you can lie back in the middle of a deserted lake and stare up at nothing more complicated than a bright cloudless sky. Canoeing always makes you feel comfortable with your life.



1. What is the general topic of this paragraph?
2. What is the main idea? (the writer's opinion)
3. What are the three things that support the writer's opinion?
4. What examples strengthen these supports?
5. How does the writer link the supports together? Be specific.
6. What is the conclusion?
7. Make a list of other words in the paragraph that relate to stress and relaxation.
8. Now check your answers with the key in the back of this module. Your answers may vary slightly. If you are unsure whether you have answered the questions properly, check with your instructor.

EXERCISE 3

For each of the paragraphs below, answer the same questions as you did in the previous exercise.

- A *Be kind to the environment; take a hot dog for lunch. The humble wiener makes a great back country meal for hikers. First, because they are light weight and compact, a meal for five or six people weighs under a kilogram and takes up very little space in a backpack. Second, hot dogs can be prepared over a small fast fire. The small amount of firewood required can be gathered near the path without trampling large areas of the delicate forest floor. Perhaps the best part is that*



hot dogs create very little garbage to pack out, so the temptation to litter is reduced. Take hot dogs on your next hike, and you'll be doing yourself and nature a big favour.

B. *Three things about my new computer program are going to drive me crazy. The worst thing is the annoying chime that sounds so happy every time I make a mistake. Add to that the frustrating problem of the capital letters that appear even though I haven't typed them, all because some arrogant programmer thinks that I am too stupid to know when to capitalize. If that's not enough to drive me to distraction, this program has a glitch that automatically shuts the computer down when some unknown combination of keys are struck. By the end of a day of wrestling with this new word processor program, I'm ready to grab the nearest blunt instrument and do some serious bodily harm to this latest advance in technology.*

C. *Is there anything better than homemade bread? When it's almost baked, the warm, nutty smell fills the house and brings everyone into the kitchen. After it's out of the oven, the dark, golden crust makes the first crunchy slice a treat to bite into. The third, but most wonderful thing about homemade bread is its soft middle section dripping with lots of butter and fresh strawberry jam. Freshly baked bread is a delicious treat.*



D. *My grandfather has always been my favourite person. Since I was very little he has always taken me fishing with him, and he taught me everything I know about catching salmon. When I was just ten, he started to show me how to fix cars, and now I know enough to help him in his garage. Most of all, gramps has always spent lots of time talking to me: he respects what I have to say and listens to my suggestions. I love to be with my grandfather, a man who has a special place in my life.*

E. *If it were up to me, I would outlaw three foods. First, there's oatmeal porridge. It's thick and sticks to my spoon like glue. Then, there's spinach, a slimy green goo that makes my mouth feel funny. The food I dislike the most is liver. I can't stand the smell, and it feels like a cup of sand in my mouth. If I never eat any of these again, I'll be happy.*

IV. CREATING A ONE PARAGRAPH ESSAY

Now that you have had the chance to examine the structure of some good paragraphs, it's time to start thinking about doing some writing of your own. One of the biggest problems most new writers have is deciding what to write about.

A. Getting Started

The first rule of writing is to choose a topic that you know something about. In addition, the topic should be something that you feel strongly about, either *positively* or *negatively*. The enthusiasm you bring to the topic is reflected in your writing and thus to the reader.

When asked to write in the classroom, you may create your own topic or pick from a list supplied by the instructor. Let's assume that you have been given the following list of general topics for a one-paragraph essay.

Read the list below. Which topic appeals to you?

Children	Vehicles
Animals	Sports
Vacations	

Perhaps you decide to write about animals because you have had pets all your life, and you can't imagine what life would be like without an animal in the house. So you start to write about the animals you've known: dogs, cats, hamsters, birds....but you just can't seem to get going. Every sentence looks "silly" and you really can't think of anything to say except that you like animals.

The problem you have encountered is a common one. Believe it or not, the problem is not that you don't have anything to say, but rather that you the topic is much too broad. There is so much to say that you don't really know where to start. As a result, every sentence you write seems to go round in circles and gets nowhere. When the topic is too broad, writing is impossible. After all, think about the topic, *Animals*. How many animals are there in the world? How many different kinds are there? The books on the *broad general topic* of animals would fill all the shelves in a large library...and all you've been asked to do is write a single paragraph.

The solution to the problem is quite simple. You need to **narrow** the topic. This means that you choose a tiny specific area of the topic that contains only enough information to fill one paragraph. How do you do this thing called *narrowing*?

You begin by asking yourself a few questions. Take the general topic *Animals* for example. Ask yourself

What kind of animals? Your answer..... *House pets*.

But there are many different kinds of house pets, all the way from boa constrictors to hamsters to canaries to cheetahs. So you ask yourself the same question again.

What kind of house pets? Your answer.....*House pets with four legs*.

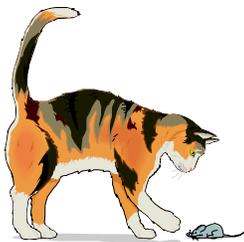
But there are many kinds of four legged house pets: dogs, cats, hamsters. Your topic is still obviously too broad for the length of the composition you have to write. Think about your last trip to the library. How many books were there on pets like those mentioned above? You will have to ask yourself the question again.

What kind of four legged house pets? Your answer....*Cats*.

At this point you probably think that you have reached a suitable topic for writing. This is the place in the narrowing process where many writers get into trouble. Take a minute to ask yourself, "How many books would there be in a library on the topic of cats?" Even in a small library, there would be several whole books on cat, but you will be writing something very short, a paragraph. It would be impossible to say everything about cats in a single paragraph. You can clearly see that you need to narrow your topic even further...so continue asking the question, "What kind of...?"

Your thought process may follow this track:

- *short haired cats*
- *Tabby*
- *Tabby kittens*
- ***my** Tabby kittens*



Now you are closer to a good topic.
My Tabby kittens

EXERCISE 4

It is essential that you consult with your instructor while doing this exercise.

Use the narrowing process you have just read about to turn each of the general topics below into ones that can be handled in a one paragraph essay. Be sure to record the various stages of the narrowing process in your notebook.

The first one is done for you.

- 1) Vehicles.... What kind of vehicles? ...trucks
 What kind of trucks?transport trucks
 What kind of transports?...eighteen wheelers
- 2) Children
- 3) Summer
- 4) Sports
- 5) Television
- 6) Insects
- 7) Nature
- 8) Vacations
- 9) Health
- 10) Education

B. Finding Something to Say

Now that you have found a narrowed topic, the next thing to think about is something to say about it. Take *My Tabby kittens*, for an example. Ask yourself this question. "So, what about my Tabby kittens?" By answering this question, you will come up with an opinion about your topic. Perhaps your answer leads you to this opinion.

"My Tabby kittens are fun to watch."

To come up with an opinion, you can also use a formula that looks like this.

<u>TOPIC</u>	<u>LINKING VERB</u>	<u>JUDGEMENT</u>
Triple cheese pizza	is	delicious.
My noisy neighbours	are	annoying.
Returning to school	was	scary.
Spring trout fishing	is	relaxing.
Extended cargo vans	are	better than trucks.
Making speeches	doesn't have to be	difficult.

EXERCISE 5

Create an opinion about each of the narrowed topics you created in Exercise 4. Turn your opinions into interesting introductory sentences. (You will have a total of ten introductory sentences.)

If you begin to write at this stage, chances are your paragraph will still go nowhere because you haven't thought of anything specific that you really want to say. What you need to do now is **generate some ideas**. There are many strategies for finding something to say. One of them is called **listing** or **brainstorming**.

Use blank paper and write everything that comes to mind about Tabby kittens. Don't be judgemental! Don't stop to think whether your ideas make sense or are even reasonable. Don't worry about spelling; you are the only one who will read this. Just write everything! Your brainstorm for *My Tabby kittens* might look like this:

- cute , cuddly, loud
- white (no colour on their ears)
- blue eyes
- sharp claws, like needles
- awkward
- like to play
- do really funny things
- entertaining to watch
- laughed til I cried
- chase string and catnip mouse

- *** ...next page
- do somersaults and play fight ***
 - growl at shadows
 - sleep with their paws over their noses
 - make a mess when they eat
 - tip over the water dish
 - try to jump up but miss
 - climb the curtains ***

From this list, it looks like you have lots of material for a paragraph. You obviously like your kittens, and you have lots of funny things to include to support your opinion.

EXERCISE 6

Using the topics you narrowed in Exercise 4, brainstorm a list of ideas for each opinion that you might include in a paragraph to persuade someone to agree with you.

For each list, put an asterisk beside the three points that will best support your opinion. Be sure to get your instructor to check your work before you continue.

C. Creating Supports for Your Opinion

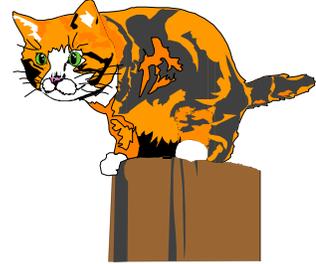
Expressing an opinion is fine, and brainstorming for ideas will give you something to say, but to be effective the writer needs to support the opinion with proof. For example, if someone states that the Acme car dealership is the best place to buy a used car, you are likely to need to hear their reasons before you decide to give Acme a try. Similarly, if you read that ice cream is bad for your health, you will probably want to see some proof before you agree with the statement and never eat ice cream again. Convincing proof could come in the form of

- (1) **examples** of people who became sick after eating ice cream
- (2) **observations** which are made from experience

Let's apply these ideas to the topic of Tabby kittens. You have formulated

the opinion, "My Tabby kittens are fun to watch." Next, you need to come up with a minimum of **three supports** for your opinion:

Ask yourself the question, "What do Tabby kittens do that makes them so funny?"



Pick three funny things from the list of ideas you brainstormed.

1. play fighting
2. chasing a catnip mouse
3. climbing the curtains

For each support, include some specific details.

1. play fighting...rolling and somersaults...falling off things
2. playing with a catnip mouse...jumping and twisting
3. climbing Mom's best curtains...can't figure out how to get down
...whimpering meow

Now you have created a **plan** for your one-paragraph essay, just by making a list of the ideas you will use to support your opinion.

Hint: To make sure that you stay on topic as you write, many people create a **working title** somewhere during these early stages. A working title should include the topic and one or two words that remind you of the opinion. As you plan and write, you should look back at the working title frequently. In the case of the Tabby cat paragraph something like *Kittens are funny* will work to keep you on the right track.

EXERCISE 7

Use any **three** opinions from the exercises above and create a rough plan for three separate paragraphs..



D. Creating a Satisfying Ending

The only thing missing from the picture now is the conclusion. Look at the introduction and try to say the same thing in different words. In other words, create a concluding sentence by rewording the introduction. Perhaps you might write,

No matter what they do, I am always entertained when I watch my two Tabby kittens.

The paragraph has all but written itself at this point. All you have to do is string your ideas together by creating grammatically correct sentences that present each of three supports and examples recorded above. Don't forget to include *transitions* between each of the supports.

EXERCISE 8

Write a concluding sentence for each of the 3 topics you developed in Exercise 6. Your instructor should check your work.

V. WRITING THE ONE PARAGRAPH ESSAY

With the plan complete, you are, at last, ready to write the *first draft*, or rough copy of your one-paragraph essay. Pick a time and place where you can work undisturbed. Then, just start writing. (HINT: It's a good idea to write on every other line, so that you have room to go back and make corrections and changes after you have finished.) The best way to write a first draft is to write quickly so that you get all the ideas down at once before you forget them. Do not worry about spelling, punctuation, grammar, or sentence structure at this point in the writing process. Just write. There will be time to make changes and improvements later.

EXERCISE 9

Write the paragraph on Tabby kittens for yourself. You should have a minimum of five sentences, but if you want to put in more description of their antics, go ahead. Remember to write on every other line.

