

# **Introduction to Writing Essays**

Foundations C Writing





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# Objectives

*Students at this level are able to meet all practical writing needs. They are usually able to write in all major time frames. They use basic vocabulary and syntax that typically corresponds to spoken language. They produce texts about personal topics, everyday events and situations in concrete terms, such as work and/or school experiences.*

1. Writes level-appropriate\* drafted and timed text.
  1. Writes in all major time frames.
  2. Writes multiple paragraph length text.
  3. Writes introductory paragraphs for multi-paragraph compositions.
  4. Writes thesis sentences with clear controlling idea.
  5. Writes effective topic sentences for paragraphs.
  6. Writes logically organized paragraphs.
  7. Writes effective concluding sentences in paragraphs.
  8. Writes using transitions within and between paragraphs.
  9. Ends multi-paragraph compositions with an appropriate conclusion.
2. Responds in writing to spoken and written texts
  1. Summarizes main ideas of texts.
  2. Summarizes major detail or key arguments in texts.
  3. Connects main ideas and details among different texts.
3. Effectively implements appropriate writing strategies.
  1. Uses pre-writing to structure texts.
  2. Reads and rereads their text to identify and correct errors.
  3. Responds to teacher, tutor, and peer feedback.
4. Incorporates a variety of high frequency general vocabulary in writing.
  1. Spells high frequency general vocabulary correctly.

\*Writing for this level can be described by the following level descriptors:

**Function:** Students are able to meet all practical writing needs. They are usually able to write in all major time frames. They use basic vocabulary and syntax that typically corresponds to spoken language. They produce texts about personal topics, everyday events and situations in concrete terms, such as work and/or school experiences. They sometimes produce texts about personal topics in abstract terms. They are able to write in informal situations and in some formal situations.

**Text:** Students usually write texts with multiple paragraphs. They use some basic cohesive devices in texts to connect ideas within and between paragraphs.

**Comprehensibility:** Students can usually be understood by those unaccustomed to non-native writing, though there will likely be gaps in comprehension due to significant errors.

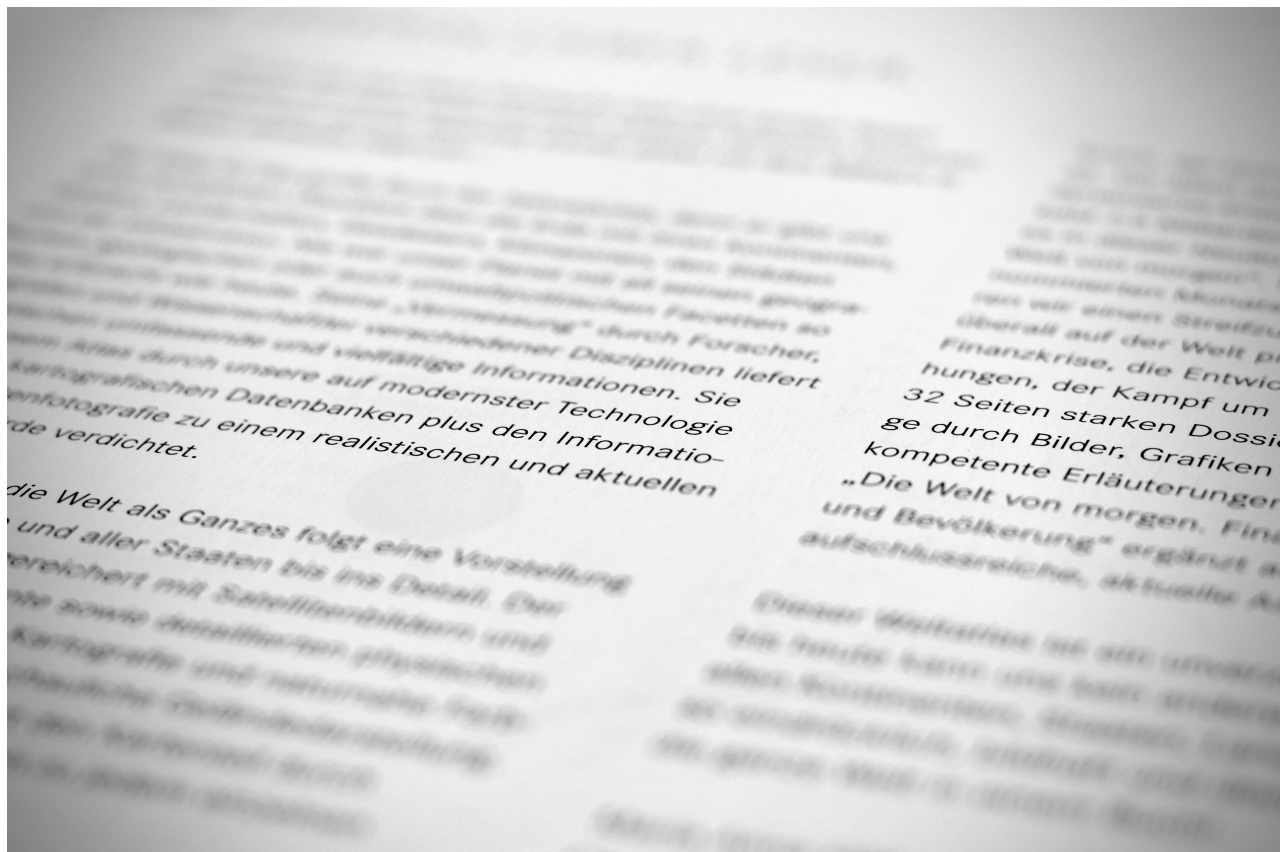


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# Paragraphs

*A paragraph is a group of sentences that talk about one idea. The idea is usually introduced in the first sentence. The other sentences give examples, reasons, facts, etc. to explain the main idea. Each of the sentences should connect logically to the sentences before and after it.*



A paragraph is a group of sentences that talk about one idea. The idea is usually introduced in the first sentence. The other sentences give examples, reasons, facts, etc. to explain the main idea. Each of the sentences should connect logically to the sentences before and after it.

Shape
Organization
Paragraph Types



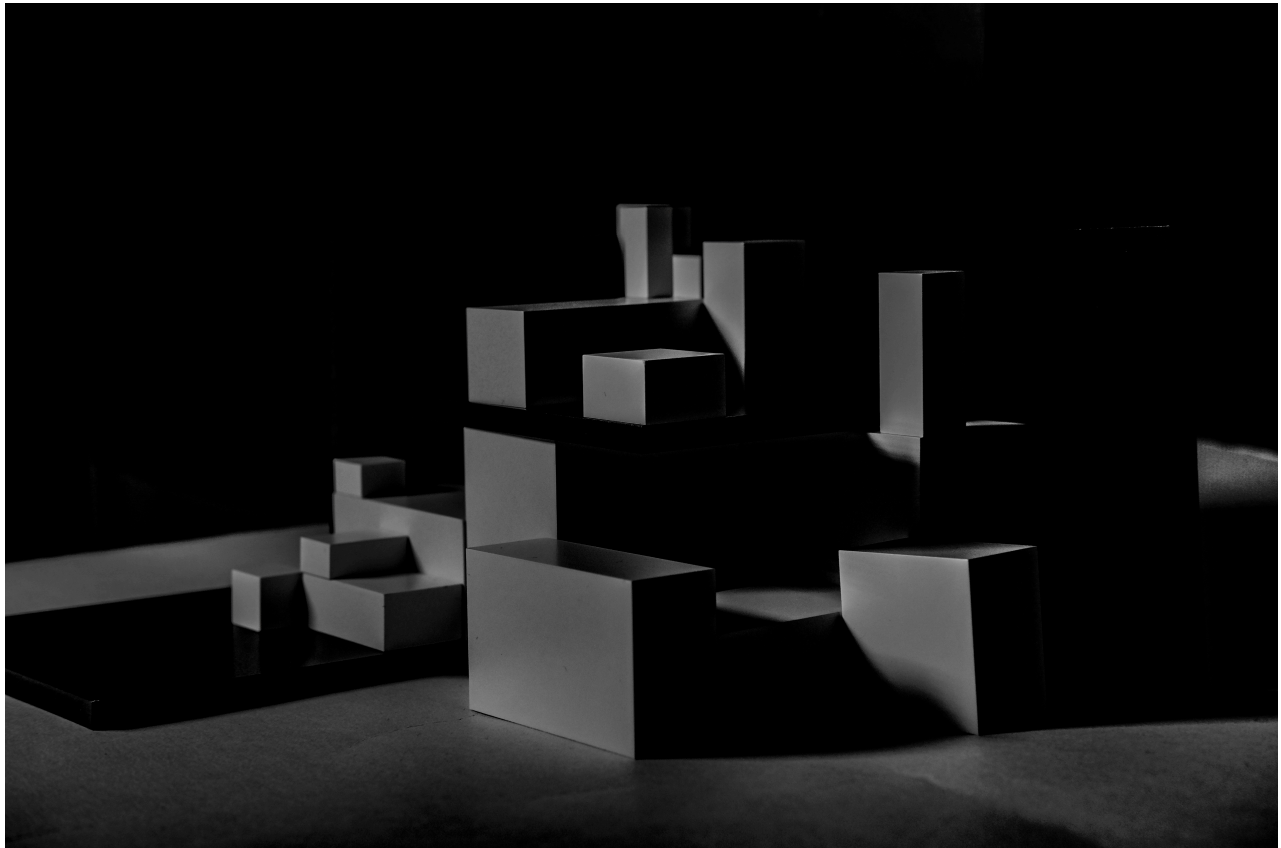
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# Shape

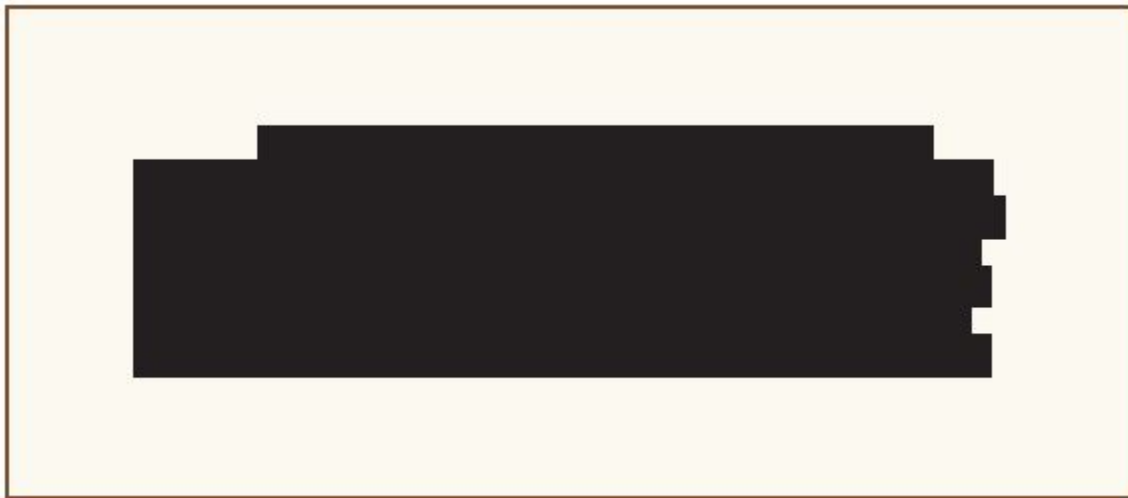
*A paragraph will usually look a specific way. This chapter explains what it should look like.*



You should write your sentences together by starting one sentence on your paper (or computer) right after the last sentence. On a computer, you should not press "return" or "enter" at the end of a line. When your paragraph will be printed, you should be careful to format the paragraph according to the directions your teacher gives you.

Here are some common Formatting directions you may need to know about:

- Use 12 point font.
- Use 1 inch margins (2.54 cm).
- Double-space the paragraph.
- Make the paragraph left-aligned.
- Indent the first line of the paragraph.



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# Organization

*There are three types of sentences in a paragraph: topic sentences, supporting sentences, and concluding sentences. An effective topic sentence is a complete sentence. Supporting sentences give the reader more information about the topic sentence. The last sentence in a paragraph is your concluding sentence.*

## Paragraph Organization

---

There are three types of sentences in a paragraph:

- topic sentences
- supporting sentences
- concluding sentences.

## Topic Sentence

---

A topic sentence is usually the first sentence of a paragraph. It states the main idea of the paragraph. The topic sentence will contain a topic and an idea about the topic, called a "controlling idea." The controlling idea controls, or limits, the amount of information you will write about the topic in your paragraph.

### An effective topic sentence—

- is a complete sentence.
- is usually at the beginning of a body paragraph.
- clearly supports the thesis statement (topic of essay + one controlling idea).
- does not announce the topic (e.g., "I'm going to talk about the ELC.").
- should not be too general (e.g., "The ELC is a great place.").
- should not be too specific (e.g., "Studying at the ELC costs people who study full-time a lot of money every semester and even more if they are not residents.").

This is an example of a good topic sentence:

## The ELC is a great place to learn English.

"The ELC" is the topic of the paragraph. There are many things that can be said about the ELC: the location, the cost, the curriculum, the teachers, the students, the tutors, the resources, etc. However, the controlling idea limits and gives focus to the paragraph. "...is a great place to learn English" is the controlling idea of the paragraph.

## Supporting Sentences

Your paragraph needs to explain *why* or *how* your topic sentence is true. The sentences that explain your topic sentence are called **supporting sentences**. You can have many types of supporting sentences. Supporting sentences can give examples, explanations, details, descriptions, facts, reasons, etc.

Consider the topic sentence from before: *The ELC is a great place to learn English.*

These are some examples of supporting sentences that could be used to develop a body paragraph about the ELC being a great place to learn English.

- **Explain:** The focus of the ELC is to help each student progress in their goals. (Explains why the ELC is a great place to learn English.)
- **Describe:** The ELC has level-specific goals for each class that give focus and purpose to every lesson. (Describes a part of the curriculum for the school that makes it a great place to learn English.)
- **Give reasons:** The ELC supports and motivates its students within the classroom as well as outside of it. (Gives a reason for why the ELC is a great place to learn English.)
- **Give facts:** There are many activities offered to students for extra English practice. (Gives a fact about the school that shows the ELC is a great place to learn English.)
- **Give examples:** Some of the important resources available to students include tutors, computers, and a large library of English books. (Gives an example of the resources that make the ELC a great place to learn English.)

## Concluding Sentence

The last sentence in a paragraph is your concluding sentence. Your concluding sentence should end your paragraph logically. Concluding sentences can restate the main idea of your paragraph, state an opinion, make a prediction, give advice, etc. New ideas should not be presented in your concluding sentence.

Again, consider the example topic sentence from before:

The ELC is a great place to learn English.

Concluding sentences . . .

- **Restate the main idea:** There is a wonderful environment for learning English at the ELC.
- **State an opinion:** The ELC is the best school for studying English.
- **Make a prediction:** If you study at the ELC, your English will improve.
- **Give advice:** You should come to the ELC to learn English, too!

## Exercises

## Exercise 1: Identify the topic and the controlling idea.

*Read each topic sentence. Circle the topic and underline the controlling idea.*

1. The most important holiday for families in Mexico is Christmas.
2. Playing sports is one of the most popular hobbies for college students.
3. The most memorable day of my life was the day I graduated from high school.
4. Learning English requires patience and practice.
5. Pizza is the most traditional dish in Chicago.

## Exercise 2: Identify an effective topic sentence.

*In each group of sentences, there is one sentence that is a more effective topic sentence. Read each of the sentences and choose the sentence that would be the best topic sentence.*

1. Niagara Falls
  1. Niagara Falls is a really big waterfall.
  2. I will describe Niagara Falls, the largest waterfall.
  3. Have you seen Niagara Falls? It is amazing to visit.
  4. Niagara Falls is one of the most beautiful waterfalls in the United States.
2. Dances
  1. Bachata is a very popular type of dance in South America.
  2. I want to talk about how Hip hop dancing is fun.
  3. Irish clogging requires special shoes with metal pieces to create loud sounds on the stage.
  4. Dancing all over the world.
3. Restaurants
  1. Do you think restaurants have delicious food? I do.
  2. 85% of people in the world like to eat at restaurants, especially when it has authentic food from their country such as real Mexican tamales or Chinese noodles.
  3. Food trucks are becoming a more popular place for students to eat in Provo.
  4. I want to talk about why I like to eat at McDonald's and Burger King.

### Exercise 3: Write your own topic sentences.

*Read each paragraph. Write a topic sentence for each paragraph. Make sure your topic sentence includes a controlling idea.*

#### **Paragraph A**

\_\_\_\_\_. First, a good teacher needs to be patient. There are many skills that take a long time to learn and students will make many mistakes during the learning process. Students will also have a lot of questions. A good teacher will be patient when the students make mistakes and ask questions because she knows that it takes time to learn new things. Another quality of a good teacher is that they are passionate. A good teacher is excited about teaching and can help the students be excited about learning. During a difficult learning process, students need a passionate teacher so they want to continue studying. Both of these qualities are important for a teacher to have.

#### **Paragraph B**

\_\_\_\_\_. We can find courage in special situations like when we feel fear or danger or when we suffer or are tired. We need courage, for example, when there is a war or other bad things. Courage is when people risk their lives to help and save people in danger. When we have an accident or an illness, overcoming the physical or mental difficulties takes courage. It takes courage to find joy and hope in life. When we are tired, we need courage to continue, such as when an athlete continues to the finish line in a marathon. Abbe Pierre said, "The biggest failure is not having the courage to dare." I agree with this. In our lives, we need to have courage in difficult things.

#### **Paragraph C**

\_\_\_\_\_. First, many people turn to YouTube when they want to know how to do something new. For example, many people have learned how to play musical instruments, how to fix a car, how to apply makeup, or even cook a new dish. This educational use of YouTube can be very fun and worthwhile. Another reason people watch YouTube videos is to be entertained. There are many YouTube channels that specialize in telling stories, making music, or showcasing unique talents. These entertaining YouTube videos are shared with friends or posted to social media because they are funny or interesting. These are just two of the many reasons why people like to spend time on YouTube.

## Exercise 4: Identify supporting sentences.

*For each topic sentence, read the supporting sentences and identify which supporting sentences support the controlling idea. Multiple correct answers may be possible.*

1. TS: A shared room has many advantages.
  1. Shared rooms are less expensive than private rooms.
  2. It is easier to clean the apartment since there are multiple people.
  3. Buying a house is very expensive.
  4. Sharing a room can be difficult.
  5. Also, having a roommate gives you a chance to talk about your day.
2. TS: Modern cell phones have many convenient applications.
  1. My sister is addicted to a game on her phone.
  2. I like to watch documentaries because I can learn about new things.
  3. For example, you can learn a language using an app.
  4. App designers try to encourage users to use their cellphones frequently.
  5. Almost all Americans have a smartphone, young and old.
3. TS: Reading a book is a great way to learn new vocabulary.
  1. Writing vocabulary down will help you keep a journal of the words that you are learning.
  2. When you read, keep a notebook nearby to write down unknown words.
  3. To increase your reading comprehension you should start with books that have only about 5 new words per page.
  4. Many books also have been made into movies.
  5. As you read new genres, you are introduced to more context-specific words

### Exercise 5: Identify supporting and topic sentences.

*Read each sentence. Identify it as a topic sentence or supporting sentence.*

- \_\_\_\_\_ 1. For example, by using the panoramic feature, the photographer can generate a wider perspective in the photo.
- \_\_\_\_\_ 2. An ideal student participates.
- \_\_\_\_\_ 3. Running, for instance, is a great way to burn off excess fat.
- \_\_\_\_\_ 4. Eating fruits and vegetables increases the amount of natural vitamins and minerals you have in your body.
- \_\_\_\_\_ 5. Participation helps students to connect their learning environment 100% of the time.
- \_\_\_\_\_ 6. There are many interesting features to a digital camera.
- \_\_\_\_\_ 7. When a student goes to an activity, they participate in activities and help as needed.
- \_\_\_\_\_ 8. Our bodies are made up of at least 60% water.
- \_\_\_\_\_ 9. Being able to view a picture before printing it helps photographers to edit and add additional artistic features to the photo.
- \_\_\_\_\_ 10. The human body needs two important things to stay healthy.

### Exercise 6: Write supporting sentences.

*Read each topic sentence. Write 3-5 supporting sentences that support the topic sentence.*

1. Topic Sentence: There are a few simple steps to renting an apartment in Provo.

1. Topic Sentence: Eating healthily is important and easy.

1. Topic Sentence: Homework is an essential tool for learning new material well.



## Exercise 7: Identify concluding sentences.

*Choose the best concluding sentence to complete the paragraph.*

1. Nowadays, the majority of us choose to shop online because it has simple steps. First, we should search the websites of the stores where we want to buy things. Sometimes these stores give us the option to register and receive emails with promotions or discounts. Next, when we are sure that we want to buy something, we should click on the "add to cart" button. This creates a list of the things that we are going to buy. Last, when we have found everything that we are looking for, we should pay.

- 
1. We should check the payment method because sometimes stores only allow certain kinds of payment.
  2. For example, you can easily buy groceries online and have them delivered to your home.
  3. By following these steps, you will have a good experience buying online.

1. Traveling to another country often requires one of many different types of visas. Student visas are required to study in another country, and they are valid for a short amount of time. Work visas are necessary for people who want to find a job in another country. Travel visas are important for tourists who will spend time outside of their home country for vacation or leisure. People who qualify for medical treatment in a foreign country often need to obtain a medical treatment visa before they are able to travel for the treatment.

- 
1. Many different types of visas are available for people traveling to another country.
  2. Some people can obtain visas if they will marry someone in another country.
  3. I like to travel to other countries.

1. Trains are a popular way to get around in some countries. Many places like Japan, Spain, and Saudi Arabia have excellent rail systems for public transportation. These systems are popular for several reasons. For example, they are more convenient than owning and maintaining a personal vehicle. Also, they are less expensive than other forms of transportation, like paying for a taxi. \_\_\_\_\_.

1. Subways are also a popular way to get around the city in many modern cities.
2. Finally, trains are ideal for long-distance trips.
3. The next time you need to get around in one of these places, consider taking the train.

## Exercise 8: Write concluding sentences.

*Read each paragraph. Write a concluding sentence for each paragraph.*

1. The most difficult thing to learn about English is the grammar. One difficult thing about grammar is remembering the "s" ending in the third person present when the subject is *she*, *he*, or *it*. I often forget to use this when I write sentences or questions. Even though I understand the rule and how to use it, I forget it. Another difficult thing about English grammar is the prepositions. Although I know their meaning, I never use them correctly in a sentence.  
\_\_\_\_\_

1. Vegetables with rice is a healthy and convenient meal. First, vegetables have important nutrients that our bodies need. Vegetables provide fiber and vitamins to the body. They are also low in fat. If we eat them often, they can help us stay healthy. Next, the meal, vegetables and rice, is easy to cook. To cook the vegetables, you only need to boil water and add a little bit of oil and spices. After you cook the vegetables, you can quickly cook the rice.  
\_\_\_\_\_

1. People come from all over the world to visit the famous Iguazu Falls. These enormous waterfalls are famous as one of the natural wonders of the world located in South America. Tourists don't just visit the falls because they are famous for their size. Tourists also enjoy visiting the falls because the surrounding nature is amazing. There are interesting plants  
\_\_\_\_\_

## Exercise 9: Identify topic, supporting, and concluding sentences.

*Read each sentence. Identify whether the sentence is a topic sentence (TS), supporting sentence (SS), or concluding sentence (CS).*

1. Being able to recognize musical notes is very important to know how long to hold a note in a tune.
2. Learning to play a musical instrument requires certain skills.
3. If your fingers are flexible, you can reach further on the instrument.
4. When you play the piano, you need to be able to play multiple keys at the same time.
5. Therefore, if someone acquires these skills, they will be able to be a musician.
6. Stained glass windows in cathedrals showed important religious pictures by making larger objects with smaller shapes of glass.
7. The windows were different than paintings or sculptures on display in the cathedral; they were part of the building itself.
8. As a result, European cathedrals will amaze tourists with beautiful stained glass windows.
9. Stained glass windows are the most artistic part of ancient cathedrals in Europe.
10. The windows had many beautiful colors that lit up when the sun shone through them.



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# Paragraph Types

*There are many different types of paragraphs. This chapter will explain some of the different types you will read and write this semester.*



## Paragraph Types

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Although each paragraph is organized in a similar way (topic, supporting, and concluding sentences), there are different types of paragraphs. Each paragraph type has different features and styles of prompts.

## Descriptive Paragraphs

---

The purpose of a descriptive paragraph is to create a vivid mental picture of a subject. A descriptive paragraph uses clear and specific adjectives to talk about the characteristics or qualities of the subject (ingredients of a dish, personality traits of a person, traditions of a holiday, etc.).

### Example: Descriptive Paragraph

Kolaches are very popular for breakfast in Texas. A kolache is a small, round dinner roll made with white bread and a variety of fillings. The fillings give the flavor to a kolache. Some kolaches are spicy because they are filled with spicy ingredients like peppers. Other kolaches are sweet because they are filled with fruit fillings like strawberries. Many kolaches are filled with savory foods like seasoned eggs or meat. This delicious breakfast food is a great way to start your day!

### Example: Descriptive Prompts

- Describe a person you know. What is the person like? What are some of his or her characteristics?
- Describe your favorite or least favorite meal. Be sure to tell how the food tastes, smells and looks.
- Describe a famous place. What does it look like? What feelings does the place inspire in you?

## Comparison Paragraphs

---

The purpose of a comparison paragraph is to show how two subjects are similar or different. A comparison paragraph is a type of descriptive paragraph. It is unique because there are two subjects that are being described in comparison to each other.

### Example: Comparison Paragraph

Spring and Fall are very different seasons. Although the average temperature during both seasons is often very similar, the beginning and ending temperatures are very different. Spring starts out cold and ends with warmer temperatures. Fall starts out warm and slowly gets colder. Another difference is that in Spring, everything is coming to life. In the Fall, many plants go dormant in preparation for winter. Even though there are some similarities between spring and fall, they have some important differences.

### Example: Comparison Prompts

- Write about the similarities between high school and college in your country.
- Describe the advantages and disadvantages of having a cell phone.
- Explain the differences between being single and being married.

## Cause-Effect Paragraphs

---

The purpose of a cause/effect paragraph is to explain the relationship between an action and its result. Cause/effect paragraphs show this relationship in different ways. For example, some cause/effect paragraphs may show the benefits of doing something (e.g., benefits of studying English in the U.S.), the problems caused by a certain action (e.g., what leads to miscommunication), or the reasons for doing something (e.g., why people start their own business).

### Example: Cause-Effect Paragraph

Exercising during the day has great benefits in our lives. When we exercise, our bodies have more energy, and it is easier for our brains to focus. Exercise also helps our bodies to sleep well at night, which makes the rest of the day better. Another benefit of exercise is that we keep our bodies in good shape. It is easier for us to participate in physical activities because our bodies are healthy and strong. Exercise is a great way to improve your life.

### Example: Cause-Effect Prompts

- Explain the benefits of improving your fluency.
- Write about the causes of car accidents.
- Tell about the effects of eating too much sugar.

## Definition Paragraphs

---

The purpose of a definition paragraph is to define or explain a term or idea (e.g., what is body language?). The paragraph may list examples (e.g., smiling, folding your arms, making eye contact, etc.) or non-examples (e.g., sneezing, sign language, shivering, etc.). It may describe behaviors, characteristics, or responsibilities.

### Example: Definition Paragraph

When people have courage, they do things that are usually challenging or scary. Courage is a unique quality that not everyone has. When we refer to someone as courageous, it is because we think the person will do something difficult no matter how scared they may be. For example, police officers, firemen and soldiers are often considered very courageous people. People who avoid new or scary situations are not very courageous people. Therefore, courage is essential because very few things in life are easy to do and we need to be brave enough to do them anyway.

### Example: Definition Prompts

- Choose an emotion, such as happiness or anger. How does the dictionary define this emotion? Is it a good emotion or a bad emotion? Who usually feels this emotion and why?
- Write a paragraph describing the word "legend." What is it?
- What is a folk dance? Define the idea and give examples (and non-examples if possible).