The first draft of the Tabby kitten paragraph might look like this. Compare the first draft below with yours.

My Tabby kittens are really funny to watch. When they roll over and over, they really look funny. Sometimes they don't feel like playing together so one will play with his catnip mouse. He hits it and chases it around the room like it was a ferocious enemy. The funniest thing I have ever seen them do is climb Mom's curtains. When ever I want some entertainment, I just watch my two cats.

This is a very basic paragraph, but it has the essentials: unity, coherence, transitions, and good structure. It is a little dull, but adding a few more details to each support would make it a lot more interesting. As well, the introduction needs to be changed to grab the reader's attention. Look at the paragraph below to see how the writer has rewritten it and added more details (content).

Pay special attention to the changes in the introductory sentence and the addition of a second sentence immediately after the first which provides a summary of the main points to be expanded (i.e. fighting, playing, getting into trouble). This writing "trick" is called a "blueprint sentence" or a "road map sentence" because it provides the reader with guidelines on what he/she is about to read. Sentences like this make it easier for the reader to understand your paragraph.

Are you looking for a pet that will put some entertainment into your life? A pair of Tabby kittens will amuse you as they play fight, chase toys and get into mischief. Maximus and Trilby spend all their waking hours jumping on each other and wrestling. The play fighting begins when Max leaps on Trilby, clutching her tightly with all four feet. Then, she grasps him and bites his lilac-coloured ear, and kicks him with her hind feet. The rules of this wrestling ring obviously include one that says that the first one to break away loses the fight. They roll and somersault off chairs and down the stairs never once letting go. In fact, they look like a multi-coloured baseball as they roll and fight around my feet. Sometimes when one of them doesn't want to play, the other is forced to find a single entertainment. Trilby's favourite is chasing

a catnip mouse. She slowly sneaks around corners and under chairs until she is close enough to jump on the poor unsuspecting stuffed mouse. Then swishing her tail and wiggling her hips, she launches herself through the air. Once her prey is close enough, she bats it around, makes giant twisting leaps straight up in the air, and then rolls over and over with the pretend mouse in her grasp. When she realizes I've been watching her she usually drops the mouse and looks embarrassed to have been caught doing such a foolish thing as spending all her energy on that phony mouse. Max and Trilby have one trick that is really funny. Every once in a while they decide to climb Mom's best curtains. With a wild jump they sink their claws into the delicate material and climb to the top in search of something. Once they get to the top, they stop and suddenly realize that they are very high above the ground. Now they are terrified, and they have no idea how to get down. Right away, they start to cry and meow in a pitiful way. I can't help but laugh at how silly they look clinging to the top of the curtain. No matter what they do, I am always entertained when I watch my two Tabby kittens.

The second rough draft is now finished. You have mentioned each one of the supports from your list and you have described each one in great detail. The next step is perhaps the easiest of all. Put the rough draft away for a few hours, even a day or more. When you come back to it, you will be able to read it almost as though it had been written by someone else. You will see mistakes. You will find details that don't contribute to the unity of the paragraph or you may decide that some areas need more detail. These should be removed or included, according to what's needed. You may also realize that the paragraph lacks coherence because you did not put in enough transitions. These can be added. Finally, you may decide that the paragraph would be more effective if you presented the supports in a different order. Making all these changes to a rough draft is called **revising**.

Look carefully at the changes, the writer made below when revising the Tabby kitten paragraph, and try to decide why the writer made it. Then decide whether you would have made the same change or done something else. Notice also that the introductory sentence is now a little fancier than the original and that the writer has added a "blueprint" sentence right after the topic sentence. The writer has, in fact presented his/her ideas three times.

Introduction.....tells the reader what you are about to tell

Body.....tells the reader what you have to say

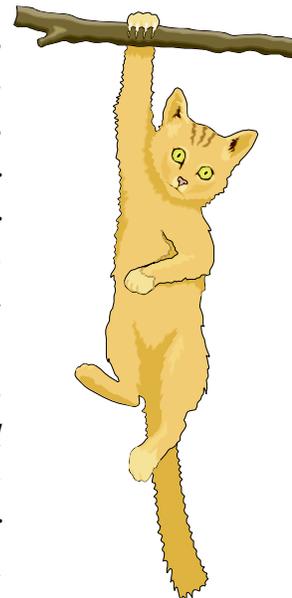
Conclusion.....tells them what you have just told them

Are you looking for a pet that will put some entertainment into your life? A pair of Tabby kittens will solve your problem and provide you with hours of amusement as they play fight, chase toys and get into mischief. Maximus and Trilby spend most of their waking hours wrestling. The play fighting begins when Max leaps on Trilby, clutching her tightly with all four feet. She responds by grasping him about the shoulders, biting his lilac-coloured ear, and kicking him in the stomach with her hind feet. They roll and somersault off chairs and down the stairs never once letting go. In fact, they look like a multi-coloured basketball as they roll and fight around my feet. Sometimes when one of them doesn't want to play, the other is forced to play alone. Trilby's favourite "singles game" is chasing a catnip mouse. She slowly sneaks around corners and under chairs until the poor unsuspecting stuffed mouse is close enough to be jumped on. Then after many minutes of tail swishing and hip wiggling, she launches herself through the air. Once her prey is close enough, she bats it around, makes giant twisting vertical leaps, and then rolls over and over with the pretend mouse in her grasp. When she realizes I've been watching her, she usually drops the mouse and looks embarrassed to have been caught doing such a foolish thing as spending all her energy on that phony mouse. Max and Trilby have one trick that is really funny. Every once in a while they decide to climb Mom's best curtains. With a wild jump they sink their claws into the delicate material and climb to the top in search of something. Once they get to the top, they stop and suddenly realize that they are very high above the ground. Now they are terrified and they have no idea how to get down. Right away, they start to cry and meow in a pitiful way. I can't help but laugh at how silly they look clinging to the top of the curtain. No matter what they do, I am always entertained when I watch my two

Tabby kittens.

Once again, let it sit for a while before you revise it again. Here's the final draft of the paragraph. Compare each sentence below with the version above.

Are you looking for a pet that will put some entertainment into your life? A pair of Tabby kittens will do the trick. You can't help but laugh as you watch these furry comedians play fight, chase toys and get into mischief. Maximus and Trilby, my two kittens, spend most of their day wrestling. Max leaps on Trilby, clutching her tightly with all four feet until she responds by biting his lilac-coloured ear and kicking him in the stomach until he squeaks in submission. Then, they roll and somersault off chairs, even down the stairs, looking like a self-propelled furry grey basketball. Sometimes they play alone. Trilby's favourite game is chasing a catnip mouse. She slowly sneaks around corners and under chairs until the poor unsuspecting stuffed mouse is close enough. Then after many minutes of tail swishing and hip wiggling, she launches herself through the air. and makes giant twisting leaps around it, until finally she spears it with her claws. When she realizes she has an audience, she is so embarrassed by her foolishness that she hides her head under the couch. Best of all, Max and Trilby can be delightfully mischievous. With wild leaps, they sink their claws into Mom's best drapes and climb to the ceiling in search of some invisible lunch. Once there, they meow pitifully until someone rescues them. No matter what those two kittens do, there is never a dull minute in my house.



Now that the paragraph has had many revisions, you should read it carefully several times to make sure that it contains no errors in spelling, grammar, or punctuation. Once you've done your best, find a friend or instructor who will read it too and correct any errors.

Many new writers think that getting someone else to read and suggest corrections for their writing is cheating. This couldn't be further from the truth. All professional writers use proofreaders to correct their text. After all, no one intentionally spells a word wrong, or knowingly puts a comma in the wrong place. Proofreaders will spot errors and correct them. If the proofreader isn't sure, he/she

will look the word up in the dictionary. Proofreaders may also find parts of your writing that don't make sense and will point them out to you so that you can make the changes necessary for a clear, understandable message.

CAUTION: Just because you use a proofreader to eliminate errors, doesn't mean that you don't have to try to write correctly. Remember that you still have to perform on tests and standardized exams where you have to be able to do your own proofreading.

When you are satisfied with your paragraph, you can create a final title. Titles serve two purposes: first, they focus the readers' attention which helps their understanding by preparing them for what they are about to read; second, a good title works to persuade readers to actually read the material. Be sure the titles you choose are catchy and interesting: *Funny Furry Felines*. Sometimes you can use a phrase from the writing itself: *Furry Comedians*.

EXERCISE 10

Write **three** one-paragraph essays based on the planning you have just created. Create a working title/final title, and be sure to include transitions and a concluding sentence which restates your introduction. Remember that a good composition will probably need several revisions.

The very last thing that happens to a piece of writing is that you share it with an audience. Make sure that it looks appealing on the page.

- Write or type it neatly. Do not scratch out errors.
- Make sure your handwriting is legible.
- Leave wide margins at the top, bottom, and sides of your page.
- Place the title at the top of the page.
- Indent the first line of your paragraph².
- Pictures or illustrations can make your writing more meaningful.

At last, it's ready for its intended audience. When you write in the classroom, you are practising your writing skills, and the instructor is your audience. The teacher will imagine the audience you intend and then try to become that audience.

In the real world, writing is a little easier because you probably won't have to

² If you are typing your paragraph, it is not necessary to indent.

find a topic of your own, and you will probably know exactly who you are writing for. In the case of the Tabby kitten paragraph, your boss at the pet store has asked you to write a cute piece to be included in his monthly newsletter which he circulates to all the high schools in town as part of his program to teach people to be better pet owners. Obviously, he hopes that some of those who read his newsletter will come into the store and buy a pet.

EXERCISE 11

For each of the three paragraphs you wrote, think of a place where you could publish or share them. Be specific. If possible, go ahead and share your work.



VI. WHAT IS WRITING?

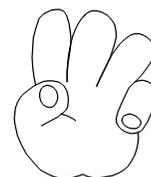
Successful completion of this module on paragraph writing requires, first, that you understand a little bit about communication. Second, you must also be familiar with the six step writing process.

A. THE COMMUNICATION PROCESS

The dictionary says that communication is “the act of imparting, transmitting or interchanging thoughts, opinions, or information by speech or writing.” That meaning seems quite simple. Just open your mouth and speak, or else jot a few words on paper. After all, most of us communicate hundreds of times each day, and most of our needs are met, part of the time. Although we may have the capacity to create and use good communications techniques, most of us rarely do so with anything like complete effectiveness. It is fair to say, however, that those people who are successful in life, either financially or otherwise, tend to have “better than average” communication skills. To become as effective as these people, most of us need to acquire an understanding of the steps involved in any spoken or written communication as well as learn about the barriers that keep our messages from getting through correctly.

All communications consist of *three* essential elements:

the sender,
the message,
the receiver.



THREE

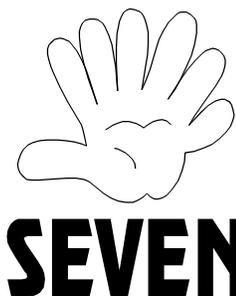
In other words, one person, the *sender*, creates a *message* from the meanings or ideas in his/her head and then translates them into verbal and non-verbal signals through sounds, words, sentences, paragraphs, or even actions or reactions.

A second person, the *receiver*, is necessary to complete the communication. (What good is creating and sending a message if no one is there to receive it?) Along with the receiver’s understanding of the message comes a response in the form of verbal or non-verbal signals, called *feedback*. Feedback is not just a second message following the first in a “time” sense. It also provides the sender with essential information on the effectiveness of his/her message.

A successful communication transfers an idea in one person's head into another person's head with as little change from the original thought as possible. The closer the "picture" generated in another's head is to the "picture" you have in your own, the more successful the communication.

Every message, whether it is written or spoken, has to pass through seven steps, called the *communication process*.

1. The sender must *perceive* a reason to send the message.
2. The sender must *encode* the message.
3. The sender must actual *transmit* the message.
4. The message must be *physically received* by someone.
5. The receiver must *decode* the message
6. The receiver must *understand* the message.
7. The receiver must *respond* in some way.



If at any stage in this seven step process, the meaning becomes scrambled or fuzzy the communication has failed. There are many reasons why a communication may fail. Here are some of them.

1. The receiver can't hear you speaking or read your writing.
2. The receiver doesn't know your language.
3. The receiver is bored by your message.
4. The receiver is sleepy and doesn't get around to reading your message.
5. The receiver is angry and thinks your message is unimportant.
6. The receiver sees the world differently than you do and disagrees with you.
7. The receiver can't understand why you think the way you do.
8. The receiver is hungry or cold and can't pay attention.
9. Your message is confusing, so the receiver loses interest and doesn't finish it.
10. Your message is too long or too short; contains too many details, or not enough details; uses words that are too hard or too easy.
11. The receiver doesn't think you are believable.

As you can see many of the reasons why a communication fails have to do with the receiver. As a sender (speaker or writer), it is your job to think about the receiver's (listener or reader's) needs and try and meet them in every message you encode and transmit, and so reduce the chances for misunderstandings.

B. THE WRITING PROCESS

Writing is more than picking up a pen and putting words on paper. Writing requires thought and planning if it is to mean anything to the receiver who reads it. Beginning writers run into difficulties because they often consider only themselves when they write. They forget that the real purpose for writing is to send a message to someone, the reader, who must understand their ideas, and that readers are not mind-readers. The writer may reason that if he/she can understand it, others will also be able to follow his/her train of thought. This could not be farther from the truth. Writing effective communications means thinking, planning, and polishing the message to be sure that the reader's needs have been met and that the fullest, most accurate message gets through. Always take time to zero in on your audience's (the reader's) needs before, during, and after you write or speak.

Because you followed the instructions and completed the exercises in the first part of this module, you have already participated in the writing process. Now it's time to review it.

STEP ONE: GENERATING IDEAS

You have already seen how to pick a topic from a list and then how to narrow it. If, however, you must pick your own topic, you should begin by making a list of 10 - 15 things that interest you or that you have a strong opinion about. Read through the list and decide on the one that you know the most about and that you have the most enthusiasm for. When you have decided on a general topic, follow the steps outlined in the previous section and ask yourself questions until the topic has been narrowed sufficiently to be dealt with in the length assigned by the instructor (or needed by your audience). Be sure that your topic is small enough so that you won't be confused by having too much to say in too short a space.

Next create an opinion, and write it in a simple way. Remember this formula?

<u>TOPIC</u>	<u>LINKING VERB</u>	<u>JUDGEMENT</u>
Mount Carleton	is	a good vacation spot.
Lobster	is	a treat.
Trains	are	the best way to travel.

Now that you have created a topic sentence, you need to think of something to say, some supporting ideas. Brainstorm or list as many ideas as you can, and then choose the three strongest (three is a minimum...a longer essay might require more supports).

STEP TWO: PLANNING



Arrange the ideas from your brainstorming in some order.

If you are writing a paragraph to persuade someone, it is often a good idea to put the strongest reason last as the reader is usually most influenced by what he/she has read most recently.

If you are writing a story, you will probably arrange the ideas in the order in which they happened. On the other hand, if your writing is describing something, you probably need to organize the details in organized order, like from right to left or top to bottom.

Your plan doesn't have to be long and involved and for most writing tasks just a few "scribbles" on a piece of scrap paper will be enough to keep you from forgetting what you want to say. In general, you are the only person who will ever see the plan, but you can't write a good message without having thought your ideas through from beginning to end and written them down somehow.

A working title can help you focus on what you are trying to say.

STEP THREE: THE FIRST DRAFT



The key to writing a good first draft is to be sure you have all your ideas roughed out before you pick up your pen. Once you're fairly sure you know the basics of what you want to say, choose a quiet place to work so that you can write from start to finish without stopping or losing your train of thought. Do not worry about spelling, grammar, punctuation or sentence structure. Do not worry about whether something really fits or not. Most importantly, do not be too judgemental about what you write. Getting the whole thing down on paper is your goal at this stage.

Remember, you can't improve a piece of writing until you have something on paper to work with.

It's a good idea to go away and leave your first draft alone for a while, maybe even a day or two, if time allows. Then when you come back to it, it's almost like you were reading someone else's work. You'll be able to find the mistakes more easily and you will have a better idea about what to leave in your writing and what to take out because it doesn't belong.

HINT: It's a good idea to write on every other line so that you have plenty of room to make changes and improvements without having to rewrite the whole thing. If you type well, you can write the first draft on the computer. Then you can print a hardcopy of your first draft, make the changes you want, transfer the changes to your disk and then print the corrected version without having to retype the whole composition.

STEP FOUR: REVISING

When you are ready to go on to the revising stage, reread the first draft. The revising stage of the writing means fine-tuning and organizing the content. This means *making the ideas you want to communicate as effective as possible* as well as adjusting them to meet the needs of a particular audience.

Make sure that all the ideas you have included relate to the topic sentence. Does your paragraph have unity? If you find that you have included material that doesn't belong, eliminate it. For example, if you are writing about the requirements

for a good study area, and you find that you have written about how you get distracted by trying to figure out what to have for dinner, simply cross that part out. If you find that some areas are not well enough explained, add what's needed. You may even decide that the first support you wrote is really the strongest and should, therefore, be moved to the last position, just before the conclusion.



Make sure that your introduction will grab the reader's attention. Is your topic and your opinion clearly stated?

Check to make sure that the conclusion you have written is really a summary of what you have just said. ***You should never add a new idea in the conclusion.***

Once you are satisfied that you have included everything necessary, go back and make sure that you have included ***transitions*** at appropriate places throughout the text. Does your paragraph have coherence?

It's not unusually to have to revise a composition five or six times, just like the paragraph on Tabby kittens.

If you are using the computer, make all these changes to the first draft and save the new version. If you are handwriting, make a new copy of the paragraph.

Good writers know that they will have to go through many revisions before their writing is really effective. Be prepared to rewrite your paragraph several times, so using the computer makes this process a lot easier..

STEP FIVE: PROOFREADING

Now that you are comfortable with the content of the paragraph, you can focus on *getting rid of the mechanical errors*, like spelling, grammar, and punctuation. Read the paper several times yourself and pay special attention to each sentence. Ask someone else to proofread it for you.

- Use the knowledge you gained in the grammar modules to decide if you have written sentence fragments or run-on sentences.
- Use your knowledge of subjects, predicates, and pronouns to check that everything agrees.
- Use the dictionary or the computer's spell-checker to correct



the spelling.

- Use the punctuation and capitalization module as a handbook to check out things like commas and semicolons.

HINT: A good strategy to use in proofreading is to look at each sentence you have written as though it were a separate sentence in an exercise. Analyse the structure of each sentence. This will help you place the punctuation correctly and eliminate major sentence faults.

STEP SIX: SHARING

Your one-paragraph essay is now finished, and it's time to get it ready for your intended audience.

- Write or type it neatly. Do not scratch out mistakes or use white out.
- Make sure your handwriting is legible.
- Leave margins at the top, bottom, and sides of the paper.
- Give your work a final title.
- Pictures and drawings can sometimes make your writing appealing.

Perhaps you will just turn it in for marking by your instructor. Don't overlook the possibility of sending it to the local newspaper as a letter to the editor. You can post it on a bulletin board, or as was the case with the pet shop worker, give it to the boss for inclusion in his newsletter.

EXERCISE 12

Using the paragraphs you have read so far in this module as models, write three more separate one-paragraph essays of your own. Be sure to follow the writing process. Submit the first paragraph and get some feedback from your instructor before you begin the second. (You may write on any topic you wish.)

VII. TYPES OF WRITING

In this section of the module, you will learn about the three types of writing.

1. expository: informative or persuasive
2. narrative
3. descriptive

1. Expository Writing



All the writing you have done and seen so far in this module has been expository. In reality, there are two kinds of expository writing. The first kind is called *informative* and is used when you have only facts to communicate. The second kind of expository writing is called *persuasive*, sometimes referred to as argumentative. Persuasive expository writing is used to persuade the reader to change his/her mind or to accept your point of view.

What kind of expository writing was the essay on Tabby kittens? German shepherds? Bike Riding? Canoeing? Every piece of writing that you have seen so far has been persuasive. Persuasive writing allows you to express an opinion and then support it with convincing reasons.

Informative expository writing deals with facts only. If you write a set of instructions for cleaning your automatic coffeepot, you are using informative writing. If you write the facts about a city, you are doing informative writing. Informative writing is very important in the world of work. Much of the writing that takes place in an office is informative: a letter ordering stationery, a report on a work-related accident, a memo about contributions to the social fund.

When writing informative material make sure the introductory sentence clearly identifies the topic and gives general idea of the facts the reader is about to learn. For example, *Cleaning an electric coffee maker is a five step process.*

Here's an example of an informative paragraph.

The Bathurst Adult Learning Centre has been in existence for seven years. It was founded in 1991 by a group of citizens concerned about the large number of local people who had low literacy levels. Initially, the volunteers worked to raise public awareness with meetings, newspaper articles, and radio commercials. Then in 1992, the group learned of a provincial government program, Community Academic Services Program (CASP) designed to help volunteer

organizations set up and run community-based classrooms for adults in need of literacy training. Today, classes are still held in the Donald Eddy Memorial Hall on St. Patrick Street in Bathurst. During the seven years of its existence, more than 200 students have been registered. Many of them have since been able to find work or have advanced to Senior Academic Upgrading at the Community College. The future looks bright for this locally run literacy initiative.

This paragraph has unity: every sentence presents a fact about the group. It also has coherence because each sentence is tied to the one before and after it with transitions. Because this paragraph is about history, the transitions have to do with time: *founded, initially, then in 1992, today, still, during the seven years of its existence, students...many of them, the future.*

EXERCISE 12

Write an informative paragraph and submit it to your instructor for writing. Paragraphs will be marked for both content and structure. You may need to do some research in the library or in your community to find the facts you need to build the content of your paragraph.

EXERCISE 13

Write an example of a persuasive expository paragraph. You may use one of the topics you worked on, but didn't write about, in the previous sections.

2. Narrative Writing

Narrative writing is the way to present a story that consists of events that happen one after the other. The story you tell can be true or fictional. Any time you relate actions that take place over a period of time you are writing a narrative. Here are some of the requirements for writing a narrative.

1. Use the writing process, just as you did for expository writing.
2. The incident you tell should have a point to it (e.g. a story about a car accident might focus on what real fear is like).
3. Use a narrator to tell the story.

4. Include lots of specific details. Give people and places names. (e.g. My friend Susan and I were driving to Lake Simcoe when...)
5. Use quotations (dialogue) if it will make the story seem more real and believable.
6. Include transitions that show how time is passing or how people in the story are moving from place to place. (e.g. now, later, then, after, next Wednesday...nearby, turning left, after entering the room)

Now read the following narrative paragraph. Does it fulfil the requirements of a narrative? Check the content of this narrative against the list above and find examples of each point.



Shimmering heat waves rose from the pavement as Susan and I rounded Suicide Corner just outside Milton. A loud pop under my right foot jolted me into awareness, and Susan said rather too calmly, "We're in trouble." The Mustang wobbled briefly from side to side. Foolishly, I thought that maybe she was just kidding around. Then, I saw the trees along the roadside rush closer. Everything went quiet as she wrestled the car back in line, but inexplicably we were heading for the opposite ditch. Three times, we slued across the highway, flirting with culverts and ditches, and I remember thinking how odd the absence of sound was and how I felt no fear at all. Suddenly, the seatbelt tightened across my chest, and we were sliding down an embankment into the right hand ditch; brush and tall grass rushed past and slapped against my window. I waited for the crash, but it didn't come immediately. The Mustang teetered clumsily before I realized that we were going to roll. In slow motion, the grass and mud pushed up toward my face. I was pressed against my door with the handle cutting into my side when we stopped with a rending crash. Susan hung from her seatbelt and clutched the steering wheel to keep from crushing me. Sound returned to my world as she gasped, "I'm sorry, I'm sorry, I don't know what

happened." Sweeping diamonds of glass from our faces, we struggled to release our seat belts and climb from the wreck. Standing on the roadside staring at the long snaking skid marks that passed within a whisper of a big old oak tree, fear washed over us.