## Classification Paragraphs

---

The purpose of a classification paragraph is to divide a topic into specific groups or categories. For example, a classification paragraph could be about types of books, kinds of restaurants, or styles of dance. It identifies the different categories within a topic (e.g., fiction and nonfiction books) and briefly describes specific characteristics for each category within the general topic. A classification paragraph is a specific type of descriptive paragraph.

### Example: Classification Paragraph

Two of the most popular types of movies are action adventure movies and romantic comedies. An action adventure movie is exciting and has a story that focuses on a hero that has to do something difficult or dangerous. Some action adventure movies are about superheroes, while others tell stories based on real experiences from history. Romantic comedy movies are another type of movie. These movies tell a story about love and introduce us to interesting characters. These movies make the problems in a relationship look funny instead of dramatic. Both action adventure and romantic comedy movies are popular because they are entertaining and interesting for the audience.

### Example: Classification Prompts

- Classify different types of students.
- Describe different types of social media apps.
- Classify different kinds of cars.

## Process Paragraphs

---

The purpose of a process paragraph is to explain the actions that are necessary to complete a specific process. Sometimes these actions are linear (e.g., how to get a driver's license) and sometimes these actions are not necessarily done in a specific order (e.g., how to manage stress).



### Example: Process Paragraph

It's easy to get a good grade if you follow some basic steps. First, before you go to class, you need to do all of the assigned homework. Good preparation will help you to understand the teachers more easily, ask good questions, and keep up with the lessons. Second, arrive to class a few minutes early. Doing this will make sure you don't miss important instructions or announcements at the beginning of class. You will also feel more prepared. Next, always participate actively throughout the lesson. You should write important things in a notebook like new phrases or vocabulary words. Finally, at the end of the class, you should write down any homework assignments you will complete for the next class. If you follow these steps in all of your courses, you will get the good grades that you deserve.

### Example: Process Prompts

- Write about something easy to cook. What things do you need to make it? What are the steps to make it?
- Write about what you need to do to get a driver's license.
- Explain the steps of how to shop online.

## Opinion Paragraphs

---

The purpose of an opinion paragraph is to give the writer's opinion about a topic. It states the opinion and provides facts to support it. An opinion paragraph is usually about an issue that has two sides (e.g., human cloning or students using cellphones in class) and usually tries to persuade the reader to agree with the writer.

### Example: Opinion Paragraph

The current minimum age requirement in many places to get a driver's license is 16 or 17. However, the minimum age should be increased to 21. Being able to drive is a huge responsibility which many teenagers don't take seriously. Many teens that are 16 or 17 are not mature enough to drive. They think driving is fun and want to show off to their friends, when they should care more about safety. They become easily distracted listening to music, talking to friends, or texting. Driving is a luxury that holds great responsibility because with one distraction a lot of harm can be done. That is why I believe the age limit should be increased to 21. In turn, it will provide safer roads because there are more mature drivers.

### Example: Opinion Prompts

- Which is more difficult to learn: English or your native language? What parts of the language do you find hard?
- Should students be required to purchase a personal computer when they enter university?
- Do you think professional athletes receive too much money? Why or why not?

## Narrative Paragraphs

---

The purpose of a narrative paragraph is to tell a story or a part of a story. A narrative paragraph includes a description of the story's setting, characters, and events so that readers can create a mental picture of the story.

### Example: Narrative Paragraph

The first time I visited Arches National Park was with my brother on a holiday weekend. We decided to go on a little vacation because we did not have a lot of homework. When we got to the park, we drove around to see all of the incredible rocks. The rocks were red and orange. We hiked and saw so many interesting places. I was surprised by how unusual the area was. I told my brother it looked like we were on Mars instead of Earth! I will never forget the first time I visited Arches National Park.

### Example: Narrative Prompts

- Write about something very scary that you experienced. What happened? What was it? How did you feel?
- Tell about your favorite childhood memory. Why was it so memorable?
- Describe an event that had an influence on you. What happened? Why was it so important for you? How did you change?

## Essays

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An **essay** is a group of organized paragraphs. A paragraph organizes sentences, an essay organizes paragraphs. Your teacher will talk about essays whenever you should write more than one paragraph to answer the question. The content of these paragraphs will be different depending on the requirements for the assignment.

In a typical essay, you will have an introduction paragraph, supporting paragraphs (called **body paragraphs**), and a concluding paragraph. However, the number of paragraphs and the exact organization will depend on the assignment requirements.

## Example: Essay

Sports are a cultural universal. It seems that you can go almost anywhere in the world and find people playing some type of sport or game. While playing sports is generally universal, the type of sports people play varies from region to region based on weather and culture. For example, people who live in very cold countries often have special sports that you can only do in cold weather. This is why ice hockey is very popular in Canada for example, where there are lots of winter sports. Sports may also vary by culture. There are some sports in many countries that are culturally significant sports. These sports pull families and friends together and create social situations. The three most popular sports in the United States are baseball and American football.

Baseball is one of the most popular sports in the United States. Many people play baseball because it is a very simple game that can be adjusted depending on the players and space available. Small teams can be formed with just a few friends, while larger teams can be formed if more players are available. The game is either played in a diamond-shaped field with four bases or any large grassy area. The only equipment necessary is a bat and a small ball, but some players also use gloves and helmets. There is one player who gets to try to hit the ball with his bat at a time. If he hits the ball, he can run from the home plate to the other bases and try to get home again. If he gets home again, his team gets a point. If he misses the ball three times, he is out, and another player can try to hit the ball. If one team has three players who all miss the ball, the other team gets to try to hit the ball. Baseball may be so popular in the United States because it is such a simple, flexible game.

American football is another very popular sport that many people watch and play in the United States. The game is usually played on a 100-yard rectangle field with goal posts on each end, but it can be played in any large grassy area. The equipment that is needed for the game is a football and protective gear for the players. When the players play football, the teams line up on the field facing the opposite team. The team with the ball tries to get the ball to the end of the field. They can either have a player run with the ball or one player can throw the ball to another player. If they reach the end of the field with the ball, they get six points and it is called a touchdown. However, the other team tries to stop the player with the ball by tackling them. The team with the ball has four tries to run a distance of ten yards and if they can't do it, the other team gets the ball. Most high schools and colleges have their own football team and football field at their school because football is such a popular sport in America.

While these sports are different, football and baseball are all very popular sports for people to play and watch in the United States. There are organized teams for high schools and colleges as well as people who play them just for recreation with their friends. These sports may not be the same sports that are popular in every country because each country has unique cultural influences and regional conditions that shape the games and sports that are played there. While the individual sport may differ, it is very likely that anywhere you go, you will find people playing sports.



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# Timed Writing (Expectations)

*Timed writing is when you are asked to write about a topic, but you only have a limited time. Timed writing can be used by your teachers to check your understanding or by big exams like the TOEFL to see your language proficiency. At the university level, you could expect to find a timed writing on a test or quiz in any major.*

Timed writing is when you are asked to write about a topic, but you only have a limited time. This is most common in a test. Timed writing can be used by your teachers to check your understanding or by big exams like the TOEFL to see your language proficiency. Timed writing also usually means that you do not have help while you write. This means you cannot ask a person, use spell check, or look at a translator or dictionary.

Different tests will have different amounts of time to write. For example, the ELC test for placement (called the LATs) has a 10 minute writing and a 30 minute writing. When you have more time, you are expected to write more (length) and with more development (clear ideas).

At the university level, you could expect to find a timed writing on a test or quiz in any major. It doesn't matter if you plan to study business, engineering, music, or linguistics. Timed essays are often used to get you to think about a topic, give an opinion, or create something with what you have learned in the class. Essays ask you to show more than just recognizing a correct answer like with multiple choice questions.

In everyday life, there is always a limit to the time you have to write. You do not want to take 30 minutes to write a text message. You also do not have unlimited time to work on writing assignments for your class, so you need to practice using a time limit to help you focus.

## Timed Writing Expectations

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The first strategy for timed writing is to understand the expectations. This means that when you have a timed writing prompt, you should first think about the context. Context here means *why* you're writing, *what* you're writing about, and *who* you are writing for.

## Questions to think about for timed writing

- How much time do you have?
- Who will be reading your answer and why are they reading it?
- What length of a response does the teacher expect?
- What about my writing is most important to the teacher?
- Are there other sections of the test (like multiple choice questions) that you need to complete in the time that is given?
- Does the test allow spell check?
- Is this test more focused on language accuracy or comprehension of the topic accuracy?

Usually you will know before the test that there will be a timed writing in a test, so you can think about these questions before you begin. This will help you control your time.

## Examples of timed writing prompts & expectations

- Compare and contrast the similarities and differences between shopping online and in person. Choose at least three points in your comparison.
  - Time: 30 minutes
  - Audience: ELC writing teacher; focused on your thesis and topic sentences
  - Length: 4 paragraphs
  - Focus: Organization
  - Other sections: No
  - Help: No spell check, no dictionary/translator, no partner help, no help from teacher
  - Purpose: Accuracy in organization, not accuracy in grammar
- Read this opinion post from the BYU newspaper. Respond to it by agreeing or disagreeing and supporting your position.
  - Time: 10 minutes to read; 20 minutes to write
  - Audience: ELC writing teacher & reading teacher; focused on your supporting details and comprehension of reading
  - Length: 2 paragraphs
  - Focus: Understanding the reading; organization
  - Other sections: Reading passage
  - Help: Partner discussion of article before writing, no additional support
  - Purpose: understanding of article points and clear opinion
- Explain the process of finding an apartment in Provo. What are the steps involved?
  - Time: 40 minutes (you only want to spend this amount of time)
  - Audience: a Facebook group for future international students
  - Length: 300 words max
  - Focus: Clear ideas, accurate grammar
  - Other sections: No
  - Help: You can use spell check, translator, partner help etc, but it must still be your writing
  - Purpose: clear organization and accuracy that international students from many different countries can understand

## Planning your Time

Think about how to use the time to help you. Think about how you can use the time to keep yourself focused. For example, if the essay is only a small part of the total test grade, control the amount of time you give yourself to write the answer. Then, use the rest of your time for the other questions. You might do this by answering the writing question first under a shorter time limit before you answer any of the multiple choice questions. Use the time you have left so you can work smarter.

As a specific example, you may only have 30 minutes to work on an essay. In order to work quickly, you could follow a time schedule like this:

Minutes	Time (Counting down)	Task
3	30:00-27:00	Write your thesis and topic sentences (outline)
7	27:00-20:00	Write your first body paragraph
7	20:00-13:00	Write your second body paragraph
5	13:00-8:00	Write your introduction paragraph
5	8:00-3:00	Write your conclusion paragraph
3	3:00-0:00	Revise and edit your essay

Why does this example start with the body paragraphs instead of the introduction and conclusion? This is one suggestion of how to focus your time to develop your ideas and create a good organization for the main part of the essay. The introduction and conclusion are usually easier to write after you have the middle completed. If you run out of time, you at least have one sentence for an introduction and a conclusion.

There are other ways to choose how to start:

- Start with the idea that is easiest to write, leaving the sections that are hardest to write for later. (Note: This may create a challenge if you are still stuck and have no time to revise)
- Start from the beginning and work to the end. (Note: This seems like the good way to start writing, but it can often lead to confusing writing)

You will always need to use your time differently depending on the amount of time you have. It may also be necessary to adjust time for each part of the essay depending on what is most important to the teacher. For example, it may be more important in one essay to have accurate grammar, so you will need to give yourself more time to revise and edit.

## Exercises

### Exercise 1: LATs Rubric

*Take some time to look over the writing rubric used for the Language Acquisition Test used at the ELC*

1. What will the test raters be looking for when they grade your essay?
2. How is this rubric similar or different from the rubrics your FC Writing teacher is using this semester?

## Exercise 2: Timed Writing Practice

*Before you begin writing, ask your teacher questions about the expectations for this timed writing practice. Listen carefully and decide how you will focus your time to meet those expectations.*

- Describe your family. Be sure to give clear descriptions of each person.

*Set a timer for 20 minutes. Write about the above topic. Your response should be between 200-300 words.*



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# The Writing Process

*Think about the writing process as a very flexible process. Whenever you write something, you will usually do many of the same steps, but not always in the same way. The advice here is meant as general advice that you can adapt to your situation. The way you use the writing process depends on a lot of things: the task, the time and resources available, your experience with the topic, etc.*



Think about the writing process as a very flexible process. Whenever you write something, you will usually do many of the same steps, but not always in the same way. The way you use the writing process depends on a lot of things: the task, the time and resources available, your experience with the topic, etc. The advice here is meant as general advice that you can adapt to your situation.

Prewriting
Writing Skill: Development
Revising
Timed Writing (The Prompt)
Integrated Writing (Writing Process)



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# Prewriting

*Prewriting is everything you do before you actually start writing complete sentences. Make sure that you understand the requirements of the task. If you can choose your topic, brainstorming can help you think of ideas to write about. An outline is a plan that will make your essay easy to write and understand.*



Anything you do before you start writing is prewriting. You should always start by making sure you understand the prompt. Other activities that are completed in this stage are brainstorming and outlining.

## Understand the prompt

First, make sure that you understand the requirements of the task. If there is a specific prompt (question) you are supposed to answer, make sure your writing answers the question.

## Make sure you know the following things before you start to write:

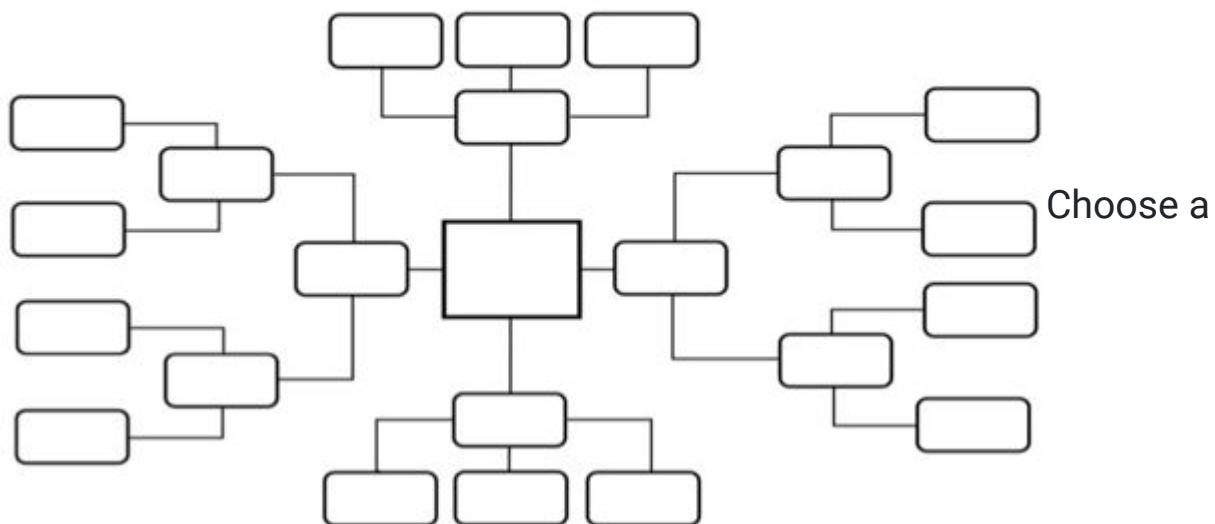
- Purpose (What function should you focus on? Comparing? Describing? Arguing? Explaining a process? Telling a story?)
- Topic (What should you write about?)
- Controlling idea (What can you say about the topic?)

## Brainstorm

### Brainstorm a topic

Sometimes you are given a specific prompt (e.g., *Describe your favorite holiday tradition*), but sometimes you can choose your topic. If you can choose your topic, then brainstorming can help you think of ideas to write about. There are many methods you can use for brainstorming. You can discuss the topic with a partner, freewrite, make a list of ideas, make an idea map like the one below, etc.

**Idea Map**



### focus

If your topic is really broad, you should narrow the topic down to have a more specific focus (i.e., *My first day at the ELC* > *Coming to the United States*).

### Brainstorm for details to include

## Outline

## What is an outline?

Making an outline is a prewriting activity you should do for everything you write. An **outline** is kind of like a map of your ideas. It helps you organize your ideas from the brainstorming part of prewriting, and it helps you keep your writing focused on answering the prompt. Making an outline also helps you create a plan for your writing. That plan helps you to simplify your drafting process and makes it easier for the reader to understand your ideas.

## How do I make an outline?

### Identify what kind of outline you need

The first step to making an outline is knowing what kind of outline you need. Even though all outlines have a similar purpose and organization, not all outlines are exactly the same. Some outlines will be very short and basic. Some outlines will be long and detailed. How much detail you need for an outline depends on the kind of writing you need to do. For example, if you are writing a timed paragraph, your outline will be very simple because you will not have a lot of time to make one.

On the other hand, if you are writing a drafted essay for a class, your outline will probably include more details. Teachers often ask students to make and submit a very detailed outline for an essay. This is so that students can demonstrate what ideas they will write about and how they plan to organize those ideas. That way, teachers can give feedback to students before they spend a long time writing everything out. When you need to make an outline for a class, be sure to ask your teacher how much detail they expect you to use in your outline.

### Include the basics in every outline

Every outline should have at least the **main idea** of what you are writing, as well as the most important ideas that support and/or explain your main idea. These are called **major supporting ideas** (MSI). If you are writing something short with a time limit, like a 10-minute paragraph, this means your outline needs at least your topic sentence (TS) and usually at least two major supporting ideas. To save time, you might choose not to write your major supporting ideas in complete sentences at first, and do it later, instead. If you are writing something longer with a time limit, like a 30-minute essay, your outline should have at least your thesis (Th) and two or three topic sentences. You might want to include some major supporting ideas in your essay outline, as well. For any basic outline, you can also include your concluding sentence (CS) or restated thesis (RTh), too.

## Example: A basic outline for a 10-minute paragraph

*Each part of this example outline for a narrative paragraph is labeled. When you are doing timed writing, you do not have to label the parts of your outline, unless that is helpful for you. If you do label your outline, you should delete the labels before you submit your writing.*

**Prompt:** Describe a memorable childhood experience. What happened? What did you learn?

TS: The day I lost my first tooth was one of the most memorable days in my childhood.

MSI1: learning about the Tooth Fairy

MSI2: pulling out my tooth

MSI3: showing \$1 bill to everyone and then losing it

CS: I will never forget the lesson I learned from losing my first tooth: Never take your eyes off the money!

## Example: A basic outline for a 30-minute essay

*Each part of this example outline for a problem/solution essay is labeled. When you are doing timed writing, you do not have to label the parts of your outline, unless that is helpful for you. If you do label your outline, you should delete the labels before you submit your writing.*

**Prompt:** Identify a common problem and suggest ways to address it.

Th: Some of the best ways to prevent sleep disorders are establishing good sleep habits, doing regular exercise, and making a comfortable bedroom environment.

TS1: Creating a good habit of regular sleep will help prevent a sleep disorder.

1. regular bedtime
2. create bedtime routine
3. relax

TS2: Doing regular exercise decreases the chance of having a sleep disorder.

1. reduces stress and depression
2. uses energy, body wants to rest

TS3: Making a comfortable bedroom environment enhances the quality of your sleep.

1. remove distractions
2. cool temperature
3. dark room

## Make a more detailed outline

To create your outline, think about the question that you are answering (e.g., what are important characteristics of a good student?). Answer the question (e.g., hard-working and patient). The supporting points in your answer will become your topic sentences (abbreviated TS). Write your thesis (abbreviated TH), by summarizing your supporting points into one sentence.

Look at the example outline below. This basic outline is the type of outline you could create when you are writing a timed essay. Notice how the topic sentences directly support the thesis.



## Exercises

### Exercise 1: Practice understanding the prompt

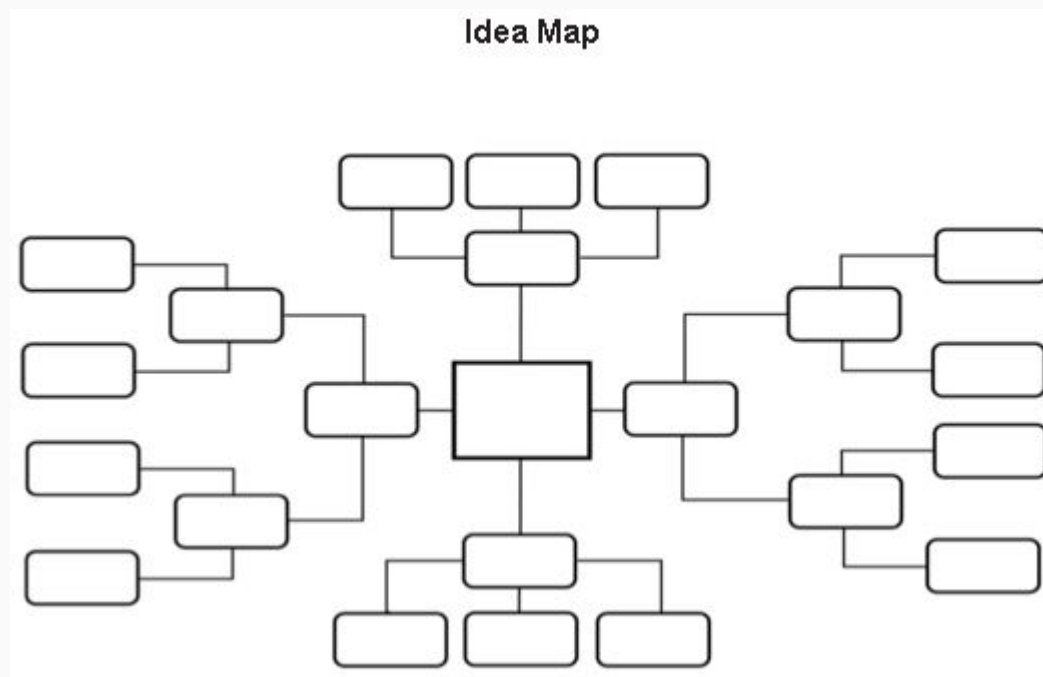
*Read each prompt and answer the related questions.*

1. **Prompt:** What are some of the benefits of learning English?
  1. What type of paragraph should you write?
  2. What is the topic?
  3. What can the controlling ideas focus on?
2. **Prompt:** Describe an influential person in your life. Why was the person important to you?
  1. What type of paragraph should you write?
  2. What is the topic?
  3. What can the controlling ideas focus on?
3. **Prompt:** Do you agree or disagree with the following statement? Use reasons and examples to support your answer: Cell phones should not be used in class.
  1. What type of paragraph should you write?
  2. What is the topic?
  3. What can the controlling ideas focus on?

### Exercise 2: Practice brainstorming a topic

*Brainstorm ideas for the following prompt using an idea map.*

**Prompt:** What is the most important quality in a leader? Give reasons and details to explain your answer.





### Exercise 3: Practice outlining a timed writing

*Set a timer for 90 seconds and create a basic outline for one of the prompts. Repeat for each prompt.*

1. **Prompt:** What are some of the benefits of learning English?
2. **Prompt:** Describe an influential person in your life. Why was the person important to you?
3. **Prompt:** Do you agree or disagree with the following statement? *Students should not use cell phones during class.* Use reasons and examples to support your answer.



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# Writing Skill: Development

*Development is all about including enough details for your reader. When you write, you should ask yourself if there is enough information for your reader to understand your purpose and points.*



The writing stage is often called **drafting**. When you draft, you should be focused mainly on ideas, rather than worrying too much about your grammar. Use your outline as you draft to make sure you don't lose your focus.

Many students find it easier to begin drafting the body paragraphs before drafting the introduction and conclusion paragraphs. This can be an excellent strategy to write more efficiently because the introduction and conclusion are based off what you write in the body paragraphs.

## Development

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Writing is developed when the ideas are explained in enough detail. You need to show that you have thought about the topic and that you have something important to say. Paragraphs that don't have enough development usually sound too general or are repetitive.

Compare the examples below. The first paragraph is not developed well. The ideas are repeated without adding specific details. Find the additional supporting sentences in the revised version that help develop the ideas.

### **Example: Paragraph (Lacks Development)**

An excellent school has adequate facilities. Classrooms should be able to support all students with more space and comfort. If the classrooms have bigger spaces, then the students will be comfortable.

### **Example: Paragraph (Better Development)**

An excellent school has adequate facilities. These facilities include classrooms, offices, and study spaces. Classrooms are an essential part of the facilities because students spend so much time there. In an excellent school, classrooms are able to support all students by having a large space and being comfortable. The large space of the room gives each student plenty of room for their desk and to move around without encroaching on a classmate's space. The lighting and general feel of the classroom are also comfortable and a definite advantage for students' learning. Research has shown that when people are studying in an excellent school, they will be more likely to have more knowledge and preparation than others. A large part of these results are due to the structure that is created by excellent schools.

You can revise a paragraph that is not developed by adding supporting sentences. Supporting sentences can give examples, explanations, details, descriptions, facts, reasons, etc. The types of supporting sentences you use will depend on your topic.

You can start revising a paragraph by asking questions about the topic sentence (or the other supporting sentences). Ask questions like "Why?" "Like what?" and "How?" The answers to these questions can give you ideas to include that will develop your paragraph.

The first example paragraph had poor development because the ideas stopped too soon. The writer said that an excellent school has structure.

The revised body paragraph with better development also stated that an excellent school has structure, but it did not stop too soon. It gave lots of examples and relevant details.

In order to revise the paragraph, the author might have asked questions like this:

## Example Questions

- Why are classrooms a facility of an excellent school?
  - Because they are the place where students do a majority of their learning.
- What facilities are needed?
  - These facilities include classrooms, offices, and study spaces.
- Why should classrooms have these features?
  - If a classroom does not have the right atmosphere, then students may struggle.

Sometimes paragraphs that lack development have the length of a developed paragraph, but don't clearly develop an idea because the writer was trying to sound elegant or add extra words to make a paragraph longer. **Good development is not the same thing as length.** You need to focus on supporting your ideas rather than making your sentences long. Compare the following paragraphs. Even though the second paragraph is a little shorter, the paragraph is more developed.

### Example: Paragraph (Repetitive)

An excellent school has adequate facilities. These facilities include classrooms, offices, and study spaces. Classrooms are an essential part of the facilities because students spend so much time there. Students learn in classrooms. In an excellent school, classrooms are able to support all students by having a large space and being comfortable. The large space of the room gives each student plenty of room for their desk and to move around without encroaching on a classmate's space. It helps students feel like they have their own place to learn. They need space so they don't feel crowded. The lighting and general feel of the classroom are also comfortable and a definite advantage for students' learning. Research has shown that when people are studying in an excellent school, they will be more likely to have more knowledge and preparation than others. A large part of these results are due to the structure that is created by excellent schools.

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## Exercises

### Exercise 1: Evaluate development

*Read the paragraphs. Are the paragraphs well-developed? Why or why not? With a partner, make any necessary changes or additions to each paragraph.*

1. A cell phone is a good tool to use in class if used correctly. If students are from different countries, using a cell phone to search online can help with translation. It can also help students to study more effectively and quickly. On the other hand, cell phones allow students to call others if they have an emergency situation. So, the cellphone can be used in the class if used correctly.
2. My room is the best place to relax. First, I have my bed where I like to lay down. Second, I can relax my body. Last, I can sleep, not all the time but sometimes. If we are talking about relaxing, my room is the best place.
3. Art is a very important college course and a lot of students take it. In art courses there are a lot of fields like dance, theater and painting. Most students love this type of course because it helps them to express themselves and helps them to not be bored in school. Art can help students to relax and express their feelings. That's why art is an important college course.
4. The most popular type of television program in China is about health. This type of program is always given the top rating in China. Television programs about health are popular because everyone is concerned about the topic, and the programs teach the viewers how to maintain a balanced diet and control their health. We need to make sure we exercise everyday and reject junk food. This is the reason why health programs are so popular.



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# Revising

*Revising focuses on making changes to improve the clarity of your ideas and organization. After you revise it, you may need to return to either of the previous stages (prewriting or writing) to make improvements to your writing.*

When you finish writing, you should revise it. After you revise it, you may need to return to either of the previous stages (prewriting or writing) to make improvements to your writing. For example, you may need to do more brainstorming if you don't have enough ideas to write about. You also may need to do additional drafting if you decide to delete one of your supporting paragraphs.