EXERCISE 13

1. List the events retold by the author.(Leave out the details.)
2. What effect do Susan's actual words (dialogue) have on your reaction to the story?
3. Who is telling the story? (the narrator)
4. What is the writer's real purpose for telling this story?
5. List the words (transitions) that show the passage of time?
6. List the words (transitions) that show the change of location?
7. Make a list of the strong descriptive nouns, verbs, etc. the writer has used to help the reader experience the accident as if he/she were really there.
8. What is the dominant feeling the writer has communicate about the accident?

EXERCISE 14

Here are two more narrative paragraphs. Read them and analyse them the same way you just did with the one above.

I had never thought about getting a pet until I saw Marla's kittens. They were snuggled next to their mother, lying stretched out like spokes in a wheel when I saw them first. They were tiny and not very interesting then, but a few days later I arrived to find them scattered across the kitchen floor, rolling madly in every corner of the kitchen. When Marla produced a wind-up mouse from her junk drawer, their wild scrabblings became even more entertaining. I watched them as I chatted and drank my coffee. I couldn't help but laugh at their tricks. Suddenly, I noticed that one kitten was missing. A minute later, he reappeared, clawing his way up the arm of the chair next to me. As soon as he reached the top, he scrunched down, swished his little tail, and then gathered all his energy into a surprisingly long leap. I felt his needle-sharp

claws dig into the skin of my shoulder as soon as he landed. Before I could detach him, he had snuggled into the corner of my neck, settled down and started to purr rhythmically. He was instantly asleep, and I had fallen in love. He wasn't quite ready to leave his mother that day, but within two weeks I was back at Marla's door with a basket and some soft cushions so I could take my new friend home. That was five years ago, and Sebastian still sleeps curled up on shoulder and purrs in my ear.

Ian's gun was loaded, and he knew that he wouldn't hesitate to use it. On the other side of the ravine, Luke was crouched in terror behind a fallen tree stump, trying to remain invisible from his vicious opponent. The two men were positioned well to meet this ultimate challenge, but their escape routes would soon be blocked by a mud slide brought on by heavy rains in the Belmont Butte area. With every crack of a twig, Ian's brain raced, "Where was that sound coming from?" Luke, on the other hand, knew that his job as backup man required that he wait quietly until the action started before he could move into position behind their prey. Both hunters were fully aware of the danger posed by their search for the rabid dog which was even now dragging itself up the creek bed at the base of the ravine.



3. Descriptive Writing

The last kind of writing is *descriptive*. Descriptive writing is like painting a still life picture. The writer has a picture in his/her mind that he/she wants to communicate to the reader. The writer describes that picture by presenting specific details in an organized way (as viewed from right to left, or back to front, or top to bottom, etc.) Descriptive writing requires the use of specific details and vocabulary that carries a strong meaning. For example, an old man in a worn-out bathrobe could be described as "*a scarecrow draped with a tattered teal-blue bathrobe that hung from his bony shoulders like a rag.*"



Another aspect of writing good description is that the details the writer provides should appeal to as many of the *five senses* as possible. Human beings gather information about the world around them in only five ways, their five senses. In order to communicate information about a scene, the writer has to give the reader the same kind of information he/she would get about it on his/her own. That means that the writer must tell not only what he/she sees, but also what he/she smells tastes, touches and hears. For example, a scene in a country kitchen might include details of the smell of bread baking, the sound of dishes being washed, the anticipation of the nutty taste of the fresh bread, and the feeling of warmth from the wood stove. With all these details, the reader has the information he/she needs to imagine being there.

EXERCISE 15

Read the descriptive passage below.

The reek of burned rubber and the stench of spilled gasoline on the summer breeze assaulted our nostrils. As Susan and I stared into the ditch, the Mustang's rear fender, crumpled like tin foil embedded with shards of red tail light, winked at us. When we got closer, the whole vehicle became visible, and the click of cooling metal cut the silence. The Mustang's right side, scrubbed clean of paint, lay exposed to the sky; three deep gouges ran from back to front slicing deeply into the metal. The driver's door stood strangely erect where the we had clambered out. In front of that, the remains of the windshield, tapping and tinkling as it

swayed against the collapsed engine compartment, hung in ragged sheets of pulverized glass. Finally our hearing returned along with a memory of screeching metal and tearing plastic against the background of bird calls and whistling cicadas. The sun shone hot on my face. I was thankful to be alive.

1. List the senses the writer appeals to and give several examples of each.
2. Make a list of words that contribute information about sensory details.
3. How did the writer organize the details?
4. Identify the transitions used?
5. What message was the writer trying to communicate?
6. List ten specific details that make the picture vivid.

EXERCISE 16

Read this paragraph and answer the questions below.

From her office window, Melinda looked out over the whole dreary town of Burnhampton. The distant mountains stretching out against the grey winter sky were like a slash of purple ribbon. In front of that, an equally drab line of trees marked the sand spit which separated the ocean from the little ice-covered inner harbour. In general, the colour of the whole scene was a pale shade of grey and it mimicked the atmosphere not only of the town which surrounded the harbour but also the outlook of its inhabitants. The town itself hugged the harbour as if it was cowering away from the tangled forest which marched right up to the back doors of the few houses that straggled beyond the townline. All the houses were laid out neatly along the subdivision streets, each with its standard lawn and driveway leading to a double garage. Each backyard had the regulation two trees which in summer created just enough shade to shelter a barbeque and two lawn chairs. It was as if the whole town of Burnhampton and its surroundings had been drained of its colour like a patient who has bled to death.

1. What is the topic of this descriptive paragraph?
2. In the example above, the writer has used only visual details. Why do you

- think other kinds of details have been omitted?
3. Has the writer communicated a clear picture of Burnhampton?
In a sentence or two of your own, describe what the lives of the inhabitants of Burnhampton might be like?
 4. What is the dominant impression left by this descriptive paragraph? What words and phrases contribute to these impressions?
 5. What do you think the writer's purpose was in writing this?
 6. List the transitions used.
 7. List ten words or phrases that you think are particularly effective.

EXERCISE 17

Here is one last descriptive paragraph. As you read, try to determine how the writer feels about the subject being described.

As I walked into the tiny kitchen, I saw my grandmother standing in front of the stove stirring a bubbling pot of stew. On her feet, she wore her caribou skin slippers, embroidered with brightly coloured beads to represent all the wild flowers that grew in her yard. Although her long flowered dress hung nearly to the floor, you could still see her heavy beige wool stockings bunching up around her ankles. The room was thick with the sweet spicy smell of her famous stew, and as she bent forward to stir, a shaft of sunlight illuminated her wrinkled features. Those dark blue eyes were as piercing as ever, but her skin was looser and more lined than I remembered and her stooped shoulders spoke of a tiredness that was bone-deep. When she spoke, her voice was rough and gravelly, yet soft. "Come in, little Sunshine," she said, exactly as she had the day before I left for school ten years ago.

1. What is this paragraph about?
2. The writer has presented the details in an organized way. How is the grandmother's physical description organized?
3. Which senses does the writer appeal to?
4. How does the writer feel about the grandmother? Be sure to support your answer with quotations from the text.

3. Is this paragraph purely descriptive? Support your answer with references from the paragraph.

Although it is possible and sometimes highly effective to write paragraphs that are entirely descriptive, you are far more likely to find descriptive writing mixed into narrative and expository writing. In reality, all writing is a mixture of these types of writing. As you read, try to sort out what kind of writing the author is doing at any one time.

As you get more practice at writing you will be able to blend the three kinds of writing together to create an effective communication that will get your message (purpose for writing) across to the reader (your audience).

EXERCISE 18

The best way to learn how to write is to write lots. In this exercise, you will write a total of 8 paragraphs: two of each of the four varieties. It is important that your instructor, reads and comments on each one as you write it so that what you learn in one can be used in the next paragraph you write. DO NOT, under any circumstances, write all eight paragraphs at once.

VIII. KNOW YOUR PURPOSE!

This final aspect of writing is probably the most important when it comes to creating effective communications. While you are generating ideas and planning what you will write, you should also be focusing on the *purpose* for writing. Ask yourself,

"Why am I writing this?"

"What do I want to accomplish with this piece of writing?"

"How do I want the reader to react after reading it?"

"What do I want the reader to do or feel after reading it?"

Ask these questions over and over as you work through the six steps of the writing process. They help to keep you focused and they also force you to wrestle with your thoughts until you are absolutely sure about what you are trying to say. In addition, knowing your purpose is directly related to your reader's needs. Keeping these in mind constantly makes for writing that really works.

Most textbooks on writing suggest that there are a limited number of general reasons for writing.

to teach
to inform
to persuade
to entertain
to make money
to satisfy an inner need to communicate

When you think about your purpose in writing try to start with one of these words and then add a more specific topic on the end. (For example, ...to inform people about the paper mill in Campbellton; to persuade parents to become involved with their child's education; to teach teenagers to be responsible pet owners)

When you are doing Step Two of the writing process (planning) you should always think about why you are writing. Here are some examples of a writer's purpose.

1. You want the reader to see what you saw. This could be compared to sending a postcard to your best friend of a beautiful sunset you saw on your holiday. A description might be effective.
2. You want the reader to experience what you felt when you returned to your hometown after a long absence. A narrative might be a good choice.
3. You want the reader to get angry and write a letter to his/her Member of Parliament. A persuasive expository essay would accomplish this.
4. You want the XYZ Company to send you a refund on the toaster you bought which only lasted four days. This purpose also calls for a persuasive essay.
5. You want the reader to know what you know. In other words, you want to pass on valuable information. Perhaps an informative exposition would do the job well.

Keep asking yourself, ask "What is my purpose?" *throughout* the writing process. Focus on your purpose, and writing becomes easier. It will be a lot easier to decide what type of writing, details, tone, vocabulary etc. to use if you know exactly what you want to say and why.

IX. WHO'S GOING TO READ THIS?

The most important part of any writing is deciding exactly who you are writing for and what the receiver's needs are. In other words, you need to ask yourself, "Who is my *audience*?". Every human being (audience) has his/her own individual needs when they read or gather information. The more aware you are of these specific needs, the better you will be able to adjust your purpose (message). The more you know about a specific audience, the more effective your writing will be. You should think about the age, education, background, interests, knowledge, vocabulary, etc. of your intended receiver. You need to anticipate any barriers that may exist between you and your audience. For example, does the reader already agree with you, or does he/she need to be persuaded.

It is easy to identify your audience by saying that you are writing for *anyone who is interested*, but that doesn't make for a good piece of writing. Just as you needed to narrow your topic, so you need to narrow your audience.

Imagine that you are the pet store employee asked to write the little article about how wonderful German shepherds are as pets. You believe it, and most of the people you know believe it. What would be the point of writing it for people who already think the way you do? Instead you must always remind yourself that you are trying to convince people who disagree with you. Your job as a writer is to try to change their minds. If you do a good job perhaps they will come in and buy a German shepherd from the pet store.

For example, when you start to write think about who are these people who don't agree with you? For the sake of argument, let's say that they were bitten by a German shepherd when they were small and have had a real fear of that breed ever since. Go back and look at the German shepherd paragraph and think about how you would change it to meet the needs of this specific audience.

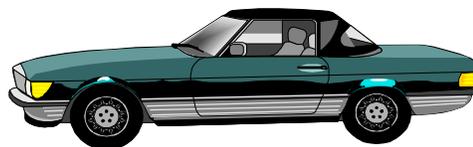
EXERCISE 19

1. Write a persuasive expository paragraph about fishing for Jill Taylor (wife of Home Improvement's Tim "The Toolman" Taylor (or someone who has always thought fishing was a waste of time.)
2. Write a narrative paragraph describing a minor car accident for an insurance adjuster who thinks the accident was your fault.
3. Write a descriptive paragraph about your boyfriend (or girlfriend) for your parents who live in another city and have never met this person.
4. Write an informative expository essay about the town you live in for someone who has just moved there.

EXERCISE 20

Read this paragraph and then answer the questions that follow.

Have you ever noticed that the cars people drive are often an expression of their personalities. Uncle Bud, a gentle giant and ex-wrestler turned farmer, drives a muscle-bound 4 x 4 with steer horns mounted on the hood. Guess what colour it is? Baby blue! Then, there's my cousin Maxine, a bird-like lawyer for some industrial big wigs who always owns a brand new turbo-charged sports car painted in the season's most fashionable colour. The best match, however, is my brother Bill who is an accountant. His sensible mid-size sedan is so clean and tidy you could eat your lunch off the floor. Vehicles are obviously much more than transportation; they're a very personal statement too!



1. What type of writing is this?
2. What is the general topic?
3. What is the writer's opinion?
4. What are the supports?
5. What are the transitions?
6. What is the writer's purpose?

X. A WRITER'S OPTIONS

The more you write and experiment with ideas and structure, the better your written communications will become. Writing well is really just a matter of making good choices. Which word is best? What kind of sentence works well here? How should I organize the details in this piece of writing? How long should it be? What kind of paper or colour of ink will make the strongest impression? What kind of writing will appeal most to my audience?

Now that you are familiar with the basics of writing presented in the first part of this module, you need to know more about various techniques available to you so that you can choose from a wider range of possibilities when you write. After all, how can you make good choices if you don't know the full range of alternatives? Understanding these choices will make your writing more sophisticated, interesting, and effective.

A. CHOICES AND GENERATING IDEAS

When you start to work on an essay, you often need to generate ideas. There are many ways to get your brain working. Here are five more strategies you can use instead of listing.

1. Freewriting

Free writing offers the writer an opportunity to find a general topic for a piece of writing as well as produce possible details. Start with a new piece of paper. Set yourself a time limit, like five or ten minutes. Then start writing. Do not stop writing; do not lift the pen off the paper. If you think you have run out of ideas, keep writing...even if it's only "*I can't think of anything else to write. I want to get up and go and get something to eat. I'll never get this done.*" Just keep going, and before long your brain will take over. When the time is up, you'll have many things to write. As you do this activity, do not worry about spelling, grammar, or even complete sentences. Try to relax and let your thoughts flow onto the paper without being judgemental. The idea is get the pen moving and keep it moving. Record everything that is going through your mind. It doesn't matter if what you write is disorganized or unrelated or even silly. The point is to explore your ideas.

A piece of free writing might look like this.

What will I write. It's a cold day. The wind is really howling. It sounds like ghosts in a haunted house. Just like in that movie. My hands are so

cold the fingers feel like they'll drop off. I am really uncomfortable. Here I am sitting on this chair and my mind is blank. This chair is really uncomfortable and it's ugly too. Why can't they have better chairs. I wonder who designs chairs for schools. Do they make them uncomfortable on purpose. I like the chairs at the library. They are big and soft. If I had one now I'd probably fall asleep. After a nice nap I'd order a big hamburger and a huge plate fries. Boy, am I hungry. I don't think I even ate any breakfast. Breakfast is disgusting. I hate breakfast. Now what will I say. I don't know! I'm still hungry. How much longer until lunch. Maybe I'll get a burger or two or three. Yum!

This free writing suggests several possibilities for an essay: the cold weather, chairs, ghosts, or hamburgers. The writer obviously knows something about each. This could turn into a narrative about ghosts, a description of being cold, an essay on chair design, or maybe even something about hamburgers.

2. Focused Free Writing

Focused free writing is the same as freewriting except that you begin with a topic (or focus). Try to keep your writing focused around that one idea. Again, do not be judgemental about what you are writing. Just let it flow for whatever period of time you decide on. If you realize that you have gone “off topic”, simply stop (even in mid-sentence) and switch back to the subject you started with. Do not stop writing even for a second. When you run out of ideas, just write the same thing over and over. Believe it or not, your brain will only let you do that for so long, and suddenly, you will find yourself back on topic again.

A piece of focused free writing on a topic like *Fast Foods* might look like this.

I love fast food, the greasier the better. There is nothing better than a trip to a fast food joint.

Mmmmm, what do I like best about fast food places. I like the bright colours they use inside. I like it because I don't have to wait. I can smell it even before I get there. I wonder if they blow the food smell outside on purpose. I bet they do. then there's that standing in line reading the list of choices. Every one looks good. I never know what to order, everything but specially french fries. there the best. heaps and heaps and heaps of fat french fires. Now what can I say about fast food. I like it I like it Like it I like it. I like it but it is too expensive to have all the time and its to fatning. I would eat hamburgers every day of the week if I could but I can't cause I'll get fat. Why does everything that tastes good have to be fattening and expensive. You know what I hate about fast food stores is standing in line. Theres always some mother with twenty seven little monsters standing in front of me and they can't make up their minds and they cry when they can't have a toy. Then they spill everything all over the floor. They should have a herd of dogs to eat all the stuff that goes on the floor. This getting me nowhere. What am I going to write. This is stupid. I must have something to say. Where will I go with this fast food idea. Hamburgers are great, all those flavours rolled into one little bun. I like the way the lettuce crunches and the pickles are the best. even if they do squeeze out the side of the bun when you bit. The special sauce is really delicious and there's always lots of it even if it does all

squeeze out and run down my hand. If the bun is toasted it's really good.

In this case, it looks like the writer really likes the taste of fast food, particularly hamburgers. How about a description of just how good a fast food hamburger can taste, or a funny story that involves a fast food restaurant. There are even possibilities for an essay on the way kids behave in public.

3. Clustering

Clustering is related to listing. Take a large sheet of fresh paper. Turn it sideways. Write your topic in the centre of the page and draw a circle around it. Then start to think of related ideas. Write a “sub-idea” next to the topic and draw a circle around it too. Connect it with a line to the main idea. Then continue to add related ideas in a line, each one circled and connected by a line to the one before it. When you have exhausted one train of thought, return to the main idea and create another line of ideas, circling them and joining them as you go. Continue with this until you have filled the paper. Eventually you will feel like writing. Just go ahead and write whatever you feel like. Don’t worry about mechanics. Just let your thoughts flow onto the paper. The writing that comes out of a clustering exercise is often very well organized and focused, right down to an introduction and conclusion. Your brain has done most of the work for you. All that remains is add some details and correct mechanical errors.

If you don’t feel like writing at the end of a clustering, that’s alright too because chances are you have recorded a great many usable ideas which you can pull together into an organized plan and then write on.

4. The Reporter’s Formula

Here’s another idea for generating something to write about. Ask yourself the “5W+H” questions relating to the topic. If you are writing about hockey, you might get something like this.

<u>Hockey</u>	
Who?	<i>little kids, all ages 6 -17</i>
What?	<i>playing shinny</i>
Where?	<i>on the street in front of my house</i>

When?	<i>a cold fall night, after supper</i>
Why?	<i>they all have old ragged equipment</i>
How?	<i>loudly, lots of squabbles, lots of laughs and shouts</i>
	some fighting and wrestling
	but everyone is being nice to each other

These ideas might turn into a descriptive paragraph about your memories of playing shinny as a kid, or you might just write a story about the shinny game you saw (or imagined). These ideas also lend themselves to an essay on how kids get along well in an unorganized sports activity.

5. **Coffee Klatching**

This technique is based on the free flowing discussions that can take place over a cup of coffee. If you need to find something to write about, get together with a bunch of friends and just start talking. Let the conversation flow, but keep track of the ideas discussed. Usually something interesting will turn up. Once you find a topic, you can even ask your friends to talk about it. You'll be surprised how quickly you can gather ideas to write about.

EXERCISE 21

Experiment with these methods of generating ideas while you write **two** one-paragraph essays on any topic and using any of the four types of writing.

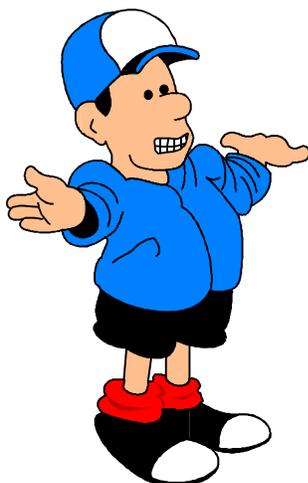
B. CHOICES AND THE PLANNING STAGE

Each of the four types of writing requires specific choices be made during the planning stage of the writing process. Once the writer knows *what needs to be included*, the next step is decide *how to say it*. This means decisions about length, level of language (easy to difficult), format (memo, letter, paragraph, essay, etc.), type of writing (narrative, descriptive, expository, or a mixture), exact purpose, and specific audience.

1. Narrative Techniques

Review what you know about narrative writing by examining this passage.

There was never a time when adventure wasn't uppermost in Arthur's imagination. He left his front porch with thoughts of lions and tigers, and as he turned left toward the general store he was sure he saw a striped tail swish behind Mrs. Jenson's prize rose bushes. As he trotted past the Dobson's driveway he had a funny feeling right in the middle of his back, like someone was staring at him. He turned and scanned the front yards, but only Squeaky, the Dobson's ginger cat, was perched on the verandah roof. Then just as he started to cross Water Street, he heard a low growl behind him. But



being nine, he knew the difference between the real world and his own world of "wished for" adventure, so he kept going dutifully. After all, he could still hear his mother's voice calling to him as he left the kitchen, "Now don't you dawdle, young man! I need that sugar right away." So he hurried into Ward's General Store to get his errand done and get on with his life. As he waited to pay for the sugar, he heard a man in a fancy red and gold uniform saying something about "tigers" and "circus". He paused briefly and wondered if he could get away with that as an excuse for stopping off and playing at Robbie's house for a while.

EXERCISE 22

1. What type of writing is this?
2. How are the details organized?
3. What are the transitions that hold it together?
4. Does the action start in midstream?
5. What strategies has the author used to paint a vivid picture in your mind?
6. Find at least five examples of specific details.
7. What is the function of the quotation?
8. How does the author create suspense?
9. How does the story end? Are you satisfied?
10. What is the writer's purpose?
11. Who is the intended audience?
12. Who is telling the story?

a. **Point of View**

When writing a story, the author must choose a *point of view* from which to tell the events. There are three points of view: *first person*, *third person limited*, and *third person omniscient*.

Here is a paragraph you have already seen.

Shimmering heat waves rose from the pavement as Susan and I rounded Suicide Corner just outside Milton. A loud pop under my right foot jolted me into awareness, and Susan said rather too calmly, "We're in trouble." The Mustang wobbled briefly from side to side. Foolishly, I thought that maybe she was just kidding around. Then, I saw the trees along the roadside rush closer. Everything went quiet as she wrestled the car back in line, but inexplicably we were heading for the opposite ditch. Three times, we slued across the highway, flirting with culverts and ditches, and I remember thinking how odd the absence of sound was and how I felt no fear at all. Suddenly, the seatbelt tightened across my chest, and we were sliding down an embankment into the left hand ditch; brush and tall grass rushed past and slapped against my window. I waited for the crash, but it didn't come immediately. The Mustang wavered clumsily before I realized that we were going to roll. In slow motion, the grass and mud pushed up toward my face. I was pressed against my door with the handle cutting into my side when we stopped with a rending crash. Susan hung from her seatbelt and clutched the steering wheel to keep from crushing me. Sound returned to my world as she gasped, "I'm sorry, I'm sorry, I don't know what happened." Sweeping diamonds of glass from our faces, we struggled to release our seat belts and climb from the wreck. Standing on the roadside staring at the long snaking skid marks that passed within a whisper of a big old oak tree, fear washed over us.