Many people divide the revising stage into revising and editing. **Revising** focuses on making changes to improve the clarity of your ideas and organization. **Editing** focuses on making changes to improve the clarity of your grammar. Revising should be completed before editing so that you do not spend time fixing the grammar in sentences you may delete when you begin revising.

## Self-check

---

You should always read through your writing to identify mistakes you have made. As you revise your own work, you may need to add, delete, or move text. Write down or mark anything that you want to ask a friend/tutor to help you with.

### Here is a general list of questions you can use to check your writing:

1. Does the introduction provide the general information a reader needs in order to understand the topic?
2. Does the introduction end with an effective thesis? Does it match the style of the prompt and the rest of the paragraph?
3. Do any additional paragraphs begin with an effective topic sentence?
  1. Do the supporting sentences support the topic sentence?
  2. Are the supporting sentences sequenced in a logical order?
  3. Is there enough development? Are there more details or examples that would help the reader?
  4. Does the concluding sentence close the paragraph logically?
4. Does the conclusion start by restating the thesis?
5. Does the conclusion have a suggestion, prediction, or opinion at the end?

When you look for errors, you may be surprised how many errors you are able to identify on your own. Here are some strategies specific to proofreading your writing for errors in grammar and mechanics.

## Apply Strategies

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Start by simply reading through your writing for typos. Then look through your paragraph for basic grammar that you know well. For example, you can check to make sure every sentence has a subject and a verb (and that they agree).

Read your paragraph out loud. You may notice mistakes that you didn't see before.

Try to finish your drafting and revising with enough time to give yourself some distance from what you wrote. After you finish writing, do something active that doesn't involve writing and then come back to your writing and read through it again.

## Get feedback and make changes

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If you are not writing for a test, have a friend or a tutor review your writing. Then use the feedback you get to make changes.

## Understand coding symbols

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Many teachers use coding symbols like the following to mark specific types of errors. If your teacher uses codes, make sure you clearly understand what the codes mean and how to fix the error.

Symbol	Code
TRS	Transitions
WF	Word form
WC	Word choice
SV	Subject-Verb agreement
VT	Verb tense
TS	Topic sentence
TH	Thesis statement
CS	Concluding sentence
CL	Clarity
FR	Fragment
UN	Unity



<b>IR</b>	Irrelevant
<b>SS</b>	Supporting sentences
<b>RR</b>	Repetitive



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# Timed Writing (The Prompt)

*Time is always a limited resource. To help you use your time well, practice reading and brainstorming for different prompts.*

Time is always a limited resource. Sometimes you will write with a time limit for a test, but the most common timed writing happens because you have a short amount of time to work on a paper because of your other plans. Manage your time in these assignments will help you balance your homework and personal life.

When you are writing with a limited amount of time, it is extra important to plan your time so that you can give a complete answer. You do not have time to waste. Sometimes a time limit creates stress (especially during a test), so here are some tips to lower your stress and focus your time.

## The Prompt

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One reason that timed writing is difficult because you need to make quick decisions about ideas and organization. The brainstorm needs to be fast because you need to begin writing. This is different from many writing assignments when you have weeks to write your essay.

First, you need to understand the question. This is true for any assignment, but it is especially important when you have limited time to make changes. You need to understand the type of writing (compare, describe, argue, explain) and create a thesis statement and supporting points.

Once you understand the prompt, you can start creating your outline.

Make a short list of the parts of the prompt if there are multiple questions. This is a good first step for creating a thesis and topic sentences.

## Outline Ideas

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An outline is *always* good for your writing. You may think that the best idea is to immediately start writing. However, the time is limited, and that could lead to a very disorganized answer. Read the prompt carefully and make a short outline of ideas.

Your outline should include the important basics you will practice throughout this semester:

## Timed Outlining

- Read the prompt carefully.
- Brainstorm your ideas for each part of the question.
- Organize your ideas into a clear outline.
- Decide on what is the most important to include.
- Write a thesis statement that answers the prompt.
- Write topic sentences for your main points.
- Write a restated thesis statement.

## Exercises

### Exercise 1: Analyze Timed Writing Prompt

*Read the prompts below. What type of writing is this? What questions do you need to answer in the prompt?*

1. What do you think is better: a vacation to an exciting city or a relaxing natural place? Why do you think that type of vacation is best? Explain your answer using details and examples.
2. Describe your home city. What does it look like? What are the people like? You can compare it to Provo if that helps you describe the city with more detail.
3. What are some of your habits and routines? Why do you do those things everyday? How did you start those habits?

### Exercise 2: Timed Writing Practice

*You have 30 minutes to respond to this prompt. Your answer should be around 250 words long. Before you begin, think about how you will use your time to complete the task*

Prompt: What technology do you use to learn English? Describe how you use that technology in class or on your own to practice the language. Be specific in your details and examples.



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# Integrated Writing (Writing Process)

*Integrated writing is an very common type of academic writing. You will use your reading and/or listening skills to help you write.*

Integrated writing is an very common type of academic writing. *Integrated* means you will use your reading and/or listening skills to help you write. Sometimes you will do this to show that you understand the reading or listening. Sometimes writing about the ideas from the reading or listening includes comparing/contrasting or writing your own opinion on the topic.

Usually, an integrated task allows you to look at the reading or review the listening (or at least the notes you took) when you write. However, there may be times when there is a time limit (like on a quiz or test). This means that you need to understand the first time you listen/read so you can begin writing quickly.

At this level, we want you to understand what integrated writing is. You will continue to practice and improve this type of writing in future levels.

## Integrated Writing Expectations

---

When you start an integrated writing assignment, there are two main things to think about: source content and task.

### Source Content

First, you need to understand the ideas in the reading or listening. You cannot summarize, compare, or give an opinion about the original ideas if you don't completely understand them. In addition to main ideas and major details, think about the following questions:

- Is there one required source material or multiple?
- Is the content written or spoken?
- How complex are the ideas presented?
- How does this connect to other ideas we have talked about in this class (or another class)? Should I include these connections in my writing, or can I only write about this specific source?
- What connections are there between the different sources?

When you read and/or listen, ask yourself some questions to make sure you get all of the necessary information:

- Who is writing? Who is the audience? Are people being discussed? (who)
- What is the main idea? What important details are included? (what)
- Is place important to this topic? (where)
- Is time important to this topic? (when)
- What purpose does the author have in saying/writing this? (why)
- How is the information organized? (how)

These are all skills you will continue to practice in your listening and reading classes. Pay attention to the strategies you learn and try writing summaries of what you understood after each class period to practice this skill.

## Task

The next step is to make sure you understand what you need to do with the information you get from the sources.

### Questions to think about for integrated writing

- Is one source more important than another?
- Is this a comparison, summary, opinion, or cause-effect task?
- What does the teacher expect in my answer?
- Can I include my own opinion or background knowledge?
- Am I expected to include direct quotes/references to the text or to write about it in a summary and paraphrase?
- Is there a time limit for reviewing the source and/or writing my response?

### Examples of integrated writing prompts

- Explain the two authors' different opinions on how to decide which university to attend. Choose at least three points in your comparison.
- Read the newspaper article and explain if the opinion has enough strong support to convince the reader.
- Read two paragraphs from the textbook, then listen to the professor's opinion on the same topic. What reasons does the professor give for disagreeing with the reading?

## Writing with Time Limits

An outline will *always* benefit you. Writing without a plan creates a disorganized answer that loses focus. Read the prompt carefully and make a simple outline of ideas from the source(s). Include any specific words or phrases that you need to include.

Second, be honest about the time you have to work on this task. Look at the source material to check the time it will take to read or listen to it. Next, look at the due date and your personal schedule and decide how much time you have to work on this project. Will you have time to write multiple drafts? Is there time to have a classmate review your writing or to visit the campus Writing Center?



## Exercises

---

### Exercise 1: Integrated Writing Practice

1. *Read the passage.*
2. *Listen to the lecture.*
3. *Summarize the points made in the lecture, being sure to explain how they challenge specific arguments made in the reading passage.*

Teachers have access to the "Supersititions" Integrated Writing files on the ELC Curriculum Portfolio.



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# Narrative Writing

*Narrative writing is about telling a story. For a language student, narrative writing can be difficult because it requires control over tense. In this chapter, you will practice writing a narration.*

In this chapter, you will create narrative writing. To write a narratively, first think about a memorable event or experience that you have had in your life. How would you tell the story? What happened? Where was it? Who was there? Why was it important to you?

Example Narrative Writing #1
Prewriting
Writing Skill: Unity
Revising
Example Narrative Writing #2
Timed Writing (Choose a Position)
Integrated Writing (TOEFL Task 1)



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# Example Narrative Writing #1

*Here is an example of narrative writing. This is an example of a final draft, but it does not always mean that the writing is perfect. Some errors may be included for your teacher to talk about with the class.*

## A Tragedy with a Good Ending (Paragraph)

I tested the theory that “the most painful things are the ones that teach you the most” the day when I broke one of my toes. I was 8 years old, and I was at the birthday party of a friend with one of my older sisters. One of the kids was extremely interested in a rock on the ground. The rock was huge! The boy decided to lift that heavy rock, but he couldn't hold all of that weight. The rock fell on my foot, and I started to scream. My sister could hear my scream, so she came and tried to help me. She took off my shoe, and I was bleeding so bad. Everyone was in shock because my white sock was completely red. After a couple of minutes, my mom arrived and we went to the hospital. The doctors were able to save my toe, and eventually I could go home. My older sister was waiting at home for me, and she received me with so much love and helped me a lot. After all this traumatic story I learned that my sister really loves me and that I can always count on her. Sometimes she acts like my mother and that's a little annoying, but I appreciate it. I'm always going to protect her, and I know she's always going to do the same. We're always going to do it no matter what happens because that's what sisters should do.

## A Tragedy with a Good Ending (Essay)

I tested the theory that “the most painful things are the ones that teach you the most” the day when I broke one of my toes. I was 8 years old, and I was at the birthday party of a friend with one of my older sisters. All of us were kids, and the favorite thing of every kid is to go outside, explore, and play games. So, we went outside to have fun. We were playing games, laughing, and running, so after so much playing I felt tired. Because of that, I decided to take a rest, and I went to see one of the guests who was extremely interested in an object that was on the floor.

Like every child in this world, I was curious. I really wanted to know what he was looking at, so I went to his side, and I realized that he was looking at a rock on the ground. The rock was huge, and that boy wanted to impress the only spectator he had, so he decided to try to lift that heavy rock. That was the worst decision ever because, as I expected, the rock was too heavy for him, so he couldn't hold that weight anymore, and the rock fell. Unfortunately, I was standing so close to him, and when he lost control of the situation, the rock fell on my foot. I lost my balance, I fell to the ground, and I started to scream.

Since my sister was nearby, she could hear my scream, so she came to me and tried to help me to stand up. Even with her help I couldn't stand up, so she carried me in her arms. She ordered some kids to run and tell everything to my friend's parents. They called my mom on the phone while my sister was taking off my shoe, and I was bleeding so bad. Everyone was in shock because my white sock was completely red. I didn't want to see my foot until my mom came for me. After a couple of minutes, my mom arrived, and I remember she was so nervous. I tried to be calm even after seeing my foot covered in blood to help her to be calm, but it didn't work. Then we went to the hospital, and I can only

remember that doctors were giving me a lot of exams, and they thought that maybe they would have to amputate my toe. Fortunately, they were able to save my toe, and I could go home.

When I came back home, my older sister was waiting for me, and she received me with so much love. She was so worried about me, and she was offering me her help all the time. She was so nice to me that day, but the best part was the next day, when the boy who dropped the stone on my foot came to my home to say sorry. That was the best part because, several days later, I learned that my sister had hit him and threatened him because she wanted him to go and apologize to me. I know that violence isn't good, but it was so tender to me that my sister wanted to defend me.

After all this tragedy, my sister and I became the best sisters and friends. Before that we were always fighting, and we didn't have the best relationship. Therefore, after all this traumatic story I learned that my sister really loves me, that she is the person who protects me the most after my parents, that she really cares about me, and that I can always count on her. Now I know that she's capable of doing anything for me. Even until now, we continue to have a beautiful relationship. Sometimes she acts like my mother and that's a little annoying, but I appreciate it. I'm always going to protect her, and I know she's always going to do the same. We're always going to do it no matter what happens, because that's what sisters should do.

## Exercises

### Exercise 1: Identify the parts of a paragraph

*Read the example writing to complete this exercise. Answer the following questions about the example writing.*

1. Label the topic sentence (TS), the supporting sentences (SS), and the concluding sentence (CS).
2. Circle the hook (if there is one).
3. What is the general topic of the paragraph? What is the controlling idea?
4. Do each of the supporting ideas connect to the topic sentence?
5. Do you think the concluding sentence for this paragraph is strong? Why or why not?

### Exercise 2: Identify the parts of an essay

*Read the example writing to complete this exercise. Answer the following questions about the example writing.*

1. Label the introduction (I), the body paragraphs (BP), and the conclusion (C).
2. Circle the hook.
3. Underline the topic sentences.
4. Do each of the paragraphs connect to the thesis?
5. How does the essay-length narrative compare to the paragraph-level narrative?
6. Do you prefer the paragraph or the essay? Why?

here



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# Prewriting

*The purpose of a narrative writing is to tell a story or to share an experience. A narrative needs an introduction, supporting ideas (also called major details), and a conclusion. Each event you choose should support the main idea of your writing. This page is about the prewriting process for drafted narrative writing.*

## Understand the assignment

---

What is a narrative? The purpose of a narrative is to tell a story or to share an experience. The events in a narrative are usually told in chronological (time) order. Narratives use words that show time, like "after", "next", and "then." For a narrative to be complete, it should include all parts of a story.

## Brainstorm

---

### Brainstorm to find a topic

Think about an event that was memorable for you. It could be a very happy event, an event that taught you something important, a time you were surprised, or another important day or event. Don't choose an event that is too big. For example, don't write about your entire last year of high school or a family member being ill for ten years. There will be too many things to write about for this assignment. Instead, choose a smaller event, like your first day of college or the time you won an award.

#### Example Topics

- A life-changing experience
- The first time I ...
- The happiest day of ...
- Overcoming an obstacle
- How I met my best friend

### Choose a focus

If the experience is very long, you may need to focus on a more specific part of the story (e.g., "My first day at the ELC" instead of "My first semester at the ELC"). Do not choose a story that is too long or complicated. Think about the part of the story that is most interesting, important, or memorable.

## Brainstorm for details

Once you have your topic chosen, think about the event or experience in as much detail as possible.

- Why was the event memorable?
- Where were you?
- Who was there?
- What did you see?
- What did you smell?
- What did you hear?
- How did you feel?
- Did you change? Why or why not? How?

## Outline

---

Just like all writing, a narrative needs an introduction, supporting ideas (major details), and a conclusion.

Once you write your topic sentence, organize your story by the order of events or by another type of organization. There are many ways you can do that. Look at basic example outlines.

## Example: Paragraph Outline #1

TS: The week of midterm exams was the most stressful week of my first semester of college.

SS: The week of midterms was stressful because I had six different tests to take.

- What were the tests?
- Why did I need to take them?
- Why were the tests stressful?
- How did I do on the tests?
- How did I prepare?

SS: The week of midterms was stressful because it was also the week of cleaning checks.

- What are cleaning checks?
- Why did we have them that week?
- Who else helped with the cleaning checks?
- Why did this add more stress to my life?
- How did I manage my stress?

C: I struggled with a lot of stress during my first midterm exam experience.

## Example: Paragraph Outline #2

TS: My worst piano performance taught me a very valuable lesson.

SS: It was my worst performance ever.

- What happened?
- Who was there?
- When was this?
- Where was the performance?
- Why was it so bad?

SS: I learned the value of having confidence.

- How did this teach me confidence?
- What were my experiences after like?
- Who helped me feel more confident?
- Was this a lesson you only learned for piano? Or did it impact you in other ways?

C: I learned how important confidence was from my worst performance ever.

## Introduction

The introduction for a narrative should provide important information that readers need to know in order to understand the story that you will tell. These are the **setting** (place and time), the **characters** (people), and any other **details** readers need to understand your story (e.g., why you were there, or explaining what the event was). Your introduction may also include a **hook**—a sentence or question that catches readers' interest and makes them want to continue reading.

In a narrative paragraph, your introduction might be just one or two sentences: a topic sentence and maybe a hook, too. These will be at the beginning of your paragraph.

In a narrative essay, your introduction should be an entire paragraph. Usually, the introduction paragraph starts with a hook. Your thesis, or the sentence that tells the reader why the narrative is important (e.g., "The day I graduated from high school was the happiest day of my life."), might be right after the hook, with the other background information after it. Or, you might put the thesis at the end of the introduction paragraph, with the background information before it. Either way can be okay.

## Body

The body of a narrative contains the **plot** (the sequence of events, or what happens in the story). Divide your story up into major events and tell about each event in each of your supporting sentences. Each event you choose should support the thesis of your narrative.

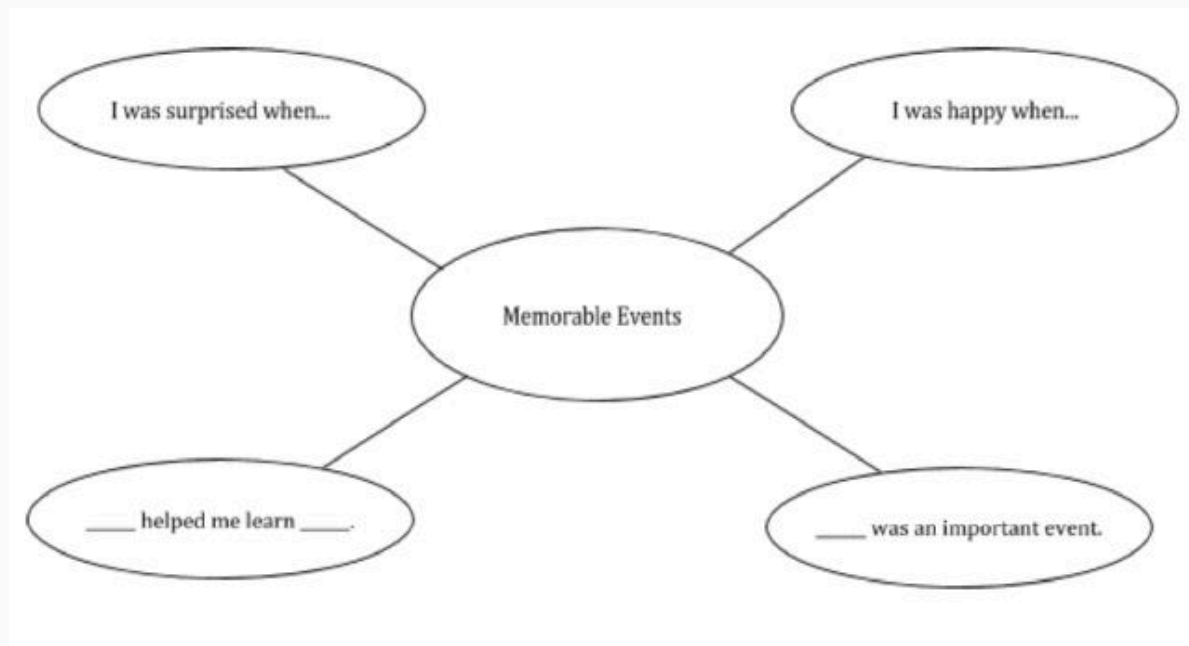
## Conclusion

The conclusion should tell how the story ended and re-emphasize the importance of the story. It should start by summarizing your main idea and end with a closing statement that in some way makes a prediction, suggestion, or opinion.

## Exercises

### Exercise 1: Brainstorm for a topic

*Think about some of the most memorable events in your life. Use the map below to complete a brainstorm activity.*



## Exercise 2: Brainstorm for details

*Spend five minutes answering the questions in the Brainstorming section above.*

This will help make the memory vivid in your mind. If you do not have a vivid memory, you will not be able to paint a clear picture for your reader. It's okay to start writing in short (or even incomplete) sentences

Example:

- Went to beach alone
- Felt peaceful
- Bright sun
- Heard the waves

Topic:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Exercise 3: Write your thesis

*After choosing a topic and focus for your narrative, start outlining by thinking about why the event you chose is important. Use that information to write your thesis.*

**Example**

- The week of midterm exams was the most stressful week of my first semester of college.
- My graduation day was one of the most exciting days of my life.
- The most unforgettable experience was going skydiving.
- My worst piano performance taught me a very valuable lesson.

**Your Thesis:** \_\_\_\_\_

## Exercise 4: Make an outline

*Start your outline with your thesis sentence and your topic sentence.*

You can add the other details after your outline is approved.

TS:

SS:

SS:

C:



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## Writing Skill: Unity



Now that your planning stage is complete, you can begin writing your draft. Your writing should be organized, developed, accurate, and original.

### Unity

---

Writing has unity when the supporting sentences all work together to support the topic sentences and thesis. Paragraphs that lack unity are confusing to the reader because some ideas do not seem to belong.

Compare the examples below. The first paragraph has poor unity because there are sentences that do not support the topic sentence. The topic sentence is underlined.

### Example: Paragraph (Poor Unity)

There are many steps you need to complete in order to receive a driver's license. First, you need to prepare your birth certificate to register for a driving exam. This is one of the required documents that you need to show. My sister forgot to bring hers when she went to register. She waited in line for over an hour, but could not register for an exam when it was her turn because she did not bring her birth certificate. Second, you need to become 16 years old to obtain the driver's license. In some states you can get a permit before you are 16, but the permit requires that you always drive with an adult in the car. Third, you go to driving school. You may take classes in high school, from your parents, or pay a private business to teach you. Fourth, you must practice driving. There is a required amount of time that you must practice driving before taking the exam. I practiced with my mom because my dad did not want to drive with me. He said that I drove too quickly and that he was afraid for his life every time he got in the car with me. Fifth, you pay to take the final practice exams. There is usually a written and driving exam. You must pass both of these to obtain your license. Finally, once you have successfully completed all of the previous steps, you obtain a driver's license. It is a long process, but being able to drive is definitely a skill worth learning!

### Example: Paragraph (Revised for Unity)

There are many steps you need to complete in order to receive a driver's license. First, you need to prepare your birth certificate to register for a driving exam. This is one of the required documents that you need to show. ~~My sister forgot to bring hers when she went to register. She waited in line for over an hour, but could not register for an exam when it was her turn because she did not bring her birth certificate.~~ Second, you need to become 16 years old to obtain the driver's license. In some states you can get a permit before you are 16, but the permit requires that you always drive with an adult in the car. Third, you go to driving school. You may take classes in high school, from your parents, or pay a private business to teach you. Fourth, you must practice driving. There is a required amount of time that you must practice driving before taking the exam. ~~I practiced with my mom because my dad did not want to drive with me. He said that I drove too quickly and that he was afraid for his life every time he got in the car with me.~~ Fifth, you pay to take the final practice exams. There is usually a written and driving exam. You must pass both of these to obtain your license. Finally, once you have successfully completed all of the previous steps, you obtain a driver's license. It is a long process, but being able to drive is definitely a skill worth learning!



## Exercises

### Exercise 1: Evaluate unity

*Read the paragraphs. Are the paragraphs unified? Why or why not? With a partner, make any necessary changes.*

1. The perfect place to relax is nature. I love nature. It is green and quiet. When I go to a forest, nature, I feel amazing. There are no people, no voices, and it is peaceful. In other words, I love and feel very comfortable with nobody else around. However, I know that some people like noise and they may prefer to be with people in nature. They may feel better and good around people but not me. Imagine a place where there is a river, some beautiful trees, and a place to sit on the ground and look at the birds. The birds' songs travel from the sky to the ground and the silence of everything else fills your spirit. What else would you want? Everybody likes to feel peace. Peace comes in the quiet of nature.
2. Cellphones are tools that will help students in class. They can be useful for some students to research information about a topic of which they have no idea. At the same time, cellphones are useful for international students who need to translate some foreign words or explanations in their native language. We are in the twenty-first century, so technology should be used by students in class. This will help teachers to cover their curriculum easier and faster. Cellphones are one of the best tools of technology and are helpful and useful for students in class.
3. Comedies are one of the most famous types of television shows. Many people are used to watching different types of shows of different levels of maturity. On the TV, when listing the show, it warns viewers of mature content and recommends an acceptable age of viewer. For example, there are shows targeted for children and adults. However, some programs are also suitable for every age like "Drake and Josh," a famous TV show that follows a family with a lot of problems. In addition, cartoon programs are another famous type of TV show. Many children like to watch cartoons because they are written for them and their interests. Some of these programs include "The Coyote" or "Bugs Bunny". These are old TV shows that have been transmitted worldwide to children for many years. For these reasons, comedies and cartoons are some of the most successful TV types in the world.



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# Revising

## Review: Introduction

---

Remember that the introduction is like an inverted triangle. The beginning of your introduction paragraph is general (e.g., establishes setting, characters, and background knowledge). Then you narrow down the topic to a specific idea (e.g., why the story is important).



## Hook

Don't forget to catch your reader's interest by starting your introduction with a hook. There are many types of hooks: facts, questions, problems, descriptions, etc. There is not one perfect hook for each essay.

Type of Hook	Example
Fact	Everyone dreams of their wedding day.
Question	How would you feel on your wedding day?
Problem	Many people don't know how to feel on their wedding day.
Description	A wedding day can be a joyous occasion for all involved.

## Thesis

The thesis states the main idea, or focus, of the essay. The rest of the essay should give evidence and explanations that show why or how your thesis is true.

### An effective thesis—

- addresses the **prompt** if there is one\* (i.e., answers the question)
- is usually at the **end** of the introduction paragraph
- controls the content of **all** of the body paragraphs
- is a **complete** sentence
- does **not announce** the topic (e.g., "I'm going to talk about my wedding day.")
- should **not** simply be a **fact** (e.g., "Many people get married.")
- should **not** be **too general** (e.g., "Marriage is good.")
- should **not** be **too specific** (e.g., "Most people spend thousands of dollars on their wedding day to make it special.")
- may **state** main points (e.g., "My wedding day was the happiest day of my life because of my family, the ceremony, and my husband.")
- may **imply** main points (e.g., "My wedding day was the happiest day of my life.")

## Review: Body Paragraphs

Don't forget that the body paragraphs for your narrative essay need to contain the plot of the story you are telling. Divide the story into major events or emotions felt and tell about each in each of your body paragraphs. Also, make sure each body paragraph is complete with a topic sentence, supporting sentences, and a concluding sentence.

### Topic sentence

A topic sentence is the first sentence of a paragraph. It states the main idea of the paragraph. The topic sentence will contain a topic and an idea about the topic, called a "controlling idea." The controlling idea controls, or limits, the amount of information you will write about the topic in your paragraph.

### Supporting sentences

Your body paragraph needs to explain why or how your topic sentence is true. The sentences that explain your topic sentence are called supporting sentences. You can have many types of supporting sentences. Supporting sentences can give examples, explanations, details, descriptions, facts, reasons, etc.

### Concluding sentence

The last sentence in a body paragraph is your concluding sentence. Your concluding sentence should end your paragraph logically. Concluding sentences can restate the main idea of your paragraph, state an opinion, make a prediction, give advice, etc. New ideas should not be presented in your concluding sentence.

## Exercises

### Exercise 1: Write and identify hooks.

*Write a hook for each paragraph. Identify the type of hook you used and the general topic.*

**Example:**

Where do you like to read? Some people like to read at home, while others like to read outside. Everyone has different reasons for where they like to read. People who like to read at home usually think it is easier to relax and focus there. However, it may also be too relaxing to read at home. Other places may be more effective. Reading outside is the most effective place for me because you can enjoy nature and not get too comfortable.

**Type of hook:** question

**General topic of the paragraph:** places to read

1. \_\_\_\_\_. Each person has a different method of study. It is important that you know which one works best for you, so you can improve your grades at school. Some people study best listening to music, in a noisy park or on public transport. Other people can only study in calm and quiet places. My perfect place to study is a place where you can have quiet, be comfortable, and avoid distractions.