This is a *first person* narrative which tells the story from the point of view of the writer who was present and observed everything that happened. The reader knows only what the narrator knows about people, places, and emotions. A story told from this point of view uses the pronouns *I*, *me*, *my*, *mine* to recount what happened. A first person narrator gives a strong sense of immediacy (feeling that you were really there) to the story, and it is easy for the reader to imagine that he/she were right there witnessing what was happening.

Here is another narrative. It is similar to the one that appeared on page 27, but this time it is written as a ***third person limited*** narrative.

Carol had never thought about getting a pet until she saw Marla's kittens. They were snuggled next to their mother, lying stretched out like spokes in a wheel when she saw them first. They were tiny and not very interesting then, but a few days later she arrived to find them scattered across the kitchen floor, rolling madly in every corner of the kitchen. When Marla produced a wind-up mouse from her junk drawer, their wild scrabblings became even more entertaining. Carol watched them as she chatted and drank her coffee. She couldn't help but laugh at their tricks. Suddenly, she noticed that one kitten was missing. A minute later, he reappeared, clawing his way up the arm of the chair next to her. As soon as he reached the top, he scrunched down, swished his little tail, and then gathered all his energy into a surprisingly long leap. She felt his needle-sharp claws dig into the skin of her shoulder as soon as he landed. Before Carol could detach him, he had snuggled into the corner of her neck, settled down and started to purr rhythmically. He was instantly asleep, and she had fallen in love. He wasn't quite ready to leave his mother that day, but within two weeks Carol was back at Marla's door with a basket and some soft cushions so she could take her new friend home. That was five years ago, and Sebastian still sleeps curled up on her shoulder and purrs in her ear.

This story seems to be told from a distance, and it lacks some of the immediacy of a first person narrative.. The storyteller (narrator) uses the words "she" (or "he") to retell the events in the story. This ***third person limited*** point of view reveals to the reader only those things the narrator himself/herself sees, hears, thinks, and knows. In other words, the reader's view is limited to only what the narrator knows, his/her own experience.

Reread the version on page 27, and then compare the two versions. Pay special attention to the effect that the two styles of narration produce as you read.

The ***third person omniscient*** point of view can also be effective. This means the writer also uses "he/she" to tell the story, but the narrator can report everything that any character sees, knows, or thinks. The narrator, and also the reader, know everything there is to know about character, motives, secrets, etc.

Ian's gun was loaded, and he knew that he wouldn't hesitate to use it. On the other side of the ravine, Luke was crouched in terror behind a fallen tree stump, trying to remain invisible from his vicious opponent. The two men were positioned well to meet this ultimate challenge, but their escape routes would soon be blocked by a mud slide brought on by heavy rains in the Belmont Butte area. With every crack of a twig, Ian's brain raced, "Where was that sound coming from?" Luke, on the other hand, knew that his job as backup man required that he wait quietly until the action started before he could move into position behind their prey. Both hunters were fully aware of the danger posed by their search for the rabid dog which was even now dragging itself up the creek bed at the base of the ravine.

This last form of narration, ***third person omniscient***, relies on a narrator who is like a god perched on high and who can see everything and know everything that is going on in all places and in all the characters' minds. The reader feels in control and can easily follow many twists and turns of the action. Omniscient narration keeps the reader at arm's length. All the characters and all the events are seen as equal. It is hard for the reader to identify with any one character, to have sympathy with his/her situation, or to "pull" for them.

EXERCISE 23

1. What is the point of view in the paragraph about Arthur's trip to the store?
2. Experiment with the effects of points of view by rewriting the paragraph with a first person narrator and a third person omniscient narrator.
3. Which version is most effective? Why?

The writer of the narrative about Arthur and the escaped circus animals chose to present the details of the story in **chronological**, or time, order. All the details are presented in the order in which they happened.

Sometimes writers play with the chronological order by presenting details that happened in the past right in the middle of the present action. This is called a **flashback**. At other times, a writer may decide to create a special effect by giving the reader a **glimpse of the future** in the middle of the story.

*Malcolm felt a sudden rush of stinging cold air on his face and his stomach squeezed up into a tight hard knot. He was dropping what felt like thousands of feet per second through the air on his first parachute jump, and he really knew what paralysing terror felt like. Green and gold checkerboard fields rose toward him as if he were cranking the zoom lens on a video camera. Would he be able to unfreeze his hand long enough to full the rip cord? He wasn't at all sure any more. **Suddenly, he had a mental image of himself, lounging on comfortable chair at the club only a week ago saying, "Buddy, I ain't scared of nuthin'. Sky diving is a piece of cake for people like me!"** Then, his mind refocused on his present predicament--getting his fear-frozen fingers through that tiny ring. At last, they moved; his fall slowed abruptly; he was mercifully hanging under an open canopy. Now, he knew fear in all its icy contours, and he was sure he wouldn't skydive again.*



The text in bold type is an example of a **flashback**. If these sentences were replaced by *Suddenly, he had a mental image of a dark polished coffin sliding into the damp earth, surrounded by several figures huddled under black umbrellas*, the writer would have disrupted the normal time line with a **glimpse into the future**. Both of these techniques produce a different effective. The writer needs to choose the chronological order that best suits the audience and purpose of his piece of writing.

Specific details, vivid descriptions, and dialogue are important in good

narrative writing. A variety of sentence structures like questions, exclamations, and short simple sentences contribute to the suspense as the story rises towards its climax. In addition, opening a narrative *in medias res*--Latin for "in the middle of things"--is a good strategy that grabs the reader's interest right at the beginning and leads him/her through the narrative until he/she finds the information needed to complete the picture. The author use this device to grab the reader's interest and arouse his/her curiosity about *what will happen next* . For example, Arthur is already on his way to the store, and Malcolm is dropping like a rock from an airplane. The reader naturally wonders if the lions and tigers are real as well as what will happen to Malcolm.

Narrative writing needs lots of transitions and transitional devices so the reader can keep track of the passage of time and the movement from one location to another. Choose transitions wisely; words and phrases like *after, before, when, during, three miles away, in the kitchen, out in the yard, after crossing the road* are essential to a reader's understanding.

EXERCISE 24

1. Write a narrative paragraph in which you use as many of these narrative techniques as possible.
dialogue, in medias res, specific details, figurative language, flashback or glimpse into the future, show; don't tell, time and place transitions.
2. Make sure that the story you tell has a focus or purpose. For example, if your story is about a happy event, make sure all the details and events contribute to a feeling of joy; eliminate anything that would contradict that feeling.

2. Descriptive Techniques

Descriptive writing relies heavily on words choice and figurative language to make its impressions. Specific details are essential to paint a vivid and accurate picture. When writing description, imagine that you are looking at a colour photograph in your imagination. Take time to examine all the details in every corner of the picture. Ask yourself questions that will force you to see the details you will need to describe. What colours and what shades of green can I see in the background of trees? Are there any shadows? What colour are they? What can I smell? What does it smell like? How would that “thing” feel if I touched it? What texture is her dress?

Once you have the picture frozen in your mind's eye, begin to record the details in some kind of order. Perhaps you will start at the horizon and work toward the front of the picture, or vice versa. Perhaps you will work from left to right, or top to bottom. This method of arranging details is called *spatial order* and is most often found in descriptive writing. Sometimes, one detail, like a path, can be the focus of the spatial order. In this case, the details are presented as they would be encountered on a walk along it.

To make a descriptive passage come alive, remember to use sensory details that appeal to *sight, hearing, touch, taste, and smell*. Readers need to experience everything that the writer experienced in order for the communication to be successful.

Ripley's Pond, a shallow woodland pool, was a dark emerald in the depths of the dark spruce forest. Lit only briefly by the noonday sun, the thick green water swayed beside the nearest bank and reflected nothing of the tangled bush around it. Here and there along the even darker green of the shore, deadfalls pierced the mirrored surface and provided an ideal foothold for the long wisps of rough grey

lichens, called Grandfather's Beard, to dangle their sinewy tendrils on the surface. Penetrating everything was a stillness and silence so intense that the lack of sound had a sound of its own. On the far side of the pond, the sunshine broke through a lush overhead canopy to highlight a narrow path that lead away towards the purple hills and the village of Colchester. But over all of this richness hung that stomach-turning sweet, sickly smell of rotting vegetation.

EXERCISE 25

1. What kind of writing is this?
2. What is the dominant impression?
3. What was the writer's purpose for preparing this message?
4. What method organizes the details? How are they arranged?
5. What transitions and transitional devices lead the reader through the details?
6. Show with examples the senses the writing appeals to?
7. Find examples of figurative language. Are they effective? Explain.
8. What role do specific details play in this passage?
9. Are you surprised by the ending? Why? Why not?
10. What changes or improvements would you make in this description? Why?

EXERCISE 26

1. Find three full colour pictures of a scene (magazines are good sources) that show the same kind of location. Pick one and write a descriptive paragraph about it? Be sure to choose a dominant impression before you start writing and make sure all your details support it.
2. Ask a friend or your instructor to identify which of the three pictures you used and then to point out the way the eye is supposed to move around it. Can they identify the dominant impression?
3. Choose another picture of a person and write a descriptive paragraph.

3. **Expository Techniques**

Expository writing offers the writer many choices. Two of them are examined in this module: Which kind of details will make the strongest support for the topic? In what order should they be presented?

In the early part of this module, you learned two ways to support your arguments: *examples and observations*. You may also choose to use ***statistics*** and ***quotes from appropriate sources*** to make your opinion even more convincing. Obviously you will need to do some research to find accurate statistics and quotes. Quotes must be by appropriate authorities. For example, a comment on heart disease by an accountant wouldn't be very persuasive, but one from a leading cardiovascular surgeon would be. When you find appropriate material be sure to cite your sources and give credit to them as described in the module on research skills. (*For the sake of learning, in this module only, you may invent statistics and quotes.*)

Here is the Max, the German shepherd, paragraph with statistics and quotes added. See how much more effective it is. Numbers and authorities are always persuasive to a reader, so try and include them if you can.

German shepherd dogs, like my dog Max, make ideal family pets because of their intelligence and loyalty as well as the protection they provide for their owners. I've never met a German shepherd whose intelligence wasn't above that of the average dog's. Just think of Rin Tin Tin, White Fang, or Hobo, German shepherds who learned how to turn door knobs to get outside, follow a scent trail and identify illegal substances. In addition, German shepherds are dedicated to their owners. My dog Max waits patiently at the end of the driveway every night until I come home. Not even the thought of a juicy bone will make him move. As Dr. Schneider says in his book Choosing the Best Pet, "You can't beat a shepherd for loyalty." Finally, although Max is always gentle and loving with me and my family, he is suspicious of all strangers. For instance, Max will bark and growl when anything or anyone unusual is near his family. A recent study by the Kennel Club of Canada reported, "Studies show that German shepherds are preferred by 87% of their members who use dogs for domestic protection because of their reliability." The cleverness and dedication of these animals along with the security they provide make them the best choice for a pet.

EXERCISE 27

Write an expository essay, either informative or persuasive, that uses all four methods of supporting your opinion: examples, observations, statistics and quotes.

Methods of Development

When writing expository material, you begin by gathering a wide variety of material and then choosing the items that best suit your purpose and audience. Once you have focused on the details you want to include you need to organize them in some way. There are many different ways to do this called *methods of development*. You are already familiar with three of them: (1) chronological order in narratives, (2) spatial order in description, (3) importance order in expositions. As a writer, you can also choose to develop your material using any of the following

- (4) ***general to specific*** (or specific to general)
 - begin with a general statement or description and work towards specific details (or vice versa)
- (5) ***known to unknown*** (or unknown to known)
 - begin with something the reader knows and understands and move towards explaining something new (or vice versa)
- (6) ***comparison/contrast***
 - comparison includes similarities as well as differences
 - contrast refers only to differences
 - there are two formats for handling either comparison or contrast

Point by Point

- compare a specific detail of each item being compared before moving on to compare another detail
- continue comparing point by point until all supports have been used.

Block

- describe all the features of one before moving on to describe all the features of the other.

- (8) ***classification***
 - create at least three general headings under which you will present supports about your topic. e.g. past, present, future;
historical, economic, environmental
child, adult, senior

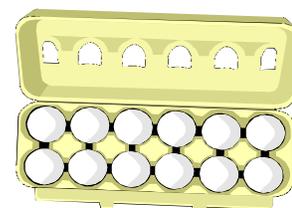
The last kind of expository writing you will investigate in this module is the “how to” paragraph. This is a highly specialized type required frequently in the

world of work when a set of written instructions is required.

Although “how to” essays can be written in paragraph form, they are most commonly seen in a point form format. They require an introduction that clearly presents the task to be accomplished. The body in this case is a set of numbered steps. Each step contains one, and only one instruction. Each step must begin with a verb in the active voice. Pictures or numbered diagrams are often included in the body. Although conclusions are not always required in this form of writing, some indication that the reader has come to the end of the instructions is usually included. Here is a sample set of instructions for making an omelette.

PICTURE PERFECT OMELETTES

Have you ever wondered how restaurants turn out those perfect omelettes? It’s so easy you’ll master the technique the first time you try it, so get cracking.



1. Break two eggs for each person into a small bowl.
2. Add one tablespoon cold water for each person.
3. Beat thoroughly with a wire whisk.
4. Melt butter or oil in a non-stick frying pan over a medium heat.
5. Pour the egg mixture into the pan.
6. Let the bottom of the eggs start to cook.
7. Use a spatula to gently push one section of egg into the middle of the pan.
8. Tilt the pan and allow uncooked egg mixture to flow into the space cleared.
9. Continue pushing and tilting until all the liquid egg mixture starts to set.
10. Place the filling (fresh mushrooms and grated cheese) on one half of the egg mixture.
11. Season to taste with salt and pepper.
12. Use the spatula to fold the uncovered half over the filling.
13. Allow to cook for two or three more minutes.
14. Gently slide the cooked omelette onto a serving plate.
15. Garnish with thinly sliced mushrooms and parsley.

Now you can serve a restaurant style omelette any time you like!

This set of instructions can also be written in paragraph form. If you choose this method, be sure to use verbs in the passive voice as well as lots of transitions.

PICTURE PERFECT OMELETTES

Have you ever wondered how restaurants turn out those perfect omelettes? It's so easy you'll master the technique the first time you try it. First, two eggs for each person should be broken into a small bowl, and one tablespoon of water added for each serving. Then the mixture should be beaten with a wire whisk. In the meantime, a non-stick frying pan should be prepared by melting butter or oil over a medium heat. When the pan is ready, the egg mixture is added and allowed to cook until the bottom of the eggs have begun to set. At this point, a spatula is used to gently push the eggs toward the centre of the pan. Then the pan is tilted and the remaining liquid egg mixture is allowed to flow into the cleared area. This method should be repeated until all the liquid egg has been used. Then add a filling of fresh mushrooms and grated cheese to cover one half of the almost cooked omelette. Salt and pepper to taste can be added at this time. Again the spatula is used to gently turn the uncovered section of the omelette over onto the section with the filling. The omelette is then allowed to cook for an additional two or three minutes. Finally, the cooked omelette is can be slid onto a serving plate and garnished with thinly sliced mushrooms and parsley. Now you can serve a restaurant style omelette any time you like!

EXERCISE 28

Write two how to paragraphs in a numbered format. Be sure to explain things that you know how to do really well.

C. CHOICES WHILE REVISING

Choosing just the right words in a given situation often makes the difference between success and failure in a piece of writing.

1. Transitions and Transitional Devices

An important part of revising involves coherence. In the first part of this module, you learned how transition words, like *first*, *then*, *finally* helped glue the supports in the body together. Besides these, there are two other ways to link the ideas or supports in your paragraph together effectively.

The first is to use *synonyms*, or words that mean the same as the opinion

stated in the introductory sentence(s). For example, if your introduction states that "*Smoking is a disgusting habit*", you might use words or phrases in the body like "*nauseating*", "*filthy*", "*smelly*". By using synonyms, you force the reader not only think back to your introduction (where the ***purpose*** of your writing was stated) but also to glue the supports together into one complete whole.

In the same way, you can use ***repetition*** of key words or phrases to provide coherence by reminding the reader that your supports belong together. When you use transitions and transitional devices effectively, you link all your ideas and supports together. As a result, the reader feels that all your ideas are neatly tied together in one complete package.

As a writer, you will use some or all of these techniques in your writing. Look for them in this passage.

The Tantramar Marsh, a low, flat plain at the head of the Bay of Fundy, is an excellent place to relieve the stress of city living and reconnect with nature. Away from the angular grey silhouettes and noise of downtown, you can sit on the rolling shore of what used to be part of the ocean and let the puffy marshmallow clouds slide by silently against a sky so blue it makes your eyes tingle. Later, as the sun warms the crazy quilt of hayfields spread out in green-gold swatches below, the damp earthy smell of the marshland renewing itself will begin to rise and tease your nose. Most soothing of all is the soft breath of wind that brushes your cheek and then turns the tall grasses into green waves that lap rhythmically against the even greener banks of the marsh. The Tantramar Marsh is a magical place to relax and rediscover the natural world.

EXERCISE 29

1. Find all the transitions, synonyms, and repetitions in the paragraph on the Tantramar Marsh that help to mould it into a complete whole that focuses on the differences between the city and the country.
2. Write two similar expository pieces of your own. Use all three techniques for coherence in your writing. Be sure to check your first piece of writing with your instructor before you start work on the second paragraph.

2. Vocabulary

To make writing interesting and vivid, writers must choose just the right words to communicate the exact picture or feeling. English is rich in descriptive words: nouns, adjectives and verbs. Never settle for general words; choose those that are exact. Use a dictionary, thesaurus, or computer thesaurus to turn a non-specific adjective like *red* into *scarlet*, *vermilion*, *coral*, etc. In the case of verbs, choose *shuffle*, *trudge*, *plod*, *slither*, *bounce*, to replace the non-descriptive *walk*.

Another way to make your writing meaningful and lively is to use *figurative language* like *similes*³ and *metaphors*⁴.

These devices are really just comparisons, but they work by making the reader add the characteristics of one part of the comparison to the other. For example, the phrase *marshmallow clouds* in the sample above tells the reader to think about marshmallows (*soft, white, round, light, squishy*) and add these qualities to the clouds. The result is that it takes only two words instead of five or six. Metaphors and similes work best if they are new and fresh, so don't use clichés like *white as snow* or *a fish out of water*. Think of your own comparisons and make them accurate but surprising.

Her knees knocked like bamboo wind chimes in a stiff breeze. (simile)

His anger was a sword that wounded everyone close to him. (metaphor)

Her mind was shuttered to change. (metaphor)

Their proposal was as surprising as a robin in January. (simile)

3. Specific Details

Effective writing also includes lots of specific details. Remember, particularly when revising, that your reader needs to feel as if he/she has experienced what you are writing about. Use people's names, names of places, names of products, etc. Include details that relate to colours, textures, smells, sounds, flavours.

The meal was good would be more meaningful to the reader if you wrote *A thick but tender slice of rare prime rib was nestled between a mountain of fluffy mashed potatoes and a bundle of crisp green beans.* This sentence is now an example of "Show; don't tell". Good writers use this saying to remind themselves to include specific details. Although this advice is true for all writing, it is really important when emotions are involved.

³ Similes are comparisons that use *like* or *as*. (e.g. Her voice was like a rusty hinge.)

⁴ Metaphors are comparisons that do not use *like* or *as* (e.g. His footsteps were earthquakes.)

She was scared only tells about her feelings. Readers need the details, so they can picture the situation. The writer must show them what she saw or felt. *She froze in mid-step, but her heart raced wildly and her mouth was like dry leather.*

EXERCISE 30

- Find three descriptive alternatives for these words.

run	talk	house	green	fast (adverb)
blue	hot	female	drive	join
- Use figurative language to describe the following

wind	old woman	car	pond	grass
------	-----------	-----	------	-------
- Revise the following paragraph. Use all the word choice techniques presented above to make it more effective. Use your knowledge of sentence structure and sentence combining to put more sentence variety into this piece of writing.

The two girls walked along the road. They saw something in the ditch. They looked at it closely and realized that it was a box. They investigated it, and they found a puppy. The puppy was starving and almost dead. They carried the puppy home and gave it lots of food and water. Soon, it recovered and it is now their friend.

4. Eliminating Wordiness and Clichés

Until now, the writing strategies you have used meant adding details and information, but sometimes the best editing and revising means stripping out excess material that is too flowery, wordy, repetitive, or clichéd.

Margaret's beautiful colourful spring garden was filled to overflowing with a riot of pale pastel pinks, light mauves, dusty greens, and sunshine yellows that were arranged in a random pattern like the most gorgeous handmade patchwork coat of many colours you could imagine.

This sentence can carry the same message in a lot fewer words. For example, *beautiful and colourful* are unnecessary because the rest of the sentence includes those ideas. Here's one way, this sentence could be improved.

Margaret's spring garden was a rainbow of pastels quilted at random in shades of rose, lavender, olive, and sunshine.

Choosing just the right words takes time, but the results are worth it.

EXERCISE 31

1. Review all the writing you have done for this module. Choose **three** paragraphs and revise each one by adding specific details as well as eliminating wordiness.
2. Choose one general topic. Turn it into three separate paragraphs, each with a different purpose: a narrative, an expository, and a descriptive.

5. Techniques for Writing Conclusions

As you will see as you read and investigate a variety of writing, there are several ways to “wrap up” an essay that will satisfy the reader. So far, you have written conclusions simply by restating the introduction. This is an excellent technique, but you should experiment with two others: summaries and comments.

Summary statements mention the high points and/or main supports, particularly in expository and descriptive writing. For narrative writing, readers need something to show that the story has come to an end.

The intelligence, loyalty, and protectiveness of German shepherds is unequalled.

Susan and I realized just how lucky we had been.

Comments are also a good way to end.

German shepherds are “man’s best friend”.

XI. CONCLUSION

Writing well is a matter of choices, and those choices are almost unlimited. The more you read, the more you can observe how other writers have presented their material. When you find a piece of writing that has a strong effect on you, take a minute to look at it using the knowledge of strategies and techniques you have seen in this module. Find out how the author has handled his/her material to get such a strong response from you, the reader; then, try to use these same strategies in your own writing. Whatever you do, write constantly, and work towards getting your thoughts and ideas down on paper as clearly, correctly, and vividly as possible.

The only way to improve your writing is to write, rewrite, and rewrite again. Keep all your pieces of writing. Then after several weeks, go back and reread some of your first efforts. You will be surprised just how much you have improved in a very short time.



stress reliever: rhythmic paddling
soothing: doing nothing complicated....looking at the sky

5. Transitions: in addition, most soothing of all
6. Canoeing makes me feel comfortable with my life.
7. gliding, still, nothing, silence, bird songs, quiet, slow, rhythmic, unwind, fade, soothing, lie back, deserted, stare, nothing more complicated than, cloudless, comfortable.