**Type of hook:** \_\_\_\_\_

**General topic of the paragraph:** \_\_\_\_\_

2. \_\_\_\_\_. In our society, college is more and more important. Some people go right on to college after high school because they don't want to waste time doing something else. They want to finish school as soon as possible. In contrast, others take a year or more off to work or travel because they want to have a rest after a long time of studying at high school. In my opinion, taking a year or more off to work or travel is better because experience is more important than knowledge; also, it helps you to solve financial problems in college.

**Type of hook:** \_\_\_\_\_

**General topic of the paragraph:** \_\_\_\_\_

3. \_\_\_\_\_. Emotional moments are sometimes happy, surprising or sad. Some people have emotional moments when they get married, have a surprise party, graduate, when a son is born or when they see their love for the first time. No matter what your emotional moment is, the feeling will stay with you for the rest of your life. My most emotional moment was when I got married because I felt a lot of happiness.

**Type of hook:** \_\_\_\_\_

**General topic of the paragraph:** \_\_\_\_\_

## Exercise 2: Evaluate thesis statements.

*Discuss each thesis statement with a partner. Which sentences are effective thesis statements? Which sentences are not effective thesis statements? Why?*

**Prompt:** Describe an emotional experience. Why was it emotional for you?

1. Now I will tell you about an emotional moment in my life.
2. I had an emotional experience in my life.
3. My first day in the U.S.A. was an emotional experience due to my loneliness and culture shock.
4. Being in the U.S.A. is an emotional experience because there are lots of people, about 580 million, who are busy with their own lives.
5. Why do we have emotional experiences?
6. Emotional experiences can be stressful.
7. In this essay, we will see how my emotional experience was when I first came to the U.S.A.
8. There are many reasons why my first day in the U.S.A. was an emotional experience for me.
9. Is because coming to the U.S.A. was stressful and busy.
10. Emotional experiences are important.

## Exercise 3: Re-order a paragraph

*Revise the order of the sentences to make a better paragraph!*

<sup>1</sup>The first week of the ELC was very busy! <sup>2</sup>When the ELC emailed me, I read the names of my teachers. <sup>3</sup>I went to BYU campus on Thursday to get my student ID card. <sup>4</sup>On Tuesday, I had an interview with one of the teachers. <sup>5</sup>We also played a game together after lunch. <sup>6</sup>On Monday, I spent several hours in the computer lab taking tests. <sup>7</sup>On Wednesday, all of the new students met in the gym for more orientation and lunch. <sup>8</sup>On Friday, I received the results of my tests in an email from the ELC. <sup>9</sup>Monday afternoon, I attended the ELC orientation in my native language. <sup>10</sup>I was very tired by the end of the week, but I was ready to start my first semester at the ELC!

## Exercise 4: Check your narrative

*Now check the body paragraphs in your narrative to make sure you included all three types of sentences.*

- topic sentence
- supporting sentences
- concluding sentence

## Teacher's Note

This would be a great time to review the [revising section](#) from the previous chapter (Writing Process). Depending on whether or not you choose to use the codes provided, you could use this time to review what the codes mean and how to revise accordingly. It would also be beneficial to take some time in class to go over common errors that you found in their first drafts and practice producing writing that is error free (e.g., word forms, punctuation, etc.).



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## Example Narrative Writing #2

*Here is another example of narrative writing created by a student at the ELC in a past semester. This is an example of a final draft, but it does not always mean that the writing is perfect. Some errors may be included for your teacher to talk about with the class.*

### Running with the Bulls

---

The only things I knew about Spanish culture before I visited Spain included flamenco dancing and the running of the bulls. When I had the opportunity to watch the bulls run, I wanted to experience this cultural tradition. Previous to my visit, I could not imagine why people wanted to participate in such a dangerous, unorganized event. It turned out to be very different than I imagined. Watching the running of the bulls changed everything I thought I knew about this famous cultural tradition.

First, the timing was quite different from what I expected. When I first arrived in Spain, I was surprised to find out that the running of the bulls would not happen until some time in the summer. I thought it happened frequently. When August finally arrived, workers built fences in the streets. These fences marked the path the bulls would run.

I knew the time was getting closer. Once the fences were completed, advertisements were placed on them with the schedule. The event actually lasted for six days instead of one like I thought. They planned one run each day. On the day I planned to watch the running of the bulls, I walked down to find a spot on the spectator's fence. I waited near the stadium (where the bulls end their run). There was a nervous excitement in the air as people began to arrive. After waiting for about thirty minutes, I heard bells. Then I saw the first runner come around the corner.

The running itself was also not what I expected. The trail itself was much longer than I thought it was. The route was about a half of a mile of curving roads, rather than a short, straight sprint. Once I saw the first runner run past me ringing some bells, I expected to see a handful of frightened people run past me with an equal number of angry bulls close behind them. What I saw in reality was actually a huge mass of people and no bulls. I guessed that there were maybe 800 men running in the street. Toward the end of the runners, I saw a group of runners dressed in white clothing. They had long sticks and wore red bandanas. Then, I finally saw the bulls. There were more men in white clothing running in front of, behind, and next to the bulls. I asked a worker and discovered these men were trained professionals. These men were there to help protect the runners and handle the bulls. The risk I had previously imagined seemed smaller now because the runners at the head of the group were far away from the bulls, and there were professionals nearby.

There were obviously risks, but not the risks I had imagined. Injuries were usually due to a human mistake instead of the bulls. From my place on the fence, I saw a man trip and fall down in the road. He laid still and covered his head with his hands because he could not get over the fence fast enough. Then I saw the bulls run to where he was. The bulls just jumped over him. However, another man who was running did not see the man on the ground and kicked his head. Other people got hurt because someone pushed or tripped them. Sometimes this caused a bull to hit a person, but the injury could have been prevented if the other runners had been more careful.

Overall, running with the bulls was an eye-opening experience for me because what I had always imagined was not true to reality. The actual experience was quite different. It wasn't as dangerous and chaotic as I thought it was. The timing was different, the running was different, and the injuries were different. I went home that day with a new perspective. I thought about a future visit to Spain. I wondered if I could come back in the summer again. I never would have considered it before, but I wanted to join the event next time as a participant instead of as a spectator.

## Exercises

---

### Exercise 1: Identify the parts of an essay

*Read the example essay to complete this exercise. You have analyzed pieces of this essay throughout the chapter. Now look at the essay as a whole. Answer the following questions about the example essay.*

1. Label the introduction (I), the body paragraphs (BP), and the conclusion (C).
2. Circle the hook.
3. What is the general topic of the essay?
4. Highlight the thesis.
5. Underline each of the topic sentences.
6. Do each of the topic sentences support the thesis?
7. How does the conclusion paragraph begin? How does it end?



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# Timed Writing (Choose a Position)

A very common kind of timed writing prompt asks you to give your opinion about something and then support it with reasons and examples. This type of prompt is popular because it requires you to understand an idea and use advanced grammar in your response.

In this section, you will learn strategies for how to choose a position quickly. *Position* has a similar meaning to *opinion*. The difference is that an *opinion* can sometimes be connected to your personal beliefs. *Position* is used when you choose a side and support it. It does not always mean that you really agree with the side of the issue you are writing about. When you are doing timed writing, sometimes the position you support and your personal opinion will be the same; sometimes they won't be. The most important part of choosing a position for timed writing is that you do it quickly.

## Position

---

The first thing to remember is that there is no "wrong" opinion. You will not earn a good grade for your writing just because you chose the "correct" position. For example, there is no "correct" answer to *What is your favorite movie and why?* This is why you should not waste a lot of time choosing the position that is "best."

One way to choose a position is to write about your first thought. It is often easiest for you to explain the first idea that you have. Maybe you already have information to support that position, which is why it is so easy to think of when you read the prompt.

Another option is to write about the position that is easiest for you to support. This does not mean to lie. It just means that if you do not have a strong personal opinion about the topic, sometimes the best thing to do is to explain the position that you understand best or you can think about most clearly in that moment. For example, maybe you personally do not have strong feelings about transportation in Provo, so you choose to explain why Provo needs more buses because it is something you remember talking about in class.

Choose a position quickly. Focus your time and energy on supporting your ideas. This will help you to feel less stressed while you write your response.

## Examples of Choosing a Position

**Prompt 1:** What do you want to study in college? Why does that major interest you?

*My first thought is to write about studying business. I don't really know what I want to do after I study at the ELC, and there are many different majors I have thought about. I am going to start brainstorming and organizing my ideas about this topic so I can begin writing my paragraphs faster.*

**Prompt 2:** Describe a teacher who has had a significant impact on your life. How did this teacher influence you?

*I know my writing teacher is going to read my answer, and I am worried that she will be offended if I don't write about her. My first thought was to write about a teacher she might know, which makes me uncomfortable. I think it would be easiest for me to write about a teacher from elementary school. This answer is also true, but it was not my first thought.*

## Can I use "I" in my response?

The answer will be different for different assignments. Always ask your teacher or professor before your first essay for that class. However, you can sometimes know the answer just from reading the prompt. For example, if the prompt is *Describe a teacher who has had a significant impact on your life*, it would be very difficult to not use personal words like *I* and *my* in your response. That prompt is asking you to write about your own experience, so it is fine to use personal words. However, sometimes a prompt is about general knowledge like *Explain the water cycle*. This prompt is about a scientific process, so you would generally *not* use personal words or experiences in your response.

## Supporting Ideas

You will not be able to include as many supporting details, examples, and explanations as you can in a drafted essay. You also have less time to edit your writing to make sure it is very clear.

When you choose your supporting ideas, make sure that they are the strongest points. You do not have the time or space to include anything unnecessary like a story. Be simple, but have a clear reason for each supporting sentence so that your points have an impact on the reader.

Finally, read the complete prompt more than one time. Is there more than one question? Does it tell you how many words you should have in your answer? Use the prompt to develop your supporting ideas.

## Exercises

### Exercise 1: Timed Writing Discussion

*Discuss the prompt below with a partner. What position would you choose? What strategy did you use to quickly make that decision? Make a list of 2-3 topic sentences that could support each of your positions.*

**Prompt:** Which class do you think is most important for high school students: math or art? Explain why you chose your answer.

## Exercise 2: Timed Writing Practice

*You have 20 minutes to respond to this prompt. Your answer should be around 150 words. Make a quick decision and focus your time on supporting your ideas.*

**Prompt:** Do you prefer to work in a group or alone? Why did you choose that option? You can choose to write about examples from a job *or* school.



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# Integrated Writing (TOEFL Task 1)

Sharing ideas that you learn from reading or listening is an important part of writing. It is a question included on the TOEFL because it is important for college writing. The first writing task in the TOEFL has very specific requirements. This chapter will explain how to be successful in this type of integrated writing.

The TOEFL integrated writing task is not a true essay like you practice in other parts of this textbook. You don't need 5 paragraphs with 5 sentences each. There is not a full introduction. There is no conclusion. There is no place for your own personal feelings and opinions on the topic. Your thesis statement is not creative.

## Task format

---

You will have three minutes to **read** a some short paragraphs from a textbook. You should take notes about the major details that the author explains. Your notes do not need to be very detailed because you can see the reading again when you start writing. The textbook will usually:

- Introduce the main idea
- Give support for the main idea with three major details

Next, you will **listen** to part of a lecture. The professor who give the lecture will talk about the same topic as the reading. There are two usual organizations for the lecture:

- The professor disagrees with the textbook and explains why the three points are wrong
- The professor agrees with the textbook and adds more detail to the three points

The order of the major details will be the same in the reading and lecture.

You need to take good notes during the listening. You can only listen one time.

You will have 20 minutes to **write** your response to the question. You will focus your answer on the lecture and explain how it connects to the textbook. Include all three of the major details.

### Example: TOEFL Writing Prompt 1

*The TOEFL Writing Task 1 will always ask you to **summarize** the lecture and **compare** it to or **contrast** it with the reading passage.*

**Prompt:** Summarize the points made in the lecture, being sure to explain how they challenge specific arguments made in the reading passage.

## Response format

This question asks for a summary. **This response is NOT an essay.** The easiest organization is to have 4 paragraphs. The first paragraph will explain the relationship between the reading and the listening (e.g., do they agree about the topic, or do they disagree?). The other three paragraphs will explain each major detail. You do not need a conclusion paragraph. An effective response will have approximately 200 words. Do NOT include your own opinion or any outside information. You should not use *I* or *my*, or any personal experiences or examples, in your response.

Paragraph 1: Introduction	A brief introduction with a comparison thesis statement. There is probably no hook. The background information is more of a summary of the listening and reading passages.
Paragraph 2: Point #1	A summary of the listening and reading passages. You may want to use a comparative/contrastive cohesive device to transition from summarizing one source to the next source.
Paragraph 3: Point #2	A summary of the listening and reading passages. You may want to use a comparative/contrastive cohesive device to transition from summarizing one source to the next source.
Paragraph 4: Point #3	A summary of the listening and reading passages. You may want to use a comparative/contrastive cohesive device to transition from summarizing one source to the next source.

## Scoring

You can get a high score on this section if you write about the important points from the reading and listening in a clear and accurate way.

## Strategy

A T-chart is a good way to organize your notes for this task. On the left, you will write the three major details from the reading. The professor giving the lecture will talk about the same ideas in the same order. The T-chart helps you know what to expect when you take notes.

This is a sample T-chart that could be used to show the points made in the example task.

Reading Passage	Lecture
1.	1.
2.	2.
3.	3.



## TOEFL Integrated Writing Tips

Every student will feel ready to take the TOEFL at a different time. Here are some strategies to help you prepare when you are ready.

- The prompt does not really change. The topic will be different, but you will always be comparing the reading with the listening.
- You can see the reading when you write. Only take simple notes of the major details to make it easier to listen for how the professor agrees or disagrees with that point.
- Take careful notes during the listening.
- Organize your ideas into a logical outline.
  - Paragraph 1: What do the reading and lecture discuss?
  - Paragraph 2: What is the speaker's first point? How does it connect to the reading?
  - Paragraph 3: What is the speaker's second point? How does it connect to the reading?
  - Paragraph 4: What is the speaker's third point? How does it connect to the reading?
- Leave a few minutes read your writing and make changes.
  - Look at your notes again. Did you explain the ideas from both the reading and the listening?
  - Before the test, look at feedback your writing teacher gives you about your writing. Go to your writing teacher's office hours to get advice.
  - You should also look at feedback your grammar teacher gives you about your writing. Go to your grammar teacher's office hours to get advice.

## Exercises

### Exercise 1: TOEFL Writing Task 1

1. Read the passage.

2. Listen to the lecture.

3. Summarize the points made in the lecture, being sure to explain how they challenge specific arguments made in the reading passage.

*Teachers have access to the "Zoos" Integrated Writing files on the ELC Curriculum Portfolio.*



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[https://open.byu.edu/foundations\\_c\\_writing/integrated\\_writing\\_toefl\\_task\\_1](https://open.byu.edu/foundations_c_writing/integrated_writing_toefl_task_1).

# Descriptive Writing

The next type of writing you will practice is descriptive. To write a description, first think about a person, place, thing, or event that you can describe. How would you describe it? What does it look like? How does it sound? Does it have a taste? How does it smell? What does it feel like? These are the kinds of questions you will answer with a description.

Example Descriptive Writing #1
Prewriting
Writing Skill: Cohesion
Revising
Example Descriptive Writing #2
Timed Writing (Plans & Problems)
Integrated Writing (TOEFL Task 2)



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# Example Descriptive Writing #1

*Here is an example of descriptive writing created by a student at the ELC in a past semester. This is an example of a final draft, but it does not always mean that the writing is perfect. Some errors may be included for your teacher to talk about with the class.*

## The Ideal Roommate (essay)

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Sharing a room, an apartment, or a home with another person is a big change for many people. Sharing a room with a roommate means that you are affected by their decisions and habits. If your roommate is messy, then you have to deal with a dirty apartment. If your roommate is noisy, it may be difficult for you to sleep. These things can cause problems for many roommates. Many people have thought of some things they would love to find in a roommate. Some people may think that having everything in common would make someone an ideal roommate, but that isn't necessarily true. The ideal roommate is someone that is respectful, communicates honestly, and will do their part to help.

The ideal roommate is someone who is respectful. A respectful roommate does not leave the main areas of the apartment messy after they use them. For example, they wash their dishes instead of leaving dirty pots and pans on the stove. They also don't borrow things from other roommates without asking to use them first. In addition to respecting everyone's need for space and their possessions, the ideal roommate is respectful of his roommate's schedule. For example, if one roommate is asleep and the other roommate needs to study, the ideal roommate goes to the kitchen or living room instead of waking up the sleeping roommate. These simple gestures of respect make a roommate an excellent person to share an apartment with.

In addition to being respectful, the ideal roommate is willing to communicate openly. The perfect roommate is willing to let the other roommates know beforehand if they are going to invite a large group of people over to the apartment for a party or if they need help with something. The perfect roommate is willing to talk about their schedule and how to divide up the work. It can be difficult to find time to talk to roommates, but the ideal roommate finds a way. He sends a text or leaves a written note with important information for his roommate. This open communication makes someone an ideal roommate because open communication can prevent serious misunderstandings and problems.

Finally, someone who is willing to do their share of the work is an ideal roommate. It takes a lot of work to keep an apartment clean, and everyone needs to help with that work. The ideal roommate recognizes this work and is willing to do small things to help with it every day. The ideal roommate cleans what they use, takes their turn to take out the trash, and doesn't leave their belongings on the floor. The ideal roommate doesn't leave all of the work for one or two people to do when it is time for cleaning checks because they are willing to help do the work in the apartment regularly. The perfect roommate takes a job for cleaning checks and does it thoroughly. Participating in the work of the apartment is an important quality of an ideal roommate.

It is easy to see that being willing to work, communicating honestly, and being respectful are three qualities of the perfect roommate. This doesn't mean that the perfect roommate is exactly like you and does all of the same things. Instead, it means that they are willing to talk about differences and respect them. A roommate with these qualities

understands that his actions have an influence on other people, and he makes it a little easier to adjust to living with another person. Every student who lives with a roommate should focus on developing these qualities so that they can become the perfect roommate. You may not always have the perfect roommate, but you can always try to be one!

## Exercises

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### Exercise 1: Identify the parts of an essay

*Read the example essay to complete this exercise. You have analyzed pieces of this essay throughout the chapter. Now look at the essay as a whole. Answer the following questions about the example essay.*

1. Label the introduction (I), the body paragraphs (BP), and the conclusion (C).
2. Circle the hook.
3. What is the general topic of the essay?
4. Highlight the thesis.
5. Underline each of the topic sentences.
6. Do each of the topic sentences support the thesis?
7. How does the conclusion paragraph begin? How does it end?



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# Prewriting

## Understand the assignment

---

What is descriptive writing? The purpose of descriptive writing is to give the reader details about a person, place, object, or event. The writer's goal is to help the reader create a mental picture of what the writer is describing. The description should have a clear purpose and be directed toward a general audience. Descriptions are usually written in the present tense, and they use more adjectives and adverbs than non-descriptive writing.

In contrast to narrative writing, descriptive writing does **not** tell what happened (a story). Instead, descriptive writing **chooses one thing to describe** and only describes that thing.

### A complete descriptive essay should:

- describe a topic by examining several major features.
- give sufficient sensory details so the reader can imagine the topic.

## Brainstorm

---

### Brainstorm to find a topic

Think about something that you can describe. It could be a person, place, thing, or event.

If you choose to write about an event, don't choose an event that is too big. For example, don't try to describe how people celebrate Christmas all around the world. There will be too many things to write about. Instead, choose a smaller event, like your family Christmas traditions.

## Example description topics

- The perfect roommate
- A relaxing weekend
- Your dream car / house
- The most beautiful place on Earth
- Your most prized possession
- Your ideal significant other
- A comfortable place to study

## Choose a focus

If what you are describing is too large to describe well in one paragraph/essay, you may need to focus on a more specific part of it (e.g., "ELC student life in Provo" instead of "living in Utah"). Do not choose something that is too big or complicated for a paragraph or short essay.

## Brainstorm details to include

When writing a description, it is important for a writer to provide enough detail in the description. The reader should be able to visualize what you are describing without directly seeing or experiencing it themselves. In order to do this, a writer needs to incorporate many adjectives and adverbs. In other words, you should include many words that are connected to the five senses: sight, taste, touch, hearing, and smell. Depending on the prompt, you may also need to include feelings or emotions in your description.

Once you know what you will describe, think about it in as much detail as possible. **Questioning** can be a useful way to brainstorm the details you need to include to help your reader picture what you are describing. Questioning is when you create a list of questions and then answer them. Some examples of good questions for descriptive writing are:

- What can you see?
- How does \_\_\_\_ smell?
- What can you hear?
- What does \_\_\_\_ feel like?
- What can you taste?
- How do you feel?

Spend five minutes answering these questions. This will help make the thing you are describing vivid in your mind. If you do not have a vivid mental picture of what you are describing, you will not be able to create a clear picture for your reader. It's okay to start writing in short (or even incomplete) sentences. You can use a chart like the one below to organize your questioning brainstorming.



## Questioning example

**Prompt:** What is your favorite place to study? Why is that place a good place for you to study?

SEE	SMELL	TOUCH	TASTE	HEAR
big windows, lots of light, there aren't a lot of distractions, a clock to help me stay on track with my goals	no strong smells, maybe a weak nice smell like from my gum  maybe fresh air from an open window?	definitely comfortable and soft clothes, a smooth surface for my books and computer, comfortable chair	I don't think this is relevant...? maybe the taste of gum or peppermint to help me focus	quiet music with no words, traffic noises from outside, NO TALKING

**Freewriting** can also be a helpful brainstorming tool once you have chosen your focus. Freewriting is when you write down whatever comes to your mind, no matter what it is, even if it's not connected to the prompt or your topic. You write without worrying about the organization of your ideas, your grammar, your spelling, or even your punctuation and capitalization. Freewriting is usually easiest to do when you set a timer for a specific amount of time—maybe five or ten minutes, or even just one minute if you are having a hard time getting started. The key to successful freewriting is to continue writing *no matter what*, even if you are writing the same thing over and over. When your freewriting time is over, you can organize your ideas, delete repetitive or unrelated words and sentences, and fix your grammar and spelling.

## One-minute freewriting example

**Prompt:** What is your ideal significant other like? Describe their characteristics. Why are those characteristics important to you?

i don't like dating and it's not fun it's horrible i dont wanna write about this topic.....and really i wish I could wake up one day an just be maried to the perfcet person. i think that person would be nothing like that guy I liked in high school he was a jerk, he was so immature he was 16 to be fair.....um um um um i cant thingk very well rn I think he would be kind to everyone and he would love to have long and interesting conversations with me

## Outline your description

A descriptive essay follows typical essay organization with an introduction paragraph, body paragraphs, and a conclusion paragraph.

### Introduction

Descriptive essays have an introduction paragraph that gives an overview of the topic and states the thesis. Make sure your introduction paragraph ends with your thesis. The thesis should state the item being described and the focus of

the description (The ideal roommate is someone that is respectful, communicates honestly, and will do their part to help.).

## Body

The body paragraphs in your descriptive essay contain descriptions of the major features of the topic. Divide your story up into major features of the item you are describing and explain each feature in each of your body paragraphs. Each feature you choose should support the thesis of your paper. The topic sentences for your body paragraphs should introduce the feature that you will describe in that paragraph.

## Conclusion

The conclusion should start by restating the thesis. After giving a final, general overview of the topic, it should then end with a closing statement that in some way makes a prediction, suggestion, or opinion.

### Example: Essay Outline

TH: Yellowstone is the most beautiful place on earth due to its natural phenomena, wild animals, and scenic views.

TS: Yellowstone is beautiful because it has some of the world's most amazing natural phenomena.

TS: Wild animals are another wonderful feature that add natural beauty to this park.

TS: Majestic scenic views are all around this beautiful place.

TH: These many memorable features of Yellowstone National Park make it the most beautiful place on earth.

## Exercises

---

## Exercise 1: List descriptive words for the five senses

Look at each noun. Write 2-3 adjectives or adverbs that describe each noun for each category.

### 1. Grapes

SIGHT	SMELL	TOUCH	TASTE	HEAR
1. <i>round</i>	1. <i>sweet</i>	1. <i>smooth</i>	1. <i>juicy</i>	1. <i>silence</i>
2.	2.	2.	2.	2.
3.	3.	3.	3.	3.

### 2. Your bedroom

SIGHT	SMELL	TOUCH	TASTE	HEAR
1.	1.	1.	1.	1.
2.	2.	2.	2.	2.
3.	3.	3.	3.	3.

### 3. A celebrity

SIGHT	SMELL	TOUCH	TASTE	HEAR
1.	1.	1.	1.	1.
2.	2.	2.	2.	2.
3.	3.	3.	3.	3.

## Exercise 2: Free-write about descriptive essay topic

1. Practice free-writing about your topic for your descriptive essay. Take 10 minutes. Remember, **don't** stop writing to fix anything.

2. After choosing a topic and focus for your paper, start outlining by thinking about your essay. What is the purpose of your essay? What information do you want to focus on?

3. Now, write your thesis. Will your thesis be direct (stated) or indirect (implied)?

### Examples

- The most beautiful place on earth is Yellowstone because of its many majestic features. (indirect)
- Yellowstone is the most beautiful place on earth due to its natural phenomena, wild animals, and scenic views. (direct)

4. Look over your brainstorming and free-writing. Decide what information you are going to include in your essay. How will it be organized?

List your three main features that you are going to describe.

- 1.
- 2.

## Exercise 3: Make an outline

Start your outline with your thesis sentence and your topic sentence.

You can add the other details after your outline is approved by your teacher.

TH:

TS:

TS:

TS:

TH:



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# Writing Skill: Cohesion

Now that your planning stage is complete, you can begin writing your draft. Remember that your writing should be organized, developed, accurate, and original.

## Cohesion

---

Writing has cohesion when the ideas logically flow from one to the next. Writing paragraphs that have good sequencing will help your readers understand your ideas more clearly. Sometimes you will have a clear order that relates to time. Sometimes the order is more flexible and there is not one “perfect” way to sequence the sentences.

## Cohesive Devices

---

One way to improve the cohesion of your writing is by using cohesive devices properly. There are many types of cohesive devices: pronouns, adjectives, determiners, prepositions, conjunctions, repeated words, transition words, etc.

Some cohesive devices show certain relationships between ideas, like showing contrast or similarity.

### Showing Addition:

Another                    **Another** reason to use public transportation is that it is reliable.

Also                      Public transportation is **also** reliable.

Besides                  **Besides** being efficient, public transportation is reliable.

In addition              **In addition** to being efficient, public transportation is reliable.

First, second, etc.      **Second**, public transportation is reliable.

### Showing Similarity:

Both                      The two sports share **both** a wide fan base and a name.

Likewise                The two sports share a wide fan base. **Likewise**, they share a name.

Similarly                The two sports share a wide fan base. **Similarly**, they share a name.

### Showing Contrast:

However                 RNA is able to leave the nucleus of the cell. **However**, DNA isn't.

In contrast              RNA is able to leave the nucleus of the cell. **In contrast**, DNA isn't.

On the other hand      RNA is able to leave the nucleus of the cell. **On the other hand**, DNA isn't.

Yet RNA is able to leave the nucleus of the cell, **yet** DNA isn't.

### Giving Examples:

An example of Squats are **an example of** exercises that strengthen our muscles.

For instance Many exercises strengthen our muscles. **For instance**, squats are an...

To illustrate Many exercises strengthen our muscles. **To illustrate**, consider how your muscles are strengthened when you do an exercise like squats.

## Exercises

### Exercise 1: Practice cohesive devices

*Read each sentence. Fill in the blanks with a cohesive device from the box that best illustrates the relationship between the two parts of each sentence.*

In addition	Both	However	For instance	First
Also	Likewise	On the other hand	An example of	Finally

1. There are many steps to acquiring a driver's license. \_\_\_\_, you must schedule an exam.
2. Sarah usually does not eat sugar; \_\_\_\_, she made an exception for her birthday, so she could eat cake.
3. The ELC is \_\_\_\_ a school devoted to teaching international students English.
4. \_\_\_\_ to receiving an injury, the student failed their history exam.
5. The two sisters have always shared \_\_\_\_ their room and their clothes.
6. The teacher \_\_\_\_ required the students to write a 3-5 page essay for homework.
7. Some students like to do homework to practice what they have learned. \_\_\_\_, other students dislike homework since it takes up too much of their free-time.
8. First, you open the file. Then you make the necessary corrections. \_\_\_\_, you save and print the document.
9. People prefer to make their own decisions. \_\_\_\_, when someone is deciding what to eat for lunch, they would rather eat something that they decided sounded good to eat.
10. The president met with congress to discuss the issue. \_\_\_\_, he met with the house of representatives to receive their feedback.



## Exercise 2: Write with cohesive devices

*Write a complex sentence using the cohesive device in the parenthesis.*

Make sure the relationship between the parts of the sentence is clear.

1. (on the other hand) \_\_\_\_\_
2. (similarly) \_\_\_\_\_
3. (for example) \_\_\_\_\_
4. (in contrast) \_\_\_\_\_
5. (another) \_\_\_\_\_

## Exercise 3: Practice cohesive devices in context

*Read each paragraph. Fill in the blanks with a cohesive device that best illustrates the relationships within the paragraph.*

1. In my country, there is a natural monument called "the Citadelle Laferiere" that is very beautiful. It is very beautiful because it is a magnificent mountain top fortress. \_\_\_\_\_, the natural monument has many beautiful different types of trees. \_\_\_\_\_, Citadelle Laferiere has both palm and coconut trees. \_\_\_\_\_, the view from the Citadelle Laferiere is very amazing. When you are at the top, you can watch the city of Millot. You can also see the beautiful river nearby. \_\_\_\_\_, Citadelle Laferiere is a wonderful place to visit.
2. There are many reasons why I think that professional athletes don't need to receive a lot of money. Professional sports are entertaining, but they are still only entertainment. The companies that are investing in professional sports only think about earning more money. \_\_\_\_\_, there are many children who want to be athletes. \_\_\_\_\_, the main reason they want to be athletes is because they can earn a lot of money. It's good that children want to do sports, but it's not ideal that they do it only for the money. \_\_\_\_\_ this is my brother. He focused on sports and didn't think that it was important or necessary to study since he was hoping to become a professional athlete. \_\_\_\_\_, he was never chosen and now has to work at a local fast food restaurant because he doesn't have any other skills. \_\_\_\_\_, I agree with the opinion that professional athletes receive too much money.
3. If you want to find a good job, you need to follow certain steps. \_\_\_\_\_, you need to know what kind of job you want. \_\_\_\_\_, if you know a lot about business, you will want to find a job related to business. \_\_\_\_\_, you have to make your resume. This is very important because all businesses look at this paper, and they choose whether or not you get the job depending on what you write there. \_\_\_\_\_, you need to put all the important and impressive information about you on your resume: where you studied, what you know how to do, and every other important details about you that you can give to the company. \_\_\_\_\_, when you finish, you need to go to the business's website, fill out an application, and upload your resume. You can also visit the business to ask for a job application. \_\_\_\_\_, if you get an interview, you need to be quiet and tell the truth. Trust in yourself because they have all your information and wanted to interview you. \_\_\_\_\_, if you follow these steps, you can find a good job and become more professional.

## Exercise 4: Write with cohesive devices

*Read the following essay. Are cohesive devices used? When used, are they being used accurately? With a partner, discuss the paragraph and make any necessary changes.*

### How to Arrive Early to School

Have you been late for class this semester? How did you feel? You probably felt worried, embarrassed, or maybe discouraged. Sometimes it is difficult to be on time because, as students, you have many distractions. You stay up late doing homework or going to parties and then oversleep. In the morning, you may lose something important that you need for school or not know what to wear. You will probably face many different issues or challenges before getting to school, but there is a way to get to school on time. By choosing clothes the night before, preparing your backpack and leaving early, you can be on time.

Choosing what you are going to wear for school the night before helps a lot. Sometimes you know what you'd like to wear, but if the weather changes, you have to find a different outfit. To avoid these kinds of situations, ponder about what you are going to do the next day. Look for an outfit that will fit with the kind of day that you will have. Reviewing the weather will help you see if the clothes that you chose will suit the weather. Remember that both things should be done the night before. Don't be lazy and plan the perfect outfit for your day!

Prepare your backpack. This is an easy but important step. The night before, check your schedule and look for the books that you will need for school. If you don't see something in your bag, find it. If you plan to find it in the morning, you will probably waste time and be late for school. Also, if you are the kind of person that likes to make a lunch, prepare it at night, too. Have your backpack ready because you can't go to school without your prepared backpack.

Make a good decision about when to leave the house. Sometimes we believe that we have superpowers and that we can get to school in one minute. That's impossible. Please be wise and think about the schedule of the transportation you have to take, how long it will take you, and at what time classes start. Leave your home 40 minutes before classes begin even if it only takes 30 minutes. The difference of 10 minutes will help you to find solutions to unexpected challenges and to be on time. Be wise and leave on time.

Selecting what you are going to wear, preparing your bag, and being ready to leave home on time in the morning will help you to be on time. Whether or not you like to prepare stuff the night before, you should try these strategies to help you use your time more wisely. We're more able to solve issues at night rather than right before leaving in the morning. Decide to start your day without stress in the mornings and to start the day with a big smile. If you do these things, each day will be a lot better.

## Exercise 5: Evaluate your writing.

*Now look at your own writing.* With a partner, read over your essays and paragraphs and make sure that cohesive devices are used correctly and when needed.



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# Revising

## Review: Thesis Statement

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Remember that the thesis states the main idea, or focus, of the essay. The rest of the essay should give evidence and explanations that show why or how your thesis is true.

## Review: Body Paragraph Parts

---

Don't forget to write all three types of sentences in each body paragraph: topic sentences, supporting sentences, and concluding sentences.

## Topic Sentence

---

Don't forget that a topic sentence is the first sentence of a paragraph. It states the topic and an idea about the topic, called a "controlling idea." The controlling idea controls, or limits, the amount of information you will write about the topic in your paragraph.

### An effective topic sentence—

- is a **complete** sentence.
- is usually at the **beginning** of a body paragraph.
- clearly **supports** the thesis statement (topic of essay + one controlling idea).
- does **not announce** the topic (e.g., "This paragraph is about natural phenomena.").
- should **not** be **too general** (e.g., "Natural phenomena are interesting.").
- should **not** be **too specific** (e.g., "Yellowstone has over 500 geysers.").

## Supporting Sentences

---

Remember that your body paragraph needs to explain why or how your topic sentence is true. The sentences that explain your topic sentence are called supporting sentences. You can have many types of supporting sentences. Supporting sentences can give examples, explanations, details, descriptions, facts, reasons, etc.

To finish your body paragraph, make sure your last sentence is your concluding sentence. Concluding sentences can restate the main idea of your paragraph, state an opinion, make a prediction, give advice, etc. New ideas should not be presented in your concluding sentence.

## Exercises

### Exercise 1: Evaluate thesis statements.

*With a group of 3-5 students, share your individual thesis statements for your descriptive essay.*

Discuss each thesis statement.

Which sentences are effective thesis statements?

Which sentences are not effective thesis statements? Why or why not?

### Exercise 2: Fill in the missing topic sentence.

*Read each paragraph. Write a topic sentence for each paragraph. Make sure your topic sentence includes a controlling idea.*

Paragraph A

\_\_\_\_\_. As you sit in nature, you are surrounded by many beautiful flowers, calming water features (like rivers), and small animals. All of these features make the place and the person visiting it feel peaceful, comfortable, and relaxed. I love to be in nature when I need to think or am stressed because it helps me to get away from all of the noise. After sitting still in nature for just a few minutes, my life quickly feels better and more doable. Therefore, the ambience of nature helps me to relax.

Paragraph B

\_\_\_\_\_. One benefit is that the library is quiet. Everyone is studying around you, so you won't be bothered with people talking or playing around you. Instead, you can focus on what you need to learn. If you would rather study in a group, the library also provides rooms to study in so those studying alone will not be annoyed. Another advantage is that there is enough space for you to work. The library is filled with many big tables, chairs, and computers. As can be seen, the library has many advantages for studying, which make it the best place to study.

Paragraph C

\_\_\_\_\_. When you work alone, you can focus and push yourself to concentrate. Also, working alone can help you to do all of your homework or study that you need to do in a short amount of time. If you work in a group, the chances of getting distracted are higher and it may take longer to complete an assignment. Both working alone and in a group can use the same resources to work; however, working alone allows you to create the environment that you specifically need to focus. For example, if you need music to stay awake, you can listen to music. In contrast, listening to music while working with a group may be distracting for other people in the group. Therefore, to create the best working environment and to be the most efficient, I strongly recommend working alone.

### Exercise 3: Identify supporting sentences

*For each topic sentence, read the supporting sentences and identify which supporting sentences support the controlling idea. Multiple correct answers may be possible.*

TS: Yellowstone has many wild animals.

- This national park also has many geysers that you can visit.
- For example, you could see buffalo, deer, bears, and moose in one trip.
- Yellowstone is beautiful, but very hot.

TS: My typical day includes a lot of practice.

- My sister likes to practice a game on her phone.
- After a long day of practicing, I like to evaluate my efforts and set new goals for the next day.
- I start by exercising, where I get to practice my least favorite exercises, push-ups.

TS: Spring is a wonderful season because of its colors.

- Spring is the start of a lot of new beginnings, especially with color.
- All of these colorful features of Spring make it the best season.
- For instance, as plants begin to grow again, they produce buds of various, vibrant colors.

### Exercise 4: Fill in the concluding sentence.

*Read each paragraph. Write a concluding sentence for each paragraph.*

Among the basic criteria for an ideal student is determination. The student should never give up even when he feels that it is tough. He stays very determined to achieve his goals, and these goals must motivate him. As a result, every time he feels lazy, he remembers his goals, gathers strength, and continues with perseverance and striving for success. The most important thing that reflects determination is to not follow people. If everyone gives up, you should not give up. Be unique. \_\_\_\_\_

Another thing is that the ideal life is free of problems. You can go to sleep every night without having to worry if something bad will happen to you tomorrow. You have good feelings, and even though you may have problems, you can still feel happy and secure in all aspects of your life. Although the ideal life is not completely free of problems, you are able to get through your trials and hardships much easier and be happier throughout. \_\_\_\_\_

Service is a very important part of an ideal restaurant. It starts at the parking area and goes until the moment you leave the restaurant. Good service includes the cleanliness of the place. It's not good when you arrive at the restaurant and find the place, the restaurant team, the tables, the silverware or anything dirty. Good service, for example, is when the customers arrive at the restaurant and the host greets you smiling, asks you how many in your party, and tells you how long you will have to wait. Besides that, the waiter checks to see if the customer needs something, like getting drinks refilled. Part of being an ideal restaurant is having good communication and being respectful. It's important to remember that not everyone speaks your language or understands what you want to say. \_\_\_\_\_

## Exercise 5: Identify topic, supporting, and concluding sentences

*Read each sentence. Identify whether the sentence is a topic sentence (TS), supporting sentence (SS), or concluding sentence (CS).*

1. Therefore, the quality and taste of the food defines the ideal restaurant.
2. This is the moment you can check if this is the dish you chose on the menu.
3. The menu is important because in it you can see the options for food, drinks, and dessert that you can choose. Great restaurants have a menu with many options.
4. If the dish is as good as it looks, it makes you happy and satisfied to have chosen the dish on the menu.
5. After having been seated, the first thing people do is look at the menu.
6. Another feature of a great restaurant is that they serve delicious food.
7. Once you have ordered, they bring you dishes.
8. These varieties are good because when you go to the restaurant, you don't always want to eat the same dish or pay the same price.
9. Delicious food is when it is fresh, the ingredients of the dish combine into a mixture of textures, and seasonings do not exceed the flavors of the ingredients.
10. After you check if everything is okay, it's time to try the food and see if it surpasses your expectations because on the menu, the dishes look delicious, but at the table, sometimes they look different.

## Exercise 6: Organize a paragraph.

*Now put the sentences together from the previous exercise to create a coherent body paragraph. Compare your paragraph with a partner.*

Another feature of a great restaurant is that they serve delicious food. Delicious food is when it is fresh, the ingredients of the dish combine into a mixture of textures, and seasonings do not exceed the flavors of the ingredients. After having been seated, the first thing people do is look at the menu. The menu is important because in it you can see the options for food, drinks, and dessert that you can choose. Great restaurants have a menu with many options. These varieties are good because when you go to the restaurant, you don't always want to eat the same dish or pay the same price. Once you have ordered, they bring you dishes. This is the moment you can check if this is the dish you chose on the menu. If the dish is as good as it looks, it makes you happy and satisfied to have chosen the dish on the menu. After you check if everything is okay, it's time to try the food and see if it surpasses your expectations because on the menu, the dishes look delicious, but at the table, sometimes they look different. Therefore, the quality and taste of the food defines the ideal restaurant.



## Exercise 7: Check your essay

*Now check the body paragraphs in your descriptive essay.*

Make sure you included all three types of sentences.

- Topic Sentence
- Supporting Sentences
- Concluding Sentence



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## Example Descriptive Writing #2

*Here is another example of descriptive writing created by a student at the ELC in a past semester. This is an example of a final draft, but it does not always mean that the writing is perfect. Some errors may be included for your teacher to talk about with the class.*

### Seeing Stars

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I'm not a camper. I don't really enjoy being outdoors with all of the bugs and the dirt. I prefer being indoors without bugs and without dirt. I prefer the modern conveniences I have when I'm not camping, like being able to wash my hair and use the microwave. However, I went camping every summer with a group of my friends because they loved it so much. They taught me how to love nature. We hiked and explored during the day. We played games and had great conversations at night. Nighttime was always my favorite part of the day while we were camping. Every night, we went to an open area without too many trees so we could look at the stars. The most inspiring view in nature is a sky full of stars.

Stars are inspiring because they are beautiful. When you look up into the dark night sky on a clear night, the stars seem to twinkle like little Christmas lights as they sparkle and shine. A clear night sky offers the most spectacular view because there are thousands if not millions of these specks of glitter set against a beautiful dark blue backdrop. At times, they seem close enough you could reach out and touch them, while others seem so far away, they are no more than a tiny pinprick of light. That view is clear when you are camping because the light from the city does not distract from the light of the stars. The night sky is truly beautiful.

Stars are also inspiring because they bring people together. When I spent time looking at the stars, it was with my group of friends, and looking at the stars together brought us together too. It also helps to bring people together now with people who have lived on this planet for centuries. Looking at the constellations, it is natural to think about the ancient people who looked at the same stars we can view and gave them names, or drew pictures with them and told epic stories to their children about them. You think about your ancestors, who stared up at those stars. You think about the thousands of people who have been guided as they traveled by navigating with those very same stars. You feel connected to all of these people because of your connection with the stars.

Finally, stars are inspiring because they give perspective. It is easy to become distracted in life with things that do not really matter. Just like the lights in the city make it harder to see the stars, there are common things in life that make us forget our purpose and place here. When you look at the stars, you realize with more clarity what your place is within this large universe. Suddenly, those little things that may have overwhelmed you or monopolized your thoughts don't seem as important in the large scheme of things. The grandeur of it all leaves you in awe and changes your attitude toward life.

In conclusion, looking at the stars is the most inspiring view in the world because it brings perspective, helps people become closer together, and is amazingly beautiful. If we take the time out of our busy lives to step away from the lights

of the city, then we can truly enjoy the enormity of the night sky. So, the next time you are out camping, take time to notice the stars and you will be amazed that you can see these things too.

## Exercises

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### Exercise 1: Identify the parts of an essay

*Read the example essay to complete this exercise. You have analyzed pieces of this essay throughout the chapter. Now look at the essay as a whole. Answer the following questions about the example essay.*

1. Label the introduction paragraph, the body paragraphs, and the conclusion paragraph.
2. Circle the hook.
3. What is the general topic of the essay?
4. Underline the thesis.
5. Underline each of the topic sentences.
6. Do each of the topic sentences support the thesis?
7. How does the conclusion paragraph begin? How does it end?



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# Timed Writing (Plans & Problems)

You should always start your writing with a plan. Having an outline will help you to stay focused and use your time well. Sometimes you will have a problem when you write. This means you will need to change your plan. In this section, you will learn some strategies for how to solve common problems.

## Problems with Timed Writing

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Here we have a list of possible problems you can have when you write. Included are some ideas of how to help if you have that problem.

### 1. I can't think of ideas.

If you have a hard time thinking of what to write, the best thing you can do is practice. If you want to practice, you can do an internet search for *writing prompts*. There are many websites with questions to write about. Set a timer for yourself and practice. Another way to improve is to write in a journal in English. Set a timer every day and write about your experiences.

An outline can also make this much easier for you. Try making a short list of all of your ideas, even if you think it's not a good idea. Write it down. After you have your brainstorm, you can decide which ideas are best and put them in order. This is your outline. To practice this, use those same writing prompts and set a timer for 2 minutes for brainstorming.

### 2. I don't type fast.

Typing is a skill that takes time to improve. You need to practice with a US keyboard until it starts to feel natural. There are websites that your teacher can recommend to practice. One thing that will help is to remember to practice writing on a computer frequently. It can be easier to do homework on your phone, but practicing with a computer and keyboard is the only way you will be a faster typer. Practicing on the same type of computer is also helpful.

### 3. It's hard to focus in a computer lab.

This is a common problem for many students. First, you need to understand why it is hard to focus in that place.

Sound

- Wear the headphones in the ELC computer lab. It can make the sounds softer.
- Ask your teacher if you can listen to music. Use music without words.
- Ask if you can wear noise canceling earplugs.
- If you need additional accommodations like a separate room for testing, you can talk to the student life advisor.

Social

- Choose a seat that is not next to your close friends.
- Remember that other students might feel nervous too. Everyone is focused on their own writing, and no one is judging you.
- The teacher or lab worker walks in the room to look for cheating and to see if everyone is focused. The teacher is not checking your accuracy.

## 4. I feel stressed.

Anxiety and stress about a test or the environment can make it hard to do your best. The most important thing is to recognize your feeling. Ignoring it does not make it better. If you know that you sometimes feel stressed, change your plan. Can you write fewer paragraphs so you can focus on making them stronger? What does the teacher *actually* expect? Sometimes we make higher expectations for ourselves, so remember to look at the rubric or ask the teacher what is *necessary*. If you have anxiety or panic attacks in every test situation, remember that you can always ask for help. The student life advisor can make accommodations to help you be successful.

## Exercises

### Exercise 1: Reflection

*Write a short reflection (1 paragraph) to answer the question below.*

What problems do you face when you are asked to do timed writing? How do you overcome those problems?  
What strategy would you like to try?

### Exercise 2: Timed Writing Practice

*You have 30 minutes to respond to this prompt. Your answer should be around 300 words long. Before you begin, think about how you will use your strategies if you have an obstacle with following your plan.*

The ELC currently has classes from 8:30 am to 2:20 pm. Some students would like to change the time to 12:00 pm (noon) to 5:05 pm. What schedule would you prefer? Why do you think that option is best for all ELC students?



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# Integrated Writing (TOEFL Task 2)

In July 2023, the TOEFL writing section changed. This shows a change in the college classroom because of new technology. The second TOEFL writing prompt now asks for students to participate in an academic discussion. This does not have *a lot* of integrating, but it is more like integrated writing than independent timed writing.

## Task format

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The academic discussion is like a discussion board assignment on Canvas. This is used in many college classes to work like a conversation in class. It looks a little like a social media post.

1. There are instructions for the writing, like with all TOEFL questions.
2. The discussion board has an opinion question from the professor that you need to answer.
3. You can see answers from two other students.
4. You have **10 minutes** to explain and support your opinion.

## Response format

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You will not write an essay for this question. You will write a short response of about 100 words. This is more like a short paragraph.

You only have 10 minutes to read the other posts on the discussion board and add your answer. You need to think quickly.

Your paragraph should start with a 1 sentence clear statement of your opinion (like a thesis statement). The other sentences should provide reasons and examples for your opinion.

You can use the two student example answers as guides for how to organize your ideas. However, you should be careful to add unique thoughts to your post. You do not want to repeat what someone else has already said. You can respond to their answers with a sentences like *I agree with James* or *My answer is like Emily's idea*. However, your ideas and language should be clearly different from what they said.

## Scoring

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In the TOEFL rubric, it explains that an answer will receive a high score if it is clearly connected to the professor's question and the supporting ideas are explained well.

## Exercises

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### Exercise 1: Rubric

*Review the TOEFL rubric for the second writing task "[Writing for an Academic Discussion.](#)" Then discuss the following questions with a partner:*

1. Why do you think the TOEFL has added this type of writing question?
2. What similarities and differences are there between the expectations for writing task 1 and 2?
3. What challenges do you expect with this type of writing?

### Exercise 2: Discussion Board Practice

*Add to the discussion board conversation about geneology in your Canvas course. Your teacher will provide the question and two example student responses. Set a timer for 10 minutes. Your addition to the discussion board should be about 100 words.*



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# Introduction to Essays



When you first begin writing essays, you should use a very simple structure. This writing style may feel very direct, but it is expected for basic essays. After you feel comfortable with this structure, your future writing teachers will show you how to make an essay more unique.

Shape
Organization
Introduction Paragraphs
Conclusion Paragraphs
Example Essay
Body Paragraphs



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# Shape

Before anyone reads your essay, they can see your skill by the shape of the essay. You should divide your essay into paragraphs. Remember that a paragraph is a group of sentences with the same topic, meaning they are closely connected. The paragraph should be indented. Your sentences for one paragraph should not be separated with spaces. It should look like a rectangle of text.

This image shows what an essay shape should look like. The paragraphs are indented. They are about the same length, but the middle paragraph is a little bigger.



The introduction and conclusion can be a little shorter than the body paragraphs if they need to be, but they should all be pretty equal to each other.

Short essays typically have four, five, or six paragraphs: one introduction paragraph; two, three, or four body paragraphs; and one conclusion paragraph. The number of body paragraphs you need can change depending on the essay's topic, style, or time requirement.

When your essay will be printed (especially for your teacher to give you feedback), you should be careful to format the essay according to the directions your teacher gives you.

## Here are some common formatting directions you may need to know about:

- Write your name at the top of the paper (at left or right).
- Use 12 point font.
- Use 1 inch margins (2.54 cm).
- Double-spaced (2.0 spacing).
- Make each paragraph left-aligned.
- Indent the first line of each paragraph.



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# Organization



This section explains the major parts of an essay. Each of these parts will be explained again with an opportunity to practice them in the following chapters.

Introduction Paragraphs
Conclusion Paragraphs
Example Essay
Body Paragraphs



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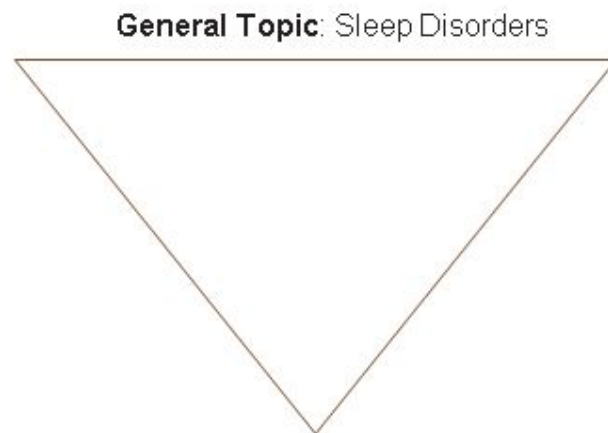


# Introduction Paragraphs

## Introduction Paragraphs

---

Your introduction paragraph should get your reader's attention, introduce the topic of your essay, and present your thesis. (The thesis is the main idea of the essay.) You can think of your introduction paragraph as a triangle like the one below. The beginning of your introduction paragraph is general. Then you become more specific about the topic until your thesis statement.



**Specific Idea:** Some of the best ways to prevent sleep disorders are establishing good sleep habits, doing regular exercise and making a comfortable bedroom environment.

## Get the reader's attention and introduce the topic

The first sentence of your introduction should make your reader interested in your topic. The first sentence of an introduction is called a "hook." There are many types of hooks: facts, questions, problems, descriptions, etc. There is not one "perfect" hook for each essay. Your hook can help you introduce the general topic of your essay.

Don't start too generally in your introduction paragraph. Focus on giving background information that your reader needs to understand the topic generally. What does your reader need to know *before* you make your main points?

Type of Hook	Example
Fact	Everyone needs a good amount of sleep.
Question	Do you get enough sleep?

Problem	Many people have a difficult time sleeping at night.
Description	Sleep is a peaceful and restful experience for most people.

## Present your thesis

The thesis states the main idea, or focus, of the essay. The rest of the essay will give evidence and explanations that show why or how your thesis is true.

### An effective thesis—

- addresses the prompt (i.e., answers the question).
- is usually at the end of the introduction paragraph.
- controls the content of all of the body paragraphs.
- is a complete sentence.
- does not announce the topic (e.g., "I'm going to talk about sleep.").
- should not simply be a fact (e.g., "Many people sleep.").
- should not be too general (e.g., "Sleep is good.").
- should not be too specific (e.g., "Sleep decreases the chance of having serious medical conditions, such as diabetes, high blood pressure, cancer, obesity, and anxiety.").
- may state main points (e.g., "Some of the best ways to prevent sleep disorders are establishing good sleep habits, doing regular exercise, and making a comfortable bedroom environment.").
- may imply main points (e.g., "Developing good habits is essential for preventing sleep disorders.").

### Example: Introduction Paragraph

Humans should typically spend a third of their life asleep. Here are a few questions to ask yourself: Do you get enough sleep? Do you fall asleep at school? Do people often tell you that you look tired? If you struggle to get enough sleep, you may have a sleep disorder. A sleep disorder is a problem that makes it difficult for your body to rest when you go to bed. You might have problems falling asleep, staying asleep, or resting peacefully while asleep. Some of the best ways to prevent sleep disorders are establishing good sleep habits, doing regular exercise, and making a comfortable bedroom environment.



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# Conclusion Paragraphs

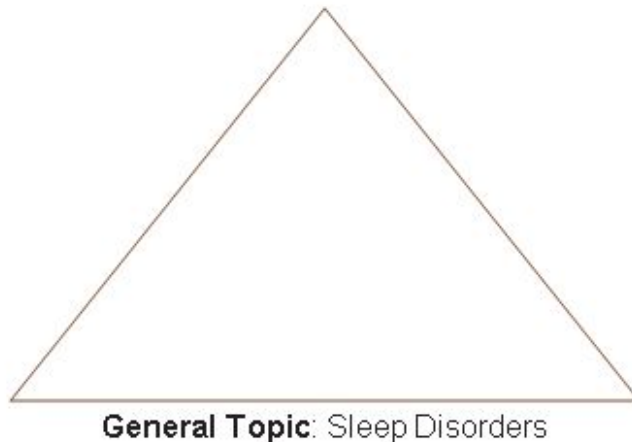
## Conclusion Paragraphs

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Your conclusion paragraph should logically conclude your essay, just like your concluding sentences logically conclude your body paragraphs. The conclusion paragraph should begin by restating your thesis, and then you should broaden back out to a general topic. End the conclusion paragraph with a closing statement.

This paragraph looks like the reverse of your introduction paragraph, going from specific to general.

**Specific Idea:** In order to prevent sleep disorders, you ought to make good sleep habits, exercise regularly and make an appropriate slumber environment.



**Restate your thesis.** The first sentence of your concluding paragraph should restate your thesis. In order to restate your thesis, the meaning of your thesis should not change, but the words need to. One way you can do this is by reversing the order of the clauses in your thesis. The clauses are also rephrased, rather than simply copying them and moving them. You can change some vocabulary words for synonyms or change the part of speech. Compare the thesis with the restatement below.

- Thesis: Some of the best ways to prevent sleep disorders are establishing good sleep habits, doing regular exercise, and making a comfortable bedroom environment.
- Restated Thesis: Overall, these simple actions can make a significant impact on the quality of our sleep.

**Apply your thesis to general contexts.** Connect your thesis back to the general topics you mentioned in your introduction. You may invite the reader to make some change based on your essay or discuss possible actions that others should take.

**Give a closing statement.** Your closing statement is very similar to the concluding sentence of a body paragraph except that you will not restate your main idea at the very end of your paper. Your closing statement can be a prediction,

suggestion, or opinion.

### Example: Conclusion Paragraph

Overall, these simple habits can make a significant impact on the quality of our sleep. People need good sleeping habits and good exercising habits if they want to sleep well at night. You might think that poor sleep is a normal problem in our modern day. However, preventing sleep problems is possible. We don't have to be tired every day if we make good choices and prepare our bodies for rest. We spend a large portion of our time asleep; we should enjoy it.

## Exercises

---

### Exercise 1: Practice restating

*Rewrite each thesis statement as you would at the beginning of a conclusion paragraph.*

1. The best solution to have the perfect hair is to use horse shampoo because it will make your hair grow faster, become stronger, and be shinier.
2. Boys and girls are unique in their personalities and their features.
3. In order to learn Japanese, we need to find a teacher, buy a textbook and make native speaker friends.

## Exercise 2: Identify which paragraph

*Identify whether each paragraph is an introduction, body, or conclusion paragraph.*

1. The low self-esteem of a person can disappear as that person learns to recognize their strengths. When you focus on the things you can do instead of what you cannot, you enable yourself to achieve greater heights. Whenever you are faced with a shortcoming or a weakness, remember instead what your greatest strengths are and think about what you can achieve by using these strengths. In addition to recognizing your skills, you can further improve yourself by teaching or sharing those talents with others around you. Doing so will help you realize that there are others who need your capabilities. You will see that you have unique talents and that you are important as an individual. Therefore, at the very moment you identify your abilities, you are boosting your self-worth.

*Type of Paragraph:* \_\_\_\_\_

2. The United States and Chile have similar celebrations for Halloween and Christmas, but most of these traditions change due to culture, language, or season. Both celebrations are important in every country, and are special and unique. The important thing is that it does not matter in what part of the world you are, just enjoy every culture. In the end, they are both holidays, so celebrate!

*Type of Paragraph:* \_\_\_\_\_

3. How many times have we tried to keep a goal? How many times do we feel frustrated for not being able to reach our goals? We live in a world where everybody sets goals in their lives to improve themselves. One of the goals people usually set is to live healthier, but most of the time we set unrealistic goals that make our path harder than it should be. However, there are simple things that we can do to achieve our desired goal. In order to have a healthy life we should eat smart, exercise regularly and develop good habits.

*Type of Paragraph:* \_\_\_\_\_



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# Example Essay

## Preventing Sleep Disorders

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Humans should typically spend a third of their life asleep. Here are a few questions to ask yourself: Do you get enough sleep? Do you fall asleep at school? Do people often tell you that you look tired? If you struggle to get enough sleep, you may have a sleep disorder. A sleep disorder is a problem that makes it difficult for your body to rest when you go to bed. You might have problems falling asleep, staying asleep, or resting peacefully while asleep. Some of the best ways to prevent sleep disorders are establishing good sleep habits, doing regular exercise, and making a comfortable bedroom environment.

First, creating a good habit of regular sleep will help prevent a sleep disorder. Regular habits include a consistent schedule. It is very important to go to bed around the same time every night and wake up around the same time in the morning. When your body has a regular time to sleep, it is easier to fall asleep and stay asleep. If your sleep schedule is not regular, it can be difficult to sleep. A routine around bed time can also help improve sleep. Your routine should include activities that do not use screens. You can also do something relaxing to prepare your mind to relax and sleep peacefully. Doing these things consistently will help train your brain to be ready for sleep. These simple routines can also make it easier to sleep at night.

Second, doing regular exercise decreases the chance of having a sleep disorder. Many people who exercise regularly sleep better because exercise can help reduce stress and depression, so the mind is more clear at night instead of worrying about problems. Also, when people exercise regularly, they use a lot of energy and it makes their body want rest. Many people who have sleep problems do not have a very active lifestyle and their body doesn't feel tired at night. You will discover how much it will benefit you by decreasing your sleep disorder when you exercise regularly.

Third, making a comfortable bedroom environment enhances the quality of sleep. There are many things that could distract you from having a good sleeping environment. First, your neighbor could be a problem. When you hear something, your brain reacts by making you alert. It might be beneficial to try to use earplugs, talk with the neighbor, or move to another place for better sleep. The temperature is also a related factor when you sleep. If it is too hot or too cold, you may have a hard time falling asleep or even staying asleep. Light is another significant part of your sleep environment. Your room should be dark if you want to sleep well. Creating a good environment for sleep is essential if you don't want to have sleep problems.

Overall, these simple habits can make a significant impact on the quality of our sleep. People need good sleeping habits and good exercising habits if they want to sleep well at night. You might think that poor sleep is a normal problem in our modern day. However, preventing sleep problems is possible. We don't have to be tired every day if we make good choices and prepare our bodies for rest. We spend a large portion of our time asleep; we should enjoy it.

## Exercises

---

### Exercise 1: Identify the parts of an essay

*Read the example essay to complete this exercise. You have analyzed pieces of this essay throughout the chapter. Now look at the essay as a whole. Answer the following questions about the example essay.*

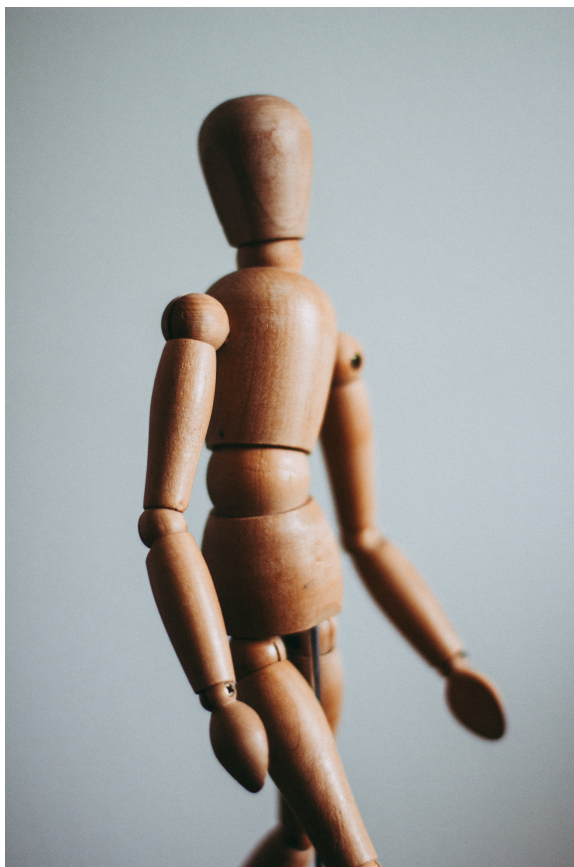
1. Label the introduction paragraph, the body paragraphs, and the conclusion paragraph.
2. Circle the hook.
3. What is the general topic of the essay?
4. Underline the thesis.
5. Underline each of the topic sentences.
6. Do each of the topic sentences support the thesis?
7. How does the conclusion paragraph begin? How does it end?



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# Body Paragraphs



## Body Paragraphs

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Body paragraphs should all work to support your thesis by explaining why or how your thesis is true. There are three types of sentences in each body paragraph: topic sentences, supporting sentences, and concluding sentences.

**Topic sentences.** A topic sentence is the first sentence of a paragraph. It states the main idea of the paragraph. The topic sentence will contain a topic and an idea about the topic, called a "controlling idea." The controlling idea controls, or limits, the amount of information you will write about the topic in your paragraph.

In many ways, a topic sentence is very similar to a thesis. Remember that the thesis is the main idea of the essay; a topic sentence is the main idea of a body paragraph. Many of the same characteristics apply to topic sentences that apply to theses. The biggest differences will be the location of the sentence and the scope of the ideas.

**Supporting sentences.** Supporting sentences. Your body paragraph needs to explain why or how your topic sentence is true. The sentences that explain your topic sentence are called supporting sentences. You can have many types of supporting sentences. Supporting sentences can give examples, explanations, details, descriptions, facts, reasons, etc.

**Concluding sentences.** The last sentence in a body paragraph is your concluding sentence. Your concluding sentence should end your paragraph logically. Concluding sentences can restate the main idea of your paragraph, state an opinion, make a prediction, give advice, etc. New ideas should not be presented in your concluding sentence.

### Example: Body Paragraph

First, creating good habits will help prevent a sleep disorder. Regular habits include a consistent schedule. It is very important to go to bed around the same time every night and wake up around the same time in the morning. When your body has a regular time to sleep, it is easier to fall asleep and stay asleep. If your sleep schedule is not regular, it can be difficult to sleep. A routine around bed time is another habit that can help improve sleep. Your routine should include activities that do not use screens. You can also do something relaxing to prepare your mind to relax and sleep peacefully. Doing these things consistently will help train your brain to be ready for sleep. These simple routines can also make it easier to sleep at night.

## Exercises

### Exercise 1: Write a topic sentence.

*Using the same thesis statement from the example in introduction, write another topic sentence that could be used to create a second body paragraph in this essay.*

**Thesis:** Some of the best ways to prevent sleep disorders are establishing good sleep habits, doing regular exercise, and making a comfortable bedroom environment.

**Topic Sentence:**

*Now, evaluate your topic sentence. Is it effective? Now, exchange topic sentences with a partner and evaluate your partner's topic sentence.*

Criteria - Is the topic sentence effective?	My TS	Partner's TS
1. Is it clearly connected to the thesis statement?		
2. Is it a complete sentence?		
3. Does it announce the topic?		
4. Is it too general?		
5. Is it too specific?		



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# Personal Experience Essay



In this section, you will write an essay. You will combine the skills you learned about narrative and descriptive writing. This essay will have multiple paragraphs telling the reader about a personal experience.

Example Essay #1
Prewriting
Writing Skill: Summary
Revising
Timed Writing (Revising)
Integrated Writing (Summary)



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# Example Essay #1

*Here is an example of a personal experience essay created by a student at the ELC in a past semester. This is an example of a final draft, but it does not always mean that the writing is perfect. Some errors may be included for your teacher to talk about with the class.*



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# Prewriting

## Understand the assignment

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What is a personal experience essay? The purpose of this personal experience essay is to narrate and describe about an experience you had. You will also need to share your opinion about the topic as part of the conclusion.

### Prompts

- Describe a difficult experience you had. Why was the experience difficult? What did you learn? Talk about two ways this experience shaped you.
- What is an important childhood memory for you? Give two ways that it has influenced your life.
- Talk about an interest you are passionate about. How did you become interested in it? What are two ways you continue to develop this interest?
- Think about a time when an experience changed the way you think about something or someone. What happened? How has this impacted you today?
- Who has had a strong influence on your life? Describe two ways your life has changed because of this person?
- Write about a skill or personal characteristic that you have developed. Why did you want to change? How will you use this skill or trait in the future?

## Brainstorm to find a topic

---

Think the question and the different options of things you could write about. When you make your list, make sure that the options are not too general. Be as specific in identifying an experience as you can. You will write a 4-paragraph essay, so you need to have a topic that you can say a lot about in a specific way.

## Example brainstorm

- Difficult experience: high school math class, being team captain for my soccer team, leaving to serve a mission, broke my arm
- Childhood memory: learning to read, first bicycle ride, brother was born, a vacation with my family to the beach
- Interest/passion: fixing cars, making traditional food from my country, traveling to new countries, make up tutorials
- Changed thinking: serving a mission, moving to a new country, becoming friends with someone with a disability, learning a new language
- Influential person: my mom, a teacher from high school, my basketball coach, a political leader
- Skill/trait: playing the piano, patience, leadership, computer coding

## Choose a focus

If your topic can be described with a lot of different details, you may need to focus it even more. Do not choose a topic that is too broad or complicated for a short essay.

## Example focus

In some cases, you need to focus the narration. For example, one skill or trait might have multiple stories that you could share. It is best to choose one and describe the situation with a lot of detail.

- Patience: too much fighting with my younger sister
- Patience: practicing Japanese with my American friend

Sometimes the narration is easy, but you need to narrow down the main ideas you want to explain about that experience. For example:

- Influential basketball coach: taught me discipline and leadership
- Influential basketball coach: taught me not to give up and to work as a team

After choosing a topic for your paper, start outlining by thinking about how you can divide the topic into your story and your two main points.

## Example beginning outline

- Thesis: Broke my arm, difficult experience
- Narration: Very painful, couldn't play in an important game, long recovery, had to change my plans
- Main Idea 3: Learned perseverance
- Main Idea 4: Learned to be flexible
- Conclusion: learn valuable things from difficult experiences

# Outline your personal experience essay

---

A personal experience essay needs the same pieces as any good paragraph or essay: an introduction, supporting ideas, and a conclusion.

## Introduction

Your essay will start with a **thesis statement** which is the direct answer to the question in the prompt.

### Example thesis statements

- One skill that has been important for me to develop is computer coding.
- My greatest passion is making delicious Brazilian food to share with my friends.
- When I moved to Korea, my view of the world changed.
- The person who has had the biggest impact on my life is my mother.

The rest of the introduction will include your narration of the experience. You will include lots of details so the reader can make a picture in their mind of your situation. Remember to keep the ideas about that experience focused on what is important to the prompt.

### Example brainstorm for introduction (narration)

Thesis: My greatest passion is making delicious Brazilian food to share with my friends.

Narration Prompt Question: How did you become interested in it?

- my mom's cooking
- learned as a teenager
- YouTube videos
- tried lots of different foods at restaurants

## Body

Each body paragraph will focus on one of your main points to answer the prompt question. The topic sentences for your body paragraphs should introduce the topic that you will describe in that paragraph.

## Example brainstorm for body paragraphs

Thesis: My greatest passion is making delicious Brazilian food to share with my friends.

Prompt major details question: What are two ways you continue to develop this interest?

- Learn more
  - practice recipes for dinner with friends
  - ask mom for advice
- Make my own changes
  - look for ingredients here in the US
  - experiment with new flavors

## Conclusion

The conclusion for this personal experience essay should include a restated main idea (thesis) and should include your opinion about the questions in the prompt.

## Example: Essay Outline

Thesis: My greatest passion is making delicious Brazilian food to share with my friends.

Topic Sentence 1: Learn more

- practice recipes for dinner with friends
- ask mom for advice

Topic Sentence 2: Make my own changes

- look for ingredients here in the US
- experiment with new flavors

Restated Thesis: Cooking Brazilian food is a fun way to share my passion with my friends and family.

## Exercises

### Exercise 1: Think about some topics that interest you

*Choose one of the prompts. Take a few minutes to make a brainstorm list. Once you have your topic chosen, think about what story you can tell and what your two main points can be.*

## Exercise 2: Brainstorm to find a topic

*Spend about three minutes completing a brainstorm activity for each topic that you wrote.*

Make sure you support the answer to your prompt with two main points. This will help organize your thoughts and to find the topic that is easiest for you to develop

## Exercise 3: Make an outline

*Start your outline with your thesis sentence and your topic sentences. You can add the other details after your outline is approved by your teacher.*

Thesis:

Story:

Topic Sentence 1:

Topic Sentence 2:

Restated Thesis:



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# Writing Skill: Summary

Now that your planning stage is complete, you can begin writing your draft. Remember that your writing should be organized, developed, accurate, and original.

## Summary

---

Writing a summary is a very important academic skill. When you write a summary, you explain the most important parts of something you read or listened to with your own words.

Read the example paragraph and the summary of the example paragraph. Notice that the summary is much shorter and only talks about the major ideas from the paragraph.

### Example: Paragraph

When you are looking for an apartment sometimes you feel confused and indecisive but if you have specific steps to follow you can find a good apartment. There are many things to consider when you are looking for an apartment. First, you should decide how much money you are willing to spend. You should make a budget in which you plan how much money you will earn or receive. This will help you know how much money you have available to spend on rent for your apartment. Second, you should decide where you want to live. This decision depends on a couple of factors like location, amenities in the apartment, parking space, and cost. Making a list of potential apartments and comparing them based on cost and amenities will help you make an informed decision. You should also consider whether or not you need to rent an apartment that is furnished. This could change the cost of the apartment. If you plan to live there temporarily, choosing a furnished apartment might be considerably better. However, if you plan on settling down in that apartment for a considerable amount of time, you should get an unfurnished apartment. This will give you the flexibility to make the apartment your own and feel like home. Everything depends on your needs. Third, after figuring out your budget, cost, and location you will want to know if the apartment has any rules and restrictions. For example, many apartments don't allow children or pets. There are many rules and restrictions but if you know them beforehand you will be able to find a good apartment. Before you commit to signing a contract, make sure you carefully read the contract to know everything about the apartment. Finally, you should meet with the owner to view the apartment. You can ask any final questions about the apartment and contract. In following these steps, you will be able to make a wise and informed decision and find a good apartment that meets your needs.

## Example: Summary

Finding an apartment can be easy if you follow four specific steps. First, determine how much you want to spend on the apartment. Then, decide on where you'd like to live. Once you find a place, make sure you understand the landlord's expectations. Finally, you should tour the apartment. As you complete these steps, finding a place to live will be a lot more enjoyable.

## An effective summary

- explains the most important parts of the original.
- is written in your own words.
- keeps the original meaning.
- Does not merely cut and copy from the original.
- is shorter than the original.

Here is an overview of some simple steps you can follow in order to create a summary:

1. Determine your purpose.
2. Read or listen to what you will summarize.
3. Make a list of the main points.
4. Write the summary.
5. Compare the summary to the original.

## Determine your purpose

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The purpose of your summary will help you determine which details you should include.

Here are three common purposes:

- **Persuade**
  - Details support the main idea that is being argued as correct.
- **Inform**
  - Details give information about the main idea.
- **Entertain**
  - Details are given to provide entertainment to the reader.

Typically, your summaries for academic writing have a similar purpose: you need to explain academic information. Other summaries may have a different purpose. You should always make sure your purpose is clear.

The purpose of the summary may also change according to the target audience (intended reader). Depending on the audience, the format, length, and vocabulary used in the summary may change.

## Read/listen

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Read or listen carefully so you understand the source well enough to summarize it.

## Make a list of the main points

As you read/listen, pay attention to the main ideas and major details of the source material. You should make a list of these main points either while you read/ listen or just after. If you can write on the text, it may help to underline main points or cross out minor details. If you are summarizing a lecture, you can do something similar with your lecture notes. As you write your list, focus on ideas rather than copying the exact words from the source. Compare the example paragraph and the example list below.

### Example Paragraph

When you are looking for an apartment sometimes you feel confused and indecisive but if you have specific steps to follow you can find a good apartment. There are many things to consider when you are looking for an apartment. First, you should decide how much money you are willing to spend. You should make a budget in which you plan how much money you will earn or receive. This will help you know how much money you have available to spend on rent for your apartment. Second, you should decide where you want to live. This decision depends on a couple of factors like location, amenities in the apartment, parking space, and cost. Making a list of potential apartments and comparing them based on cost and amenities will help you make an informed decision. You should also consider whether or not you need to rent an apartment that is furnished. This could change the cost of the apartment. If you plan to live there temporarily, choosing a furnished apartment might be considerably better. However, if you plan on settling down in that apartment for a considerable amount of time, you should get an unfurnished apartment. This will give you the flexibility to make the apartment your own and feel like home. Everything depends on your needs. Third, after figuring out your budget, cost, and location you will want to know if the apartment has any rules and restrictions. For example, many apartments don't allow children or pets. There are many rules and restrictions but if you know them beforehand you will be able to find a good apartment. Before you commit to signing a contract, make sure you carefully read the contract to know everything about the apartment. Finally, you should meet with the owner to view the apartment. You can ask any final questions about the apartment and contract. In following these steps, you will be able to make a wise and informed decision and find a good apartment that meets your needs.

### Example: List

- Finding an apartment is hard without steps to follow.
- How much money?
- Where?
- Rules and restrictions?
- View the apartment

### Example: Summary

Finding an apartment can be easy if you follow four specific steps. First, determine how much you want to spend on the apartment. Then, decide on where you'd like to live. Once you find a place, make sure you understand the landlord's expectations. Finally, you should tour the apartment. As you complete these steps, finding a place to live will be a lot more enjoyable.

## Write the summary

---

Without looking at/listening to the original, use your list to write your summary. Again, it is important to focus on the ideas. Use your own words.

Although summaries differ depending on purpose and audience, a general summary structure follows similar formatting to a paragraph.

1. Topic Sentence: state the main idea of the reading or listening
2. Supporting Sentences: list the main points in your own words (the longer the summary, the more details that are included)
3. Concluding Sentence: go back to the main idea

### Example: Summary

(TS) Finding an apartment can be easy if you follow four specific steps. (SS) First, determine how much you want to spend on the apartment. (SS) Then, decide on where you'd like to live. (SS) Once you find a place, make sure you understand the landlord's expectations. (SS) Finally, you should tour the apartment. (CS) As you complete these steps, finding a place to live will be a lot more enjoyable.

Make sure that the ideas have not been changed.

## Example Paragraph

When you are looking for an apartment sometimes you feel confused and indecisive but if you have specific steps to follow you can find a good apartment. There are many things to consider when you are looking for an apartment. First, you should decide how much money you are willing to spend. You should make a budget in which you plan how much money you will earn or receive. This will help you know how much money you have available to spend on rent for your apartment. Second, you should decide where you want to live. This decision depends on a couple of factors like location, amenities in the apartment, parking space, and cost. Making a list of potential apartments and comparing them based on cost and amenities will help you make an informed decision. You should also consider whether or not you need to rent an apartment that is furnished. This could change the cost of the apartment. If you plan to live there temporarily, choosing a furnished apartment might be considerably better. However, if you plan on settling down in that apartment for a considerable amount of time, you should get an unfurnished apartment. This will give you the flexibility to make the apartment your own and feel like home. Everything depends on your needs. Third, after figuring out your budget, cost, and location you will want to know if the apartment has any rules and restrictions. For example, many apartments don't allow children or pets. There are many rules and restrictions but if you know them beforehand you will be able to find a good apartment. Before you commit to signing a contract, make sure you carefully read the contract to know everything about the apartment. Finally, you should meet with the owner to view the apartment. You can ask any final questions about the apartment and contract. In following these steps, you will be able to make a wise and informed decision and find a good apartment that meets your needs.

## Exercise

### Exercise 1: Write summaries

*Read the following paragraphs and write summaries for each.*

1. The best thing to do when taking care of twins is to have a lot of love and patience. One thing people need to take into account is personality differences. All parents of twins and fraternal twins know very well that their children are different people with different personalities. Even if two children look the same that does not mean that they are the same. A way that parents can help their twins feel more like individuals is to spend time with each twin separately. For children, it is vital that parents promote their independence. To accomplish this, take advantage of any occasion they have throughout the day. Some examples of this is tying their own shoes, encouraging them to play alone, and helping them understand that it is good to have all different kinds of friends. One very important thing to remember is that as parents we are never perfectly trained. There is not an instruction manual to buy at the store on how to be the perfect parent. The good news is that many things we will learn along the way. We should ask for help from our spouse and rely on each other. As a couple, we can use the Spirit to ask for help from our Heavenly Father so we can choose what is right. With twins, there will be many long nights without sleep and days when you want to cry. That is why love and patience are essential.

2. When it is time to be evaluated by your teachers or professors, you want them to remember you, and remember you in a positive way. As an experienced student, I know how to make a good impression on your course instructors. If you follow these fundamental steps, it should help. First, before you go to class, you need to do all of the assigned homework and reading. Good preparation will help you to follow the teachers more easily, ask intelligent questions, and keep up with the class. Second, arrive to class a few minutes early. That way you can get a good seat and have enough time to get organized. You want to be ready so that you will not disturb the teacher and your classmates while the class is going on. For the same reason, you should also turn off your cell phone as you are getting ready. Next, always participate actively throughout the lesson. You need to make eye contact with your instructor. Take notes. If there is something that you don't understand, wait for an appropriate time to ask about it. Finally, when the class ends, remain seated. Take a few minutes to collect your homework and make last-minute additions to your notes. If you still have questions, talk to your teacher in the classroom or you can send an email or clear up the confusion by going to the teacher's office. If you follow these steps in all of your courses, you will do better on your tests, and you will be ready to get the good grades that you deserve.



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# Revising

## Review: Thesis - Controlling Ideas

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The **thesis** states the main idea, or focus, of the essay. The rest of the essay should give evidence and explanations that show why or how your thesis is true.

In order to focus your main idea, a thesis may also include controlling ideas. **Controlling ideas** control, or limit, the amount of information that you will write about the topic in your essay. A body paragraph will then be written about each listed controlling idea.

However, listing the controlling ideas in your thesis is **optional**. You may choose to state or imply them:

- *may **state** controlling ideas (e.g., "The three most popular sports in the United States are baseball, American football, and basketball.").*
- *may **imply** controlling ideas (e.g., "There are three popular sports in the United States.").*
- REVIEW: Body Paragraphs - SS and CS

The body paragraphs for your classification essay each need to contain descriptions of the topic's categories. Remember, the topic should be divided into three or more categories. Also, make sure each body paragraph is complete with a topic sentence, supporting sentences, and a concluding sentence.

Don't forget to develop your body paragraphs well, so the reader can understand the ideas being discussed. Here is a suggestion for developing your body paragraph. However, each step for writing supporting sentences may not always apply to all essay types:

1. State the topic and controlling idea being presented (topic sentence).
2. Write your supporting
  - a. Define the controlling
  - b. Describe the idea in more
  - c. Explain how it works,
  - d. Apply the idea to a context by giving
3. Restate the controlling idea of the paragraph (concluding sentence).

## Supporting Sentences

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Your body paragraph needs to describe the controlling idea presented in your topic sentence. The sentences that explain your topic sentence are called supporting sentences. You can have many types of supporting sentences. Supporting sentences can give examples, explanations, details, descriptions, facts, reasons, etc.

Consider the following topic sentence: Another reason to travel is for business.

These are some examples of supporting sentences that could be used to develop a body paragraph about traveling for business:

- **Explain:** Nowadays, many businesses are international and require employees to collaborate. (Explains why someone may travel for business reasons.)
  - **Describe:** Once the employee arrives, they are able to assess the situation of the target business and adapt accordingly. (Describes the actions of a person traveling for business.)
  - **Give reasons:** Although technology provides some means of communication, face-to-face encounters allows for more freedom of expression and understanding of the business setting. (Gives a reason for why someone would travel instead of using technology to communicate.)
  - **Give facts:** In order to stay afloat in the business world, businesses must expand their influence and become worldwide. (Gives a fact about businesses related to travelling for business reasons.)
  - **Give examples:** For instance, McDonald's managers and CEOs are sent to new areas where the restaurants are being developed to help the area capture the concept of McDonald's and to succeed. (Gives an example of a business sending workers on a business trip.)
- Concluding Sentence

The last sentence in a body paragraph is your concluding sentence. Your concluding sentence should end your paragraph logically. Concluding sentences can restate the main idea of your paragraph, state an opinion, make a prediction, give advice, etc. New ideas should not be presented in your concluding sentence.

Again, consider the example topic sentence from before: Another reason to travel is for business.

Concluding sentences . . .

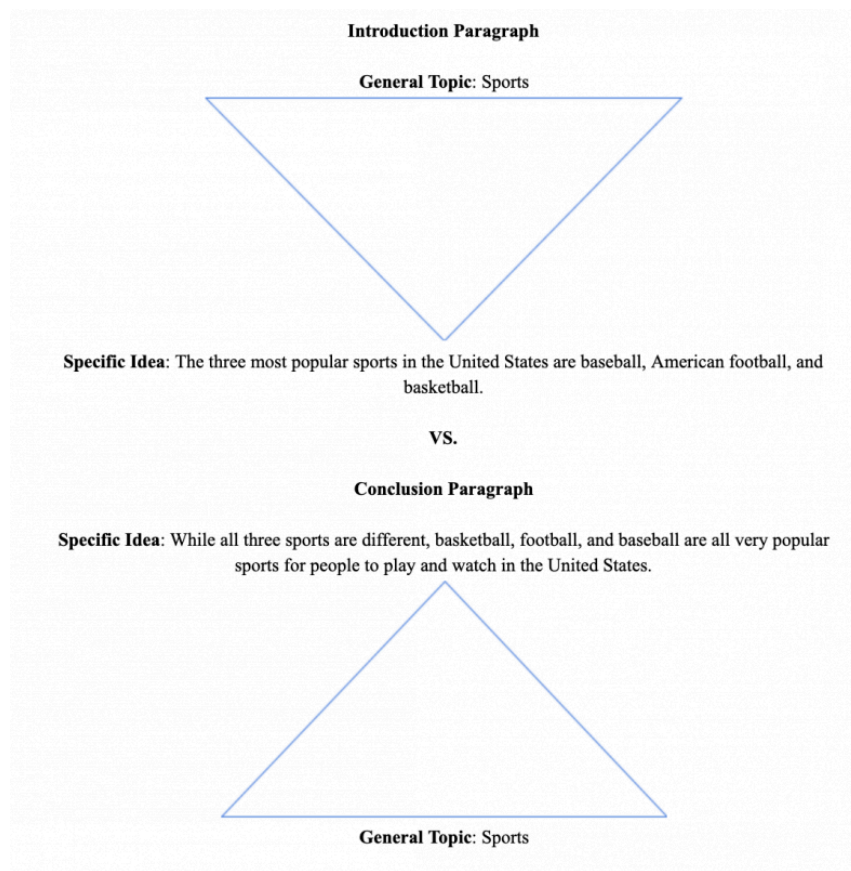
- **Restate the Main Idea:** Business is also a popular purpose for travelling.
- **State an Opinion:** Many people feel like travelling for business is the least enjoyable reason to travel.
- **Make a Prediction:** If you travel for business reasons, you will have a hard time seeing the place you are visiting.
- **Give advice:** When choosing a career, you should consider whether or not you are willing to travel for business.

## Review: Conclusion

---

Don't forget that your conclusion paragraph should logically conclude your essay, just like your concluding sentences logically conclude your body paragraphs. The conclusion paragraph should begin by restating your thesis, and then you should broaden back out to a general topic. End with a closing statement.

This paragraph looks like the reverse of your introduction paragraph, going from specific to general.



**Restate your thesis.** The first sentence of your concluding paragraph should restate your thesis.

Remember, in order to restate your thesis, the meaning of your thesis should not change, but the words need to. One way you can do this is by reversing the order of the clauses in your thesis. The clauses are also rephrased, rather than simply copying them and moving them. You can change some vocabulary words for synonyms or change the part of speech. Compare the thesis with the restatement below.

- **Thesis:** There are many reasons to travel; however, the three main reasons are for sightseeing, visiting, and business.
- **Restated Thesis:** Travelling to see famous sites, visit family or friends, and for business are all popular purposes for travelling the world.
- **Apply your thesis to general contexts.** Connect your thesis back to the general topics you mentioned in your introduction. You may invite the reader to make some change based on your essay or discuss possible actions that others should take.
- **Give a closing statement.** Your concluding statement is very similar to the concluding sentence of a body paragraph except that you will not restate your main idea at the very end of your paper. Your closing statement can be a prediction, suggestion, or opinion.

## Example: Conclusion Paragraph

In conclusion, travelling to see famous sites, visit family or friends, and for business are all popular purposes for travelling the world. No matter what ages, backgrounds, experiences we have, traveling has become an essential and inseparable part of our lives. It helps us experience different people's lives and to know more about the world. Whether you are travelling to Europe, Africa, Asia or South America, every continent and country has a unique culture, people, and food. No matter your reason for travelling, you will have a lot of fun. So start planning a trip today!

## Exercises

### Exercise 1: Identifying the parts of a thesis statement.

*Read each thesis statement. Circle the topic and underline the controlling ideas.*

1. There are many types of video games including adventure, strategy, and sport.
2. The most popular brands of cell phones are iPhone, LG, and Samsung.
3. There are two great instruments that people enjoy learning.
4. Bachata, country, and electronic are some of the many genres of dancing music.
5. The major types of watches are casual, smart, sport, and luxurious.
6. Fast food restaurants have a wide variety of types.
7. Books come in a plethora of genres such as fiction, non-fiction, and fantasy.
8. There are many reasons to travel; however, the three main reasons are for sightseeing, visiting, and business.

### Exercise 2: Evaluate thesis statements.

*With a partner share and discuss your thesis statements for your classification essays.*

Are they effective thesis statements? Why or why not?

### Exercise 3: Write supporting sentences.

*Read each topic sentence. Write 3-5 supporting sentences that support the topic sentence.*

1. Topic Sentence: iPhones are one of the most popular brands of cell phones.
2. Topic Sentence: Another type of restaurant is fast food.
3. Topic Sentence: People may travel to go sightseeing.

## Exercise 4: Identify concluding sentences.

*Choose the best concluding sentence to complete the paragraph.*

Rap is a present-day style of music that has gained great popularity among young people. This type of music is characterized by its rhythm with fast speech and no commitment to melody. The voice of the singer also does not matter. The singer, who performs this type of lyric, usually wears loose clothes inspired by basketball players' or prisoners' clothing. The main purpose of this type of music is to critique social or political conditions or to convey a public message to all people. It is the voice of people. It is the voice of the oppressed. It's also our voice because it tells the reality of each one of us and expresses our feelings and senses. Some of the most famous rappers include Akon, Eminem, Lil Wayne and Jay Z. People love their songs because of the messages that they give and the way that they inspire. \_\_\_\_\_.

1. As a result, the listeners are more motivated to take action and to take a stand.
2. For example, the rap group "Black Eyed Peas" sang a song entitled "Where is the love?" to emphasize the need for more tolerance and understanding.
3. Therefore, Rap is a very important type of music because of its influence and ability to change things for better or for worse.

The last film genre is documentaries. Documentary movies are nonfictional motion pictures that have the purpose of showing reality, giving instruction, educating, or informing. It is definitely a good way to show biographies of animals and people in order to share unknown information about them. A documentary can also be an excellent source of acquiring information for research about a specific subject. However, this kind of motion picture may not be as entertaining as others since it has a lot of information and details similar to a journal or sometimes a news report. Example topics and titles of documentaries include "42 ways to kill Hitler", "The life and times of John F. Kennedy", and "Supersize Me". \_\_\_\_\_.

1. Many different subjects are focused on in documentaries.
2. Overall, the documentary genre of movies is a great way to learn and enjoy a film at the same time.
3. I especially like documentaries on other countries because I learn more about their food and culture.

One kind of shoe is sneakers. It is the most common style of shoe. The main use of sneakers is for exercising and running since they provide the needed support for your feet and the rest of your body. As a result, the most common people to wear sneakers are athletes because they are usually exercising every day. Thus, they are usually wearing sneakers. In contrast, normal people wear sneakers less often. Since sneakers are more casual, they are seldom worn to work or school. They are a less professional shoe, so they are looked down on as a part of a uniform in most of the world. Therefore, sneakers may not be the best choice of shoe for every occasion. \_\_\_\_\_.

1. However, sneakers are still a very comfortable and durable style of shoe.
2. Nowadays, however, they are being worn for more and more special occasions.
3. For example, you wouldn't want to wear sneakers to a fancy party.

## Exercise 5: Write concluding sentences

*Find the supporting sentences you wrote earlier for these topic sentences;*

- Topic Sentence: iPhones are one of the most popular brands of cell phones.
- Topic Sentence: Another type of restaurant is fast food.
- Topic Sentence: People may travel to go sightseeing.

Read each of the paragraphs you wrote to complete the topic sentences.

Now, write a concluding sentence for each paragraph.

## Exercise 6: Evaluate concluding sentences

*Now check the body paragraphs in your classification essay*

Make sure you included all three types of sentences:

- Topic Sentence
- Supporting Sentences
- Concluding Sentence

## Exercise 7: Write body paragraphs

*As a review of writing body paragraphs, write a complete body paragraph for each/one of the following theses. Don't forget to focus on only one controlling idea.*

- Three popular types of music today are rap, pop, and country.
- There are many reasons to travel; however, the three main reasons are for sightseeing, visiting, and business.
- The most popular genres of entertainment are fiction, romance, and suspense.
- The three most popular sports in the United States are baseball, American football, and basketball.

## Exercise 8: Restate thesis statements.

*Rewrite each thesis statement as you would at the beginning of a conclusion paragraph.*

1. Three popular types of music today are rap, pop, and country.
2. The most popular genres of entertainment are fiction, romance, and suspense.
3. The three most popular sports in the United States are baseball, American football, and basketball.

## Exercise 9: Give feedback.

*Read the student essay to complete this exercise.*

*Does the essay have all of the necessary parts? Discuss any revisions you would make to the essay with a partner.*

1. Label the introduction paragraph, the body paragraphs, and the conclusion paragraph.
2. Circle the hook.
3. What is the general topic of the essay?
4. Underline the thesis.
5. Underline each of the topic sentences.
6. Do each of the topic sentences support the thesis?
7. Does the conclusion paragraph begin with a restatement of the thesis? Does it end with a closing statement?

### Example Essay for Revisions: Types of sports

The United States is a world power when it comes to sports. It has many sports which are practiced and followed by thousands of fans throughout the country. The economic power generated by the most popular sports is enormous. The most popular sports generate a huge interest and entertainment is unique with all the star athletes of sports.

Football, basketball, baseball, boxing and soccer are the sports that attract the most attention. Their large number of fans support them, and the huge amounts of money these sports generate make them more influential. The level of performance is also very high.

Football in the United States is the most popular; however, in the rest of the world, it is not. Despite this, football is the biggest U.S. sport as well as the most seen and most practiced. Basketball is also a very important sport. It is an attractive and emotional game that generates passion and great emotions for fans. In contrast, baseball is a sport that over the years has positioned itself as the most played over all other sports. It was created in the United States, so the best baseball leagues can be found there.

Boxing is one of the oldest and most exciting sports. It is not a sport that works in a team, rather it is an individual sport. It generates a lot of controversy for its violence and the amount of hits involved. Soccer is the best sport in my opinion. It is also the most followed and practiced sport all over the world. It started in England and was perfected in Brazil. Soccer generates the highest excitement for its competitions and games, and its matches always have full stadiums.

In conclusion, the United States has many sports practiced and followed. The athletes with the highest skill play these sports. With the exception of soccer teams in the U.S., the sport leagues are growing and spreading more throughout Europe. The economy that generates these sports helps each country in many aspects by creating jobs and keeping young people active and exercising. All kinds of people can be entertained with these magnificent sports.



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# Timed Writing (Revising)

When you have a time limit, you do not have much time to review your work and make changes. However, even just 2-5 minutes at the end can make a big difference. Don't be tempted to submit an essay before the time ends when those remaining minutes could help you catch some easy to fix mistakes.

## Writing Revisions

---

Before you take a test with a timed writing question, look at feedback your writing teacher has given you on your writing.

- Has your teacher given you feedback on an organization mistake more than once?
- Have you been given comments about problems with developing and supporting ideas?
- Is there feedback that shows you that your ideas are not clear on the first draft?
- Does your teacher comment frequently about sentences being unconnected to the rest of the paragraph?

Use the feedback you have received in the past to focus the few minutes at the end of your time to look for the mistakes you have made in other first drafts. Timed writing is a first draft experience, so the feedback on first drafts is a good place to start. Meet with your teacher during office hours before a test to get tips for how to notice and fix those errors during the test.

## Grammar Revisions

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In addition to the writing feedback you have been given, take some time to review the feedback you get from your grammar teacher about your grammar accuracy in writing.

- Are there patterns of errors with specific grammar structures that you can look for?

Meet with your grammar teacher during office hours before to get tips for how to notice and fix those errors during a timed test. It might be as simple as checking that all of your sentences start with a capital letter or looking for subject-verb agreement. Knowing your common mistakes can help you to make quick changes.

## Exercises

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### Exercise 1: Review Feedback

*For this exercise, you will need to have access to recent feedback on your writing and/or grammar assignments.*

- What do the comments say about your organization, development, clarity, and unity?
- What types of grammar corrections do you frequently receive?

### Exercise 2: Timed Writing Practice

*You have 30 minutes to respond to this prompt. Your answer should be around 300 words long. Remember to save the last 5 minutes to check your writing.*

Prompt: Many companies now have the option to work in the office building or to work from home. Would you prefer to work in an office or from your home? Why do you think that option would be best for you?



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# Integrated Writing (Summary)

The purpose of most integrated writing (especially on the TOEFL writing task 1) is to compare and summarize. You are writing what you learn from different places and connecting the ideas. Your explanation of the reading and listening will be much shorter than the original. You will only have the most important and relevant information.

## Important & Relevant

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When you are summarizing the information from the sources, you must first decide what information is most important for understanding the topic. This means you need to think about the purpose you have for writing.

The information you choose needs to be connected to the prompt. The information should clearly support your ideas and make sense in the organization of your writing. Do not include something in your summary that is just *interesting* but not *important* and *relevant*.

- *Important*: A main idea or major detail from the source. This is something the author/speaker expects you to remember and understand.
- *Relevant*: It is connected to the prompt. Sometimes you will find information in the source that is interesting to you, but not important to the prompt. Focus your details.

	TOEFL Integrated	Class Integrated
Audience	The TOEFL raters want to see that you can explain each source as much as possible in the time limit. The listening is more important than the reading.	Does your reader need more information to understand your topic? What can you expect your reader to understand without you including it directly?
Your Writing	You cannot include any additional information from your background knowledge on the topic.	Your thesis and topic sentences will help you know if general or specific information is needed.
Content	There is always the same structure. There is a main idea. There are three major details in each source. The details either agree or disagree.	You need to decide if a very specific piece of knowledge (like a percentage or place name) is important to support <i>your</i> own ideas.

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# Writing the Summary

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When you write your summary, make a list of the ideas that were most important and relevant. Making that short list helps you to see the information simply.

In the TOEFL writing task 1, you should present the information in the same order that you see and hear it the original sources. You will compare each point in a paragraph.

In other integrated writing, you need to think about *where* the summary goes in a paragraph and *why* you want to include it. The summary should transition easily from your own sentences. This is easiest if the first point from the summary connects to the last idea in the sentence immediately before.

- ex. If my sentence before the summary is "One reason some Halloween and Día de los Muertos are different is their origins." Then your summary should begin with the idea of origins.

The purpose of the summary should be clear. What is the purpose of including that summary? What reason, detail, example, description, etc does it support?

- ex. If my sentence is "Reading the books is better than watching a movie version of the book," my summary should use information from a source that supports the idea of *better*. So, if my source explains that the books have more details and stronger characters than in movie versions, this would be a good point to use in my summary.

## Exercises

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### Exercise 1: Review

*Practice explaining the connection between writing a summary and integrated writing. If possible, share an example with the class.*

### Exercise 2: Integrated Writing Practice

*Watch the video and think about the "precept" the teacher shares with the students. Then click on the link and read. You will have 20 minutes to write your answer to the question below. You should have at least 100 words in your answer.*

Prompt: Kindness is something we all want children to develop. Why is learning kindness important when you are young? How does kindness continue to be important as an adult? Use at least one specific example from the reading to explain this concept.

Article: [Character Lab: Kindness](#)



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## More Writing Skills

Your writing needs to show good development, unity, and cohesion, in addition to being organized and accurate

Punctuation & Capitalization
Simple Sentences
Compound Sentences
Complex Sentences Part 1
Vocabulary
Grammar



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# Punctuation & Capitalization

## Punctuation

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Punctuation will help your writing flow and make it more understandable to the reader. Correct punctuation will keep your ideas organized. Only ONE punctuation mark is necessary at the end of each sentence.

### Period

After a complete sentence, you should use a period. You also need a space after the period before starting your next sentence.

### Comma

Commas are used for introductory words or phrases, before coordinating conjunctions, and between dependent and independent clauses. Commas should not be used in place of a period.

### Run-on Sentences

Punctuation is very important in English, and sentences need to be separated correctly. Run-on sentences happen when there is no punctuation dividing complete sentences.

## Capitalization

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When writing in English, there are certain words that we capitalize and others that we don't. To capitalize means that we use the uppercase form of a letter rather than the lower case. For example, the letter "P" is capitalized in the word "Provo"; however, it is lowercase in the word "popcorn".

### Basic Rules

1. First word of a sentence
  - **H**e sometimes forgets his homework.
2. The pronoun "I"
  - The last time **I** saw you was a year ago!
3. Proper nouns (people, places, organizations)
  - Let's go to **S**an **F**rancisco to see the **G**olden **G**ate **B**ridge.
4. Names of specific deities, religious figures, holy books, religions
  - Kenny is a **C**hristian, so he reads the **B**ible every day.
5. Title before a name
  - **M**ayor Goodway does her best to protect the town.

6. Sections of the country
  - I grew up in the **S**outh.
7. Days of the week, months of the years, holidays
  - This **M**onday is the first holiday in **S**eptember: **L**abor **D**ay.
8. Countries, nationalities, specific languages
  - Those students are from **F**rance and **S**witzerland; they speak **F**rench.

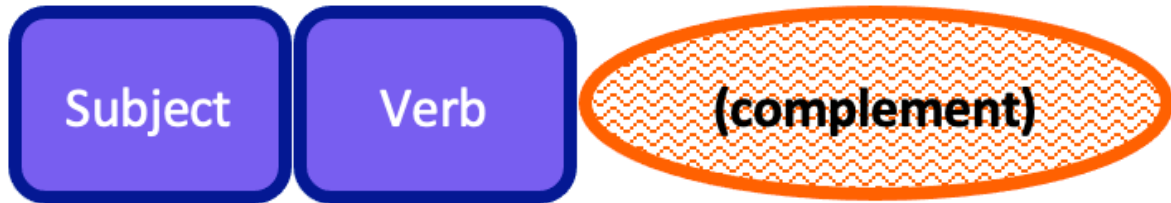


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# Simple Sentences

## Sentence Structure



A simple sentence must include a subject and a verb.

## Subjects

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Subjects are the nouns (person, place, thing) that *does* the verb.

- I sing.
- Ana shops.
- Emelie dances.
- The school is good.
- My house is blue.
- The store has clothes.

## Verbs

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The verb is the action or state.

- I sing.
- Ana shops.
- Emelie dances.
- The school is good.
- My house is blue.
- The car stops.

It is also possible to have two or more subjects and/or two or more verbs.

- I sing and dance.
- We see, hear, smell, taste, and feel.
- Ana and Emelie shop.
- Your parents, sister, and brother visit.

## Complement

---

A simple sentence can have a complement. The complement is a word or phrase that adds more information about a part of the sentence.

A simple sentence can have an object as a complement. The object is the noun that receives the action. A sentence can have two or more objects.

- We eat lunch.
- We eat lunch and dinner.
- Yuri buys clothes.
- Yuri buys clothes, shoes, and hats.
- They listen to music.
- The university has many students.
- My friend calls me.
- Charlie throws the ball to me.
- The book gives the instructions.

A simple sentence can also have other words or phrases as a complement. The other words or phrases might include adjectives, prepositions, or adverbs.

- We eat lunch quickly.
- Yuri buys clothes at the store.
- They listen to music on their phones.
- The university has many students.
- My friend calls me after class.
- The book gives the instructions to make cookies.

### Example 1



### Example 2



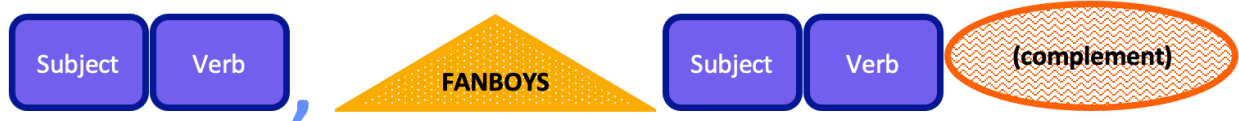
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# Compound Sentences

## Sentence Structure



## Independent Clauses

A simple sentence can also be called an independent clause. An independent clause is a subject and verb that is a complete idea. It does not need more information to complete the thought.

You can connect separate independent clauses (simple sentences) using a coordinating conjunction. Coordinating conjunctions are words that connect the two sentences together. You use them when the ideas in the sentences are connected.

- I have a dog, and I want another dog.

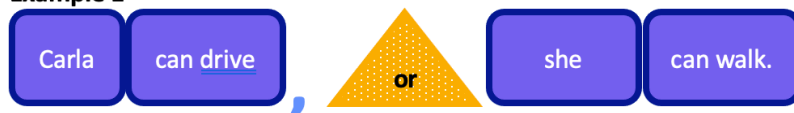
See that both sentences are complete. You can separate them with a period. However, the meaning of the sentences is connected, so you can use a coordinating conjunction to make the connection clear. When a sentence has more than one independent clause, it is called a compound sentence.

## Coordinating Conjunctions

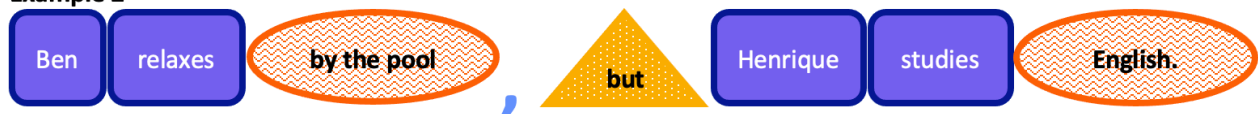
Coordinating conjunctions in English are *for, and, nor, but, or, yet, and so*. We often use the word *FANBOYS* to remember these words. When you use a coordinating conjunction (*FANBOYS*), you will use a comma before the second independent clause.

- F – Bring an umbrella, for it will rain this afternoon.
  - This word shows a cause or reason connection.
  - This is more formal and not common.
- A – Reading class is first, and writing class is second.
  - This word shows addition, time order, or cause/reason.
- N – I never liked broccoli, nor will I ever like it.
  - This shows that both clauses are not true or do not happen.
  - This is use more in formal English.
- B – Rei was late to class, but he did participate.
  - This shows a difference connection.
- O – My classmates are going to karaoke, or they are going bowling.
  - This word shows a choice between the clauses.
  - It is often used in questions.
- Y – I did the homework, yet I still have many questions.
  - This word is used like *but* to show a difference connection.
- S – We need money, so we will get jobs.
  - This conjunction shows a cause or reason connection like *for*.

#### Example 1



#### Example 2



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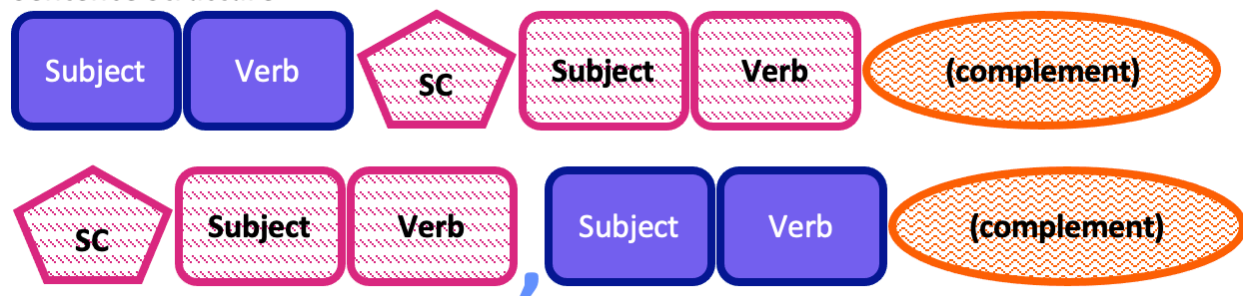
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# Complex Sentences Part 1

## Sentence Structure



## Dependent Clauses

A dependent clause is an idea that is not complete. It has a subject and verb, but it also has a word that requires more detail.

*Because* is a clear example of a word that makes an idea a dependent clause. A clause that begins with *because* cannot be used alone. You need to connect it to an independent clause for the idea to be complete.

- Because I don't like to swim. (*Incomplete*)
- Because I don't like to swim, I do not go to the pool. (*Complete*)

When a sentence has a dependent clause and an independent clause, it is called a complex sentence. There are many different types of dependent clauses. We use the different clauses to show different connections between ideas.

## Time Clauses

A specific type of dependent clause is a time clause. These clauses have a time word that requires more information to show the sequence of actions. Common time words are *after*, *before*, *when*, *while*, *whenever*, *since*, and *until*.

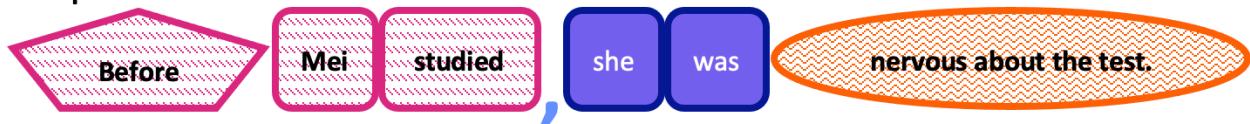
When you start a sentence with the dependent clause, you need a comma to connect the clauses.

- After – After she exercises, she goes to school.
  - The dependent clause is the first action in time.
- Before – Before I go to bed, I brush my teeth.
  - The dependent clause is the second action in time.
- When – When he drives, he listens to music.
  - The dependent clause is the first action in time.
- While – While I was studying at the ELC, I met my best friend.
  - The dependent clause started first but continues during the second action.
- Whenever – Whenever Bryan hears this song, he misses his home.
  - The dependent clause is the first action and causes the second action.
- Since – Since we started the semester, we have been classmates.
  - The dependent clause is the first action. The focus is on the period of time, usually between the first action and the present.
- Until – Until they graduate, they will need to focus on studying.
  - The dependent clause is the second action. The focus is on the period of time, usually between the present moment and the second action.

#### Example 1



#### Example 2



When you start the sentence with the independent clause, you do not need a comma to connect the sentences.

- After – She goes to school after she exercises.
- Before – I brush my teeth before I go to bed.
- When – He listens to music when he drives.
- While – I met my best friend while I was studying at the ELC.
- Whenever – He misses his home whenever Bryan hears this song.
- Since – We have been classmates since we started the semester.
- Until – They will need to focus on studying until they graduate.

#### Example 3



#### Example 4





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# Vocabulary

## Using Academic Vocabulary

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At a minimum, you need to know the meaning, the part of speech, and the collocates.

### Meaning

Make sure you know what words mean. Sometimes when you use words incorrectly, it is because you don't fully understand what it means.

### Part of Speech

After you know what a word means, you also need to know what part of speech it is.

A noun...

*...is a person, place, thing, or idea.*

*...can be described with adjectives.*

*...frequently follows determiners (e.g., a, an, the).*

A verb...

*...is a word that shows action.*

*...can be described with adverbs.*

*...frequently follow subjects (or come before objects).*

*...is the only type of word that can be changed to show past or future tense.*

An adjective...

*...is a word that describes a noun.*

*...usually comes before a noun or after a verb like "be."*

An adverb...

*...is a word that describes verbs, adjectives, and sentences.*

*...can be in many different places in a sentence.*

### Collocations

A collocation is a word that is frequently used with another word. Sometimes when you use academic vocabulary, your teacher will tell you that you have a "word choice" error or your roommate may tell you that it "sounds funny." That is often because you used a word that is not a collocate. You should memorize a couple of collocates with each new word you learn.

You can find lists of collocates on the LEAP dashboard, [wordandphrase.info](http://wordandphrase.info), in collocation dictionaries, and sometimes in your other textbooks. Using these lists while you make sentences will help you remember the words. Use the practice as a chance to memorize the collocations, rather than worrying about finding lots of other ways to use the word.



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# Grammar

## Common Grammatical Errors

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### Fragments (missing subjects and verbs)

Subjects are necessary in English, so they always need to be mentioned before the verb. Be careful with phrases that begin a sentence: introductory phrases are not subjects. Also, the subject only needs to be stated once (My mother she bought some flowers from the store.). Do not put the subject in the object position: ~~Was difficult the test~~ = The test was difficult.

### Using "It"

"It" is a pronoun used to fill the subject space when another noun or pronoun does not fit. For example, we do not say, "Was cold today." The correct sentence would be "It was cold today."

### Subject-Verb Agreement

It is important for the subject and verb of your sentence to match. This is especially problematic with third-person singular in simple present. An "s" is added to the verb to make it agree with the subject.

### Count and Noncount Nouns

English has count nouns (can be plural) and noncount nouns (cannot be plural). Some common **noncount nouns** are *homework, advice, fruit, bread, news, and water*.

## Audience

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Depending on the purpose of your writing, your audience may change. As your audience changes, the language that you use, especially the pronouns you use, in your writing should also change. For example, when telling a personal story in a letter, you will utilize a lot of personal pronouns such as "I" or "me." In contrast, when writing instructions for how to do something, you would use pronouns like "you" to address the person following the instructions.

There are three main types of audience: first-person, second-person, and third-person.

### First-Person Pronouns

Contexts: personal story, letter, journal

Subject	Object	Possessive Adjective	Possessive Pronoun
---------	--------	-------------------------	-----------------------

<b>Singular</b>	I	me	my	mine
<b>Plural</b>	we	us	our	ours

## Second-Person Pronouns

Contexts: instructions, steps

	<b>Subject</b>	<b>Object</b>	<b>Possessive Adjective</b>	<b>Possessive Pronoun</b>
<b>Singular</b>	you	you	your	yours
<b>Plural</b>	you	you	your	yours

## Second-Person Pronouns

Contexts: third-person story, academic

	<b>Subject</b>	<b>Object</b>	<b>Possessive Adjective</b>	<b>Possessive Pronoun</b>
<b>Singular</b>	he/she/it	him/her/it	his/her/its	his/hers/its
<b>Plural</b>	they	them	their	theirs

## Things to Remember

### *You vs. Your*

"You" is the subject/object pronoun and does not come before nouns. "Your" is a possessive adjective and is placed before a noun.

For example:

**You** should always ask someone to read over your essay before submitting it.

**You**, in the example sentence, is referring to the subject of the sentence, the person who should be having their paper read over.

**Your**, on the other hand, is connected to the noun essay. It is showing that the essay is the possession of the subject, you, in the sentence.

## Pronoun Reference

Your pronouns need to stay the same. If you start with one pronoun, you should not change it. Also, make sure your pronoun matches the noun it refers to.

## Word Forms



Knowing the meaning of a word is just one part of truly mastering a word. Another important part of vocabulary mastery is knowing the different forms of the word. What does the word look like when it is being used as a noun? What about as a verb?

In most cases, the word will change slightly depending on the part of speech being used. For example, the word *understand* is a verb; however, when used as a noun, it becomes *understanding*. Then, as an adjective it is *understandable*. The root of the word stays the same while the ending of the word changes according to the target part of speech.

Unfortunately, this is not always the case. Some words, like *level*, do not change with every part of speech. As both a noun and a verb, *level* stays the same. Also, the endings that are added to words when they do change, are not always the same for the same part of speech. For example, you add the *-ing* ending to the verb *understand* to make it a noun while you add the *-ance* ending to the verb *rely* to make it a noun, *reliance*.

As a result, there are no set rules for knowing when a word changes or how to change it. The different forms of a word just need to be memorized. Luckily, however, there are some common endings, suffixes, for each part of speech. These suffixes can be applied to a word to make it the target part of speech, and, through trial and error, the learner can find the best form for their context.

Noun Suffixes	Verb Suffixes	Adjective Suffixes	Adverb Suffixes
-sion/-tion: condition	-ate: indicate	-al: environmental	-ly: quickly
-ance/-ence: difference	-ize: recognize	-ive: effective	
-ment: development	-ify: identify	-ful: useful	
-ity: activity		-ic: specific	



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# Glossary

**Brainstorm:** making a list of all of your ideas about a topic and then finding patterns of organization and the ideas you want to develop

**Concluding sentence:** the final idea in a paragraph that effectively ends the discussion

**Organization:** focuses, limits, or controls the topic to make it more specific (ex. sandwiches > the best type of sandwich)

**Drafted writing:** the focus is on the process of writing, meaning that the writer will make many different versions of the writing in order to improve it

**Organization:** a group of paragraphs connected to the same topic and organized to present a big idea by presenting it in detail

**Evaluate:** to look at something and decide if it is good or if it needs to change

**Feedback:** ideas someone gives for how to improve your writing after they finish reading it

**Formatting:** how you organize the words on the page, there are specific rules for formatting an essay in English (indentations, 12 point font, 1 inch margins, etc)

**Hook:** the first sentence in an essay that is used to make the reader interested and continue to read

**Outline:** the basic organization of the main idea and most important details and where they will be in the essay, this helps you to keep control of your essay

**Paragraph:** a group of sentences that are all connected by one topic and organized clearly, typically includes a topic sentence, supporting sentence, and concluding sentence

**Restate:** to say the same idea in a different way

**Supporting sentence:** follow the topic sentence and give reasons, examples, and explanations that explain it in more detail

**Timed writing:** the focus is on the what a writer can create with a time limit and without access to additional help

**Topic sentence:** the main idea for a paragraph, often the first sentence



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# Teachers' Guide

Teacher Notes
Activity Ideas
Answer Key



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# Teacher Notes

## Narrative Essay

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### Review

Depending on students' proficiency, it may be helpful to review a few grammar principles, structures, etc. for the essay type. The following are recommended to be briefly presented and practiced before writing the first draft and then going into more detail for subsequent drafts:

- Simple past
- Past continuous/progressive, past perfect
  - Check with the FC grammar teacher to see when these are being taught and practiced. If not being taught until later in the semester, you could skip these.
- Cohesive devices for time
  - Cohesive devices will probably be new for students. A brief explanation and then a list of time cohesive device examples and how they are used would be helpful.

## Descriptive Essays

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### Review

Depending on students' proficiency, it may be helpful to review a few grammar principles, structures, etc. for the essay type. The following are recommended to be briefly presented and practiced before writing the first draft and then going into more detail for subsequent drafts:

- Simple present
- Present continuous/progressive
  - Check with the FC grammar teacher to see when these are being taught and practiced. If not being taught until later in the semester, you could skip these.
- Word forms for adjectives and adverbs
  - This could also include a review of comparative and superlative.
- Cohesive devices
  - Descriptive essays use the basic, essay level cohesive devices (i.e., first, next, in conclusion). However, due to the purpose of the essay type, there will be few others. Instead, descriptive essays use more spatial cohesive devices, such as prepositions of location, to present the description.

### Revising Note:

Evaluate thesis statement group work. This is a great activity to adapt to your students' needs. You could choose thesis statements from their first drafts and discuss them as a class or focus on different aspects of their thesis statements in various activities.

**Revising Note:**

This would be a great time to review the revising section again (Writing Process). Depending on whether or not you choose to use the codes provided, you could use this time to review how to revise according to the codes. It would also be beneficial to take some time in class to go over common errors that you found in their first drafts and practice producing writing that is error free (e.g., word forms, punctuation, etc.). You could also incorporate some peer review in class. This can be done anonymously or by pairing students that you feel could help one another improve.

## Classification Essays

---

### Review

Depending on students' proficiency, it may be helpful to review a few grammar principles, structures, etc. for the essay type. The following are recommended to be briefly presented and practiced before writing the first draft and then going into more detail for subsequent drafts:

- Modals
  - Check with the FC grammar teacher to see when these are being taught and practiced. If not being taught until later in the semester, you could skip these.
- Audience and Pronouns
  - Since students are now more experienced, the idea of writing to a specific audience could be introduced (see the "Refining Writing" chapter). Teachers should also start encouraging students to move away from always writing in the first person and more toward the third person.
  - A review of pronouns and their different forms depending on their usage in the sentence may be helpful, especially pointing out the difference between a pronoun (i.e. mine) and a possessive adjective (i.e. my + ADJ.).
- Cohesive devices for type
  - Cohesive devices should now be familiar to students; however, a brief explanation and list of cohesive device examples and how they are used would be helpful, especially for transitioning from paragraph to paragraph. You could also point out that cohesive devices don't always have to be one word at the beginning; they could also be phrases or the language used.

**Revising Note:**

You could also gather thesis statements for all students and evaluate them as a class.

Yet again, this would be a great time to review the revising section from the Writing Process chapter. Depending on whether or not you choose to use the codes provided, you could use this time to review what the codes mean and how to revise accordingly. It would also be beneficial to take some time in class to go over common errors that you found in their first drafts and practice producing writing that is error free (e.g., word forms, punctuation, etc.).

## Summaries

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Make sure you give plenty of practice summarizing both reading and listening passages separately. Start with material a little below their level and then build toward more academic material. If the class is proficient enough, you could then build to writing integrated summaries of related reading and listening passages.





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# Activity Ideas

## Edit student production

Start the week with a story prompt. Collect stories and highlight the errors (don't fix them). Bring them back and have students work in pairs to try to correct the grammar.

## Time machine

Write a story as a class to describe a picture. Then, have students individually write the same story, but as if it happened yesterday.

## Story with pictures - Audience

Have students take four or five random magazine pictures and use all of the pictures to create a story. Assign them specific audiences to tell the story to or have them change the story to fit different audiences (e.g., children, friends, a professor).

## Charades

Have two students in the class act out a short scenario without any words or prompts. Have the students in the class write the story of what they think happened (10 minutes). Share stories and then have the two actors share their version last (the "real" version").

## Narrate a wordless cartoon - Pronouns and possessive adjectives

Show a cartoon without dialog. Have students write the story using only pronouns and possessive adjectives. Make sure the cartoon has multiple characters and objects for the students to discuss.

## Charades challenge

Students get the same words for three rounds, but it gets harder each time.

1. Round one: 40 seconds. Students can say anything except the word to describe it.
2. Round two: 30 seconds. Students can only say 1 word to describe the word.
3. Round three: 20 seconds. Students have to play charades (act out) the word.

## I spy

Students work in groups describing objects and trying to get their group members to guess the object. Students could choose objects from around the classroom or they could choose an object not present in class. This activity could also be used to practice the target vocabulary for the week.

## Mad libs

Give students a description containing blanks for missing words, typically adjectives and adverbs. Students then choose random words (adjectives and adverbs), in the specified part of speech, to complete the description. Students can then compare their stories and the different descriptions they've created with the same story.

## Mad libs - Pronouns and possessive adjectives

Give students a description or story containing blanks for missing words. Mad Libs are typically missing adjectives and adverbs but you can fill these in and take out pronouns and possessive adjectives for the blanks. Students then fill in the missing pronouns and possessive adjectives to complete the description or story. Students can then compare their responses they've created to make sure they used the write form of the word (pronoun and possessive adjective).

## Integrated writing

Watch a short clip of a story and have students write what happened.

## Integrated writing - Modals

Watch a short clip of someone falling or making a mistake. Have students write what they should have done using a variety of modals.

## Description activity

Bring candy, a picture, or an object for students to describe. Have them write a description of the item using all five senses. Students' writing could also focus on using present tense or present continuous to practice the target grammar for the essay type.

## Story with pictures

Have students take four or five random magazine pictures and use all of the pictures to create a story.

## Narrate a wordless cartoon

Show a cartoon without dialog. Have students write the story.

## Fractured fairy tales

Tell a story and have the students retell the story in writing from a different perspective (e.g., "The 3 Pigs" from the Wolf's point of view).

## Paper strip stories

Cut up pieces of an example essay or students' essays. You could cut them up by paragraph or sentences. Have students find the most logical way to arrange the parts of the essay. Students can then discuss what helped them order the essay. Also, they can discuss the essay's strengths and weaknesses.

## Paper strip stories - Pronouns and possessive adjectives

Cut a story into strips (or a cartoon into pictures). Have students find the most logical way to arrange the parts of the story. Once they have formed the story, have them write it down only using pronouns and possessive adjectives.

## Paper strip activity

Cut up pieces of an example essay or students' essays. You could cut them up by paragraph or sentences. Have students find the most logical way to arrange the parts of the essay. Students can then discuss what helped them order the essay. Also, they can discuss the essay's strengths and weaknesses. - modify slightly, have students focus on pronoun use and/or audience

## Classification activity

Bring candy, a picture, or an object for students that can be classified into a variety of groups. Have students write a description of at least one of the categories for the item. Students' writing could also focus on using modals, pronouns,

and possessive adjectives to practice the target grammar for the essay type.

## **Re-order a paragraph (revising activity that can be done on paper instead)**

The first week of the ELC was very busy! When the ELC emailed me, I read the names of my teachers. I went to BYU campus on Thursday to get my student ID card. On Tuesday, I had an interview with one of the teachers. We also played a game together after lunch. On Monday, I spent several hours in the computer lab taking tests. On Wednesday, all of the new students met in the gym for more orientation and lunch. On Friday, I received the results of my tests in an email from the ELC. Monday afternoon, I attended the ELC orientation in my native language. I was very tired by the end of the week, but I was ready to start my first semester at the ELC.

### **ANSWER KEY**

The first week of the ELC was very busy! On Monday, I spent several hours in the computer lab taking tests. Monday afternoon, I attended the ELC orientation in my native language. On Tuesday, I had an interview with one of the teachers. On Wednesday, all of the new students met in the gym for more orientation and lunch. We also played a game together after lunch. I went to BYU campus on Thursday to get my student ID card. On Friday, I received the results of my tests in an email from the ELC. When the ELC emailed me, I read the names of my teachers. I was very tired by the end of the week, but I was ready to start my first semester at the ELC.



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## **Answer Key**

## Organization

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### 1. Exercise: Identify the topic and the controlling idea

1. Christmas is the most important holiday for families in Mexico.
2. Playing sports is one of the most popular hobbies for college students.
3. My wedding day was the most memorable day of my life.
4. Learning English requires patience and practice.
5. Pizza is the most traditional dish in Chicago.

### 2. Exercise: Identify an effective topic sentence

1. D
2. A
3. C

### 3. Exercise: Write your own topic sentence (answers may vary)

1. Paragraph A
  1. Topic: an ideal teacher
  2. Controlling Idea: important qualities
  3. Example: A good teacher should be patient and passionate
2. Paragraph B
  1. Topic: courage
  2. Controlling Idea: definition
  3. Example: Courage is an essential quality.
3. Paragraph C
  1. Topic: YouTube
  2. Controlling Idea: why people spend time on it
  3. Example: YouTube can be very useful.

### 4. Exercise: Identify supporting sentences

1. A, B, E
2. C
3. B, E

### 5. Exercise: Identify supportig topic sentences

1. SS
2. TS
3. SS
4. SS
5. SS
6. TS
7. SS
8. SS
9. SS
10. TS



6. **Exercise: Write supporting sentences (answers may vary)**

1. You should compare prices between various apartment complexes. You should visit their website and complete your application. You should take your documents to the main office.
2. Healthy food will make your mind and body strong. Simply put a piece of fruit in your backpack every morning! Healthy eating doesn't require a lot of cooking since raw fruits and vegetables are so good for you.
3. Homework is a great tool for learning because it provides extra out-of-class practice. Practice is required to gain automatic use of the skills you learn. Homework lets you measure how well you understand something.

7. **Exercise: Identify concluding sentences**

1. C
2. A
3. C

8. **Exercise: Write concluding sentences**

1. Students should be patient when they practice these difficult grammar patterns.
2. Because it is so easy and healthy, you should make vegetables and rice.
3. If you visit the falls, you will see many tourists amazed by the beauty there.

9. **Exercise: Identify topic, supporting, and concluding sentences**

1. SS
2. TS
3. SS
4. SS
5. CS
6. SS
7. SS
8. CS
9. TS
10. SS

## Body Paragraphs

---

1. **Exercise: Write a topic sentence**

1. Answers will vary for both parts. Here is a possible topic sentence for part 1: Making a comfortable bedroom environment will make it easier to prevent sleep disorders.

## Conclusion Paragraphs

---

1. **Exercise: Practice restating (answers will vary)**

1. Anyone that wants perfect hair should use horse shampoo.
2. There are many obvious differences between boys and girls.
3. A few basic steps make it possible to learn Japanese.

2. **Exercise: Identify which paragraph**

1. Body paragraph
2. Conclusion
3. Introduction

# Introduction to Essays: Example Essay

---

## 1. Exercise: Identify the parts of an essay

1. Print this essay for students to mark on and discuss. No answer key provided.

## Prewriting

---

### 1. Exercise: Practice understanding the prompt

1. What are some benefits of learning English?
  1. descriptive/classification
  2. good results of learning English
  3. examples of benefits
2. Describe an influential person in your life. Why was the person important to you?
  1. descriptive
  2. a person that influenced you
  3. reasons why they are important to you
3. Do you agree or disagree with the following statement? Use reasons and examples to support your answer:  
Cell phones should not be used in class.
  1. opinion
  2. Should cell phones be used in class?
  3. reasons why agree or disagree

### 2. Exercise: Practice brainstorming

1. Answers will vary dramatically, no example provided

### 3. Exercise: Practice outlining

1. TH: English offers educational and vocational benefits.  
  
TS: English opens doors to education.  
  
TS: Getting a job is easier when you know English.
2. TH: My great aunt taught me many important lessons.  
  
TS: She taught me how to love others.  
  
TS: She also showed me how important it is to be patient.
3. TH: Cell phones should be banned in class.  
  
TS: Cell phones can be distracting to both the user and classmates who sit by them.  
  
TS: Cell phones should be banned because students often miss valuable practice when they use their phones for other things.

## Prewriting

---

1. Exercise: Brainstorm

1. Answers will vary significantly, no example provided

2. **Exercise: Write your thesis**

1. Answers will vary significantly, no example provided

3. **Exercise: Make an outline**

1. Answers will vary significantly, no example provided

## Revising

---

### 1. **Exercise: Write and identify hooks (Hooks and types of hooks will vary. However, the general topics should be the same.)**

#### 1. Paragraph 1

Hook: How do you prefer to study?

Type: question

Topic: studying

#### 2. Paragraph 2

Hook: College is a natural step for many seniors.

Type: fact

Topic: plans after graduation

#### 3. Paragraph 3

Hook: Everybody experiences emotional moments in their lives.

Type: fact

Topic: most emotional moment

### 2. **Exercise: Evaluate thesis statements**

1. Not effective, announces
2. Not effective, too general
3. Is effective, states main points
4. Not effective, too specific
5. Not effective, not a statement
6. Not effective, doesn't answer the prompt
7. Not effective, announces
8. Is effective, implies main points
9. Not effective, incomplete sentence
10. Not effective, too general

### 3. **Exercise: Re-order a paragraph**

1. The first week of the ELC was very busy! On Monday, I spent several hours in the computer lab taking tests. Monday afternoon, I attended the ELC orientation in my native language. On Tuesday, I had an interview with one of the teachers. On Wednesday, all of the new students met in the gym for more orientation and lunch. We also played a game together after lunch. I went to BYU campus on Thursday to get my student ID card. On Friday, I received the results of my tests in an email from the ELC. When the ELC emailed me, I read the names of my teachers. I was very tired by the end of the week, but I was ready to start my first semester at the ELC.

### 4. **Exercise: Check your essay**

1. Answers will vary significantly, no example provided

## Prewriting

---

1. **Exercise: List descriptive words for the five senses**

1. Answers will vary

2. **Exercise: Free-write about descriptive essay topic**

1. Answers will vary

3. **Exercise: Make an outline**

1. Answers will vary

# Revising

---

## 1. **Exercise: Evaluate thesis statements**

1. This is a great activity to adapt to your students' needs. You could choose thesis statements from their first drafts and discuss them as a class or focus on different aspects of their thesis statements in various activities.

## 2. **Exercise: Fill in the missing topic sentence (answers will vary, examples provided)**

1. Being in nature is very relaxing.
2. Studying in the library has many benefits.
3. Working alone is more efficient.

## 3. **Exercise: Identify supporting sentences**

1. B
2. B, C
3. A, C

## 4. **Exercise: Fill in the concluding sentence (answers will vary, examples provided)**

1. Determination separates excellent students from others.
2. Therefore, having a positive outlook creates the ideal life.
3. Considering each of these aspects of service can help a restaurant be ideal.

## 5. **Exercise: Identify topic, supporting, and concluding sentences**

1. CS
2. SS
3. SS
4. SS
5. SS
6. TS
7. SS
8. SS
9. SS
10. SS

## 6. **Exercise: Organize a paragraph (original order in parentheses)**

1. Therefore, the quality and taste of the food defines the ideal restaurant. (10)
2. This is the moment you can check if this is the dish you chose on the menu. (7)
3. The menu is important because in it you can see the options for food, drinks, and dessert that you can choose. Great restaurants have a menu with many options. (4)
4. If the dish is as good as it looks, it makes you happy and satisfied to have chosen the dish on the menu. (8)
5. After having been seated, the first thing people do is look at the menu. (3)
6. Another feature of a great restaurant is that they serve delicious food. (1)
7. Once you have ordered, they bring you dishes. (6)
8. These varieties are good because when you go to the restaurant, you don't always want to eat the same dish or pay the same price. (5)
9. Delicious food is when it is fresh, the ingredients of the dish combine into a mixture of textures, and seasonings do not exceed the flavors of the ingredients. (2)
10. After you check if everything is okay, it's time to try the food and see if it surpasses your expectations because on the menu, the dishes look delicious, but at the table, sometimes they look different. (9)

## 7. **Exercise: Check your essay**

1. Answers will vary

## **Prewriting**

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### 1. **Exercise: Think about some topics that interest you**

1. Answers will vary, no examples provided.

### 2. **Exercise: Brainstorm to find a topic**

1. Answers will vary, no examples provided.

### 3. **Exercise: Make an outline**

1. Answers will vary, no examples provided.

## Revising

---

### 1. Exercise: Identifying the parts of a thesis statement (topic and controlling idea)

1. There are many types of video games including adventure, strategy, and sport.
2. The most popular brands of cell phones are iPhone, LG, and Samsung.
3. There are two great instruments that people enjoy learning.
4. Bachata, country, and electronic are some of the many genres of dancing music.
5. The major types of watches are casual, smart, sport, and luxurious.
6. Fast food restaurants have a wide variety of types.
7. Books come in a plethora of genres such as fiction, non-fiction, and fantasy.
8. There are many reasons to travel; however, the three main reasons are for sightseeing, visiting, and business.

### 2. Exercise: Evaluate thesis statements

1. Answers will vary, no examples provided.

### 3. Exercise: Writing supporting sentences

1. Many people choose iPhones for personal use. Also, businesses often choose iPhones for their employees to use. iPhones are popular because they sync to other devices easily.
2. Fast food restaurants serve food that is easy to prepare quickly. For example, sandwiches and small salads are easy to find at fast food restaurants. Fast food restaurants also sell fried foods that they can keep hot until someone orders it.
3. A majority of people like to visit famous places when they travel since it helps them get to know the area. When traveling to New York for the first time, for instance, you wouldn't want to miss going to see the Statue of Liberty. Sightseeing gives people something to look forward to on their trip.

### 4. Exercise: Identify concluding sentences

1. C
2. B
3. A

### 5. Exercise: Write concluding sentences

1. Answers will vary, no examples provided.

### 6. Exercise: Evaluate concluding sentences

1. Answers will vary, no examples provided.

### 7. Exercise: Write body paragraphs

1. Answers will vary, no examples provided.

### 8. Exercise: Restate thesis statements

1. In conclusion, rap, pop, and country are some popular, modern music styles.
2. In sum, suspense, romance, and fiction are the most popular entertainment genres.
3. Basketball, American football, and basketball are indeed the most popular sports in the U.S.

### 9. Exercise: Give feedback

1. Answers will vary, no examples provided.



## Development

---

### 1. Exercise: Evaluate development (answers may vary, examples provided)

#### 1. Paragraph 1

- Give an example of students using their phones to translate.
- Explain how cell phones help students study more effectively and quickly.
- Omit the sentence starting with "on the other hand . . ." to make it more focused.

#### Paragraph 2

- Explain how laying in bed is relaxing.
- Give more examples of where you can relax your body.
- Describe the environment more. Is it noisy, cluttered, etc.

#### Paragraph 3

- Explain how art can help students to relax and express their feelings.

#### Paragraph 4

- Explain why it is important to control your health.
- Relate the examples and explanation more to China.

## Unity

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### 1. Exercise: Evaluate unity

1. The perfect place to relax is nature. I love nature. It is green and quiet. When I go to a forest, nature, I feel amazing. There are no people, no voices, and it is peaceful. In other words, I love and feel very comfortable with nobody else around. However, I know that some people like noise and they may prefer to be with people in nature. They may feel better and good around people but not me. Imagine a place where there is a river, some beautiful trees, and a place to sit on the ground and look at the birds. The birds' songs travel from the sky to the ground and the silence of everything else fills your spirit. What else would you want? Everybody likes to feel peace. Peace comes in the quiet of nature.
2. Cellphones are tools that will help students in class. They can be useful for some students to research information about a topic of which they have no idea. At the same time, cellphones are useful for international students who need to translate some foreign words or explanations in their native language. We are in the twenty-first century, so technology should be used by students in class. This will help teachers to cover their curriculum easier and faster. Cellphones are one of the best tools of technology and are helpful and useful for students in class.
3. Comedies and cartoons are one of the most famous types of television shows. Many people are used to watching different types of shows of different levels of maturity. On the TV, when listing the show, it warns viewers of mature content and recommends an acceptable age of viewer. For example, there are shows targeted for children and adults. However, some programs are also suitable for every age like "Drake and Josh," a famous TV show that follows a family with a lot of problems. In addition, cartoon programs are another famous type of TV show. Many children like to watch cartoons because they are written for them and their interests. Some of these programs include "The Coyote" or "Bugs Bunny". These are old TV shows that have been transmitted worldwide to children for many years. For these reasons, comedies and cartoons are some of the most successful TV types in the world.

## Cohesion

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### 1. **Exercise: Practice cohesive devices (some can use more than one cohesive device)**

1. First
2. However
3. An example of OR Also
4. In addition
5. Both
6. Also
7. On the other hand
8. Finally
9. For instance
10. Likewise

### 2. **Exercise: Write with cohesive devices**

1. Answers will vary, no examples provided

### 3. **Exercise: Practice cohesive devices in context**

1. In my country, there is a natural monument called "the Citadelle Laferiere" that is very beautiful. It is very beautiful because it is a magnificent mountain top fortress. In addition, the natural monument has many beautiful different types of trees. For example, Citadelle Laferiere has both palm and coconut trees. Also, the view from the Citadelle Laferiere is very amazing. When you are at the top, you can watch the city of Millot. You can also see the beautiful river nearby. Therefore, Citadelle Laferiere is a wonderful place to visit.
2. There are many reasons why I think that professional athletes don't need to receive a lot of money. Professional sports are entertaining, but they are still only entertainment. The companies that are investing in professional sports only think about earning more money. For instance, there are many children who want to be athletes. However, the main reason they want to be athletes is because they can earn a lot of money. It's good that children want to do sports, but it's not ideal that they do it only for the money. To illustrate, this is my brother. He focused on sports and didn't think that it was important or necessary to study since he was hoping to become a professional athlete. Yet, he was never chosen and now has to work at a local fast food restaurant because he doesn't have any other skills. In sum, I agree with the opinion that professional athletes receive too much money.
3. If you want to find a good job, you need to follow certain steps. First, you need to know what kind of job you want. For example, if you know a lot about business, you will want to find a job related to business. Next, you have to make your resume. This is very important because all businesses look at this paper, and they choose whether or not you get the job depending on what you write there. In addition, you need to put all the important and impressive information about you on your resume: where you studied, what you know how to do, and every other important detail about you that you can give to the company. Then, when you finish, you need to go to the business's website, fill out an application, and upload your resume. You can also visit the business to ask for a job application. Finally, if you get an interview, you need to be quiet and tell the truth. Trust in yourself because they have all your information and wanted to interview you. As a result, if you follow these steps, you can find a good job and become more professional.

### 4. **Exercise: Write with cohesive devices**

1. Answers will vary, no examples provided

### 5. **Exercise: Evaluate your writing**

1. Answers will vary, no examples provided

## 1. Exercise: Write summaries (answers will vary, examples provided)

1. The best thing to do when taking care of twins is to have a lot of love and patience. One thing people need to take into account is personality differences. All parents of twins and fraternal twins know very well that their children are different people with different personalities. Even if two children look the same that does not mean that they are the same. A way that parents can help their twins feel more like individuals is to spend time with each twin separately. For children, it is vital that parents promote their independence. To accomplish this, take advantage of any occasion they have throughout the day. Some examples of this are tying their own shoes, encouraging them to play alone, and