EXERCISE 3

- D. Topic: hiking food
Opinion: hot dogs are good things to eat on a hike.
Supports: easy to carry.....light weight and compact
easy on the environment.....cook quickly, little firewood
easy to get rid of garbage.....small quantity, can be packed out
Conclusion: Hot dogs make hiking easier on the hiker and the environment.
Transitions: first, second, best part
Other supporting words: light-weight, compact, under a kilo, little space, small amount, without trampling, delicate forest floor, very little litter reduced
- E. Topic: word processor program
Opinion: is really frustrating
Supports: chime.....mistakes
unwanted capital letters
glitch.....computer shuts down
Transitions: the worst thing, add to that, if that's not enough
Conclusion: By the end of the day.....advance in technology.
Other supporting words: drive me crazy, annoying, frustrating, distraction, wrestling, blunt instrument, serious bodily harm
- F. Topic: homemade bread
Opinion: is really good
Supports: smell.....warm, nutty, everyone gathers
crust.....crunchy, dark, golden
middle....soft, buttery, jam
Transitions: almost baked, after, the third but most important
Conclusion: Freshly baked bread is a delicious treat.
Other supporting words: fills the house, everyone, into the kitchen, out of the oven, dark, golden, treat, dripping, fresh, strawberry, delicious
- G. Topic: grandfather
Opinion: is my favourite person

Supports: fishing.....taught me
 fixing cars.....helping out
 spent time.....listening, respecting, talking to me

Transitions: little boy, just ten, most of all

Conclusion: My grandfather has a special place in my life.

H. Topic: Food

Opinion: three foods are awful

Supports: porridge.....thick, gluey
 spinach.....slimy goo.....mouth feels funny
 liver.....smell, sand

Conclusion: I don't want to every have to eat them again

Transitions: first, then, dislike the most

Other supporting words: outlaw, sticks, funny, dislike, can't stand, never eat

EXERCISE 4 - 12

Answers will vary.

EXERCISE 13

Tire blows out

Car swerves

Head towards the ditch

Car straightens out

Car heads for other ditch

Across the road three times

Car slides into right hand ditch

Car rolls on its side

Susan apologizes

Susan and passenger get out

They stand on edge of road

They think about how close they came to real injury

2. Makes situation more believable. The reader feels like he/she was right there.
3. The passenger (I) is telling the story.
4. The purpose for telling the story is to show how frightening it was.
5. Briefly, then, three times, remember, suddenly, waited, immediately, before, in slow motion, when, sound returned
6. Rounded Suicide Corner, side to side, rush closer, back in line, heading for the opposite ditch, slued across the highway, sliding down, rushed past, climb from the wreck, standing on the roadside (long snaking skid marks, passed

- within a whisper)
7. Shimmering, Suicide Corner, loud pop, jolted, wobbled, rush closer, wrestled, flirting, sliding, rushed past, slapped, teetered, clumsily, rending crash, hung, crushing, gasped, sweeping diamonds, struggled, long snaking skid marks, within a whisper, fear washed
 8. The dominant feeling is suspense and fear.

EXERCISE 14

Kittens snuggling

Kittens playing on floor

Kittens chasing windup mouse

Watched kittens and drank coffee

One kitten disappears

Kitten climbs up chair

Kitten jumps on shoulder

Kitten falls asleep

Takes kitten home in a basket

Cat still loving and cute

2. No dialogue. Story seems a little distant
3. The visitor (I) is telling the story.
4. The real purpose of telling this story is to show how cute the kitten was....also to recount how she got the kitten.
5. Never, when, a few days later, when, as, suddenly, a minute later, as soon as, then, as soon as, before, within two weeks, five years later
6. Next to, like spokes in a wheel, scattered across, in every corner of the kitchen, up the arm, next to me, reached the top, into the corner,
7. Snuggled, stretched out, scattered, rolling madly, scrabblings, clawing his way, scrunched down, swished, needle-sharp, detach, rhythmically,
8. The dominant feeling is love and affection.

Ian is in position

Luke is in position

Ian is fearful as he waits

Luke is patient as he waits

2. Dialogue makes builds suspense.
3. A narrator who can observe everything is telling the story.
4. The writers purpose is to show fear and suspense. Also the writer wants to keep the reader guessing about what is going on.

5. Soon, with every, (The action takes place over a very short time so there are few time transitions. This makes the action move more quickly)
6. On the other side (Both characters are still, so there is no change of position to report.)

EXERCISE 15

- 1&2 Smell: reek of burned rubber, stench of spilled gasoline
Hearing: click of cooling metal, silence, scrubbed clean, tapping, tinkling, screeching metal, tearing plastic, bird calls, whistling cicadas, crumpled like tin foil,
Touch: crumpled like tin foil, shards, cooling metal, slicing, pulverized, the sun shone hot
Sight: crumpled like tin foil, shards of red tail light, winked, scrubbed clean, deep gouges, slicing deeply, ragged sheets, pulverized glass
3. Spatial order: starting at the back of the car and working towards the front; As well, it is presented as seen by the passengers from the foreground to the background.
4. Transitions and transitional devices: reek/stench/burned; as, when, closer, left side, from back to front, where, in front of that, finally
5. The writer was trying to describe the aftermath of fear: how close they were to serious injury; how relieved they were to be safe.
6. Answers will vary.

This descriptive paragraph is based on the same accident presented in the previous narrative. Both paragraphs contain vivid description, but the first is a narrative because it relates event in the order in which they happened as a movie or video would. This second paragraph has some narrative elements, but it is considered descriptive because it presents an almost photographic image of the accident scene.

EXERCISE 16

1. Topic: a small city or town
2. The writer is behind a window and can only report the things she sees.
3. The inhabitants lead well-regulated, orderly lives. They rarely, if ever, experience anything unusual.
4. The dominant impression is monotony, dreariness, unexciting, cold
Words that contribute to the impression: dreary, grey, purple, drab, ice-covered, pale shade of grey, drained of colour, like a patient who has bled to death
5. The writer's purpose was emphasize the dullness and emptiness of the lives

- of the people of Burnhampton.
6. The descriptive details are arranged in spatial order working from the distant horizon to the closer subdivision. Transitions: distant, in front of that, surrounded, hugged, right up to,
 7. Answers will vary.

EXERCISE 17

1. This paragraph is about the love and affection between a grandmother and grandchild
2. Descriptive details are arranged from bottom to top.
3. Smell: bubbling pot of stew, thick with the sweet spicy smell
Taste: bubbling pot of stew
Touch: heavy stockings, shaft of sunlight, wrinkled features, skin...loose,
Hearing: voice...rough, gravelly, soft
Sight: bubbling pot of stew, slippers, wild flowers, flowered dress, shaft of sunlight, eyes...piercing as ever, skinloose, stooped shoulders
4. They love and respect each other. The grandchild sees every detail of her grandmother in a positive way; the grandmother remembers the child who went away to school lovingly as though it were yesterday.
5. This paragraph is basically descriptive but it has some narrative elements like a narrator and dialogue.

EXERCISE 18-19

Answers will vary.

EXERCISE 20

1. Persuasive expository
2. Topic: Personalities
3. People look and act like the cars they drive.
4. Supports: Uncle Bud
Maxine
Bill
5. Transitions: Then, The best match
6. The writer's purpose is to comment on human behaviour

EXERCISE 21

Answers may vary.

EXERCISE 22

1. Narrative
2. Chronological order
3. Transitions: left, as, then, so
4. The action starts in mid-stream
5. Word choice = Vivid picture: The writer makes you imagine the lions and tigers
6. Striped tail, Mrs. Jenson's rose garden, Squeaky, Dobson's ginger cat, verandah roof, Water Street, being nine, as he left the kitchen, "Now don't dawdle, young man! I need that sugar right away." Ward's General Store, red and gold uniform
7. The quotation helps make Arthur real. He has a mother who speaks to him in a typically maternal way.
8. Keeps the audience guessing if there really are lions and tigers in the neighbourhood. The audience is left to decide for itself if there really were wild animals.
9. The ending is salifying because although the audience is left with uncertainty but the writer encourages them feel that they are smarter than Arthur who doesn't think the animals are real.
10. The writer's purpose is to entertain and also to appeal to an older audience who would have experienced similar errands in their childhood.
11. The audience is probably older people who would have been sent to the store by their mother's.

EXERCISE 23

1. Point of view: third person limited
2. Answers will vary.
3. Answers will vary.

EXERCISE 24

Answers will vary.

EXERCISE 25

1. Descriptive
2. Dark, spooky, decaying
3. To show that even though things look beautiful, there may be one aspect of them that spoils the whole experience.
4. Spatial order: near to far

BAU-ENG PRE-TEST

1. What is a paragraph?
2. Name and explain the three essential parts of a good paragraph.
3. Name and explain the two types of expository writing.
4. What are some of the differences between descriptive and narrative essays?
5. What is the purpose of a working title? A final title?
6. In paragraph form, explain the communication process.
7. Write a one-paragraph essay on any topic.
8. Along with the final copy of your essay, submit the following
 - a) some evidence that you spent time generating ideas
 - b) a rough outline
 - c) a first draft that shows signs of revision for content and/or mechanical errors
 - d) a list of transitions used
 - e) a working title and a final title
 - f) a statement of your purpose for writing
 - g) a statement about a specific intended audience

IAU-ENG PRE-TEST

1. Use any three of the following to show how to narrow a topic for a one-paragraph essay.

Health	Education	Sports
Taxes	Nature	Children
2. For each narrowed topic in Question 1, use a different technique for generating ideas that might be included in an essay.
3. Explain transitions and how they relate to effective writing.
4. Define unity in writing.
5. Writers should think about their purpose and audience as they write. Why?
6. Name and explain four methods of development from which writers may choose when they are planning an essay.
7. Improve the following sentences.
 - A) The man walked toward the scene.
 - B) He was happy.
 - C) She looked at the car.
 - D) Those flowers are nice.
 - E) Right now at this moment in time, she was scared and she was running away like a scared rabbit, and she was going as fast as she could.
 - F) The sun was setting, and the sky was beautiful just before nightfall. The colours were beautiful reds, oranges, yellows, and purples.
8. Write a one paragraph essay on any topic and of any type.
9. Along with your final copy, submit the following
 - a) rough outline
 - b) a list of transitions used
 - c) the type of writing you did and a list of three of its characteristics
 - d) a statement of your purpose and a specific audience
 - e) evidence that you used both revision and proofreading
 - f) a working title and a final title

ANSWERS FOR BAU-ENG PRE-TEST

1. A paragraph is a group of sentences that have unity and coherence.
2. Introduction.....state topic/main idea, grab reader attention
 Body...develop supports for main idea or opinion
 minimum of three sentences
 uses transitions
 Conclusion....restates introduction
3. Persuasive and informative
4.

Descriptive: describes a scene place transitions spatial order like a photo appeals to 5 sense	Narrative recounts events time transitions chronological order like a video may contain dialogue
---	---
5. Working title....helps writer maintain unity, keeps writer on topic
 Final title....grabs reader's attention, focuses reader's mind
6. Communication process: Answers should include
 Sender, message, receiver, barriers
- 7&8 Answers will vary.

ANSWERS FOR IAU-ENG PRE-TEST

1&2 Answers will vary.

3. Answers should include
 - used to achieve coherence
 - examples of transitions
 - synonyms and repetitions and examples
 - remind reader of main ideas, make reader review what has already been said
4. All ideas must relate to and support topic
All parts of essay must deal with one single idea
5. Answer might include some or all of the following
 - Purpose: keeps writer focused, promotes unity and coherence
 - helps writer say what he/she really wants to say
 - Audience: to meet readers' needs, make writing interesting and useful
6. See module
- 7-9 Answers will vary

FEEDBACK PROCESS

For feedback, please forward your comments to:

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- * In case of errors due to typing, spelling, punctuation or any proofreading errors, please use the enclosed page to make the proposed correction using red ink and send it to us.

- * For feedback regarding the following items, please use the form below:
 - insufficient explanations;
 - insufficient examples;
 - ambiguity or wordiness of text;
 - relevancy of the provided examples;
 - others...

Page number	Nature of the problem	Proposed solution (include your text if possible)

FEEDBACK PROCESS

Page number	Nature of the problem	Proposed solution (include your text if possible)
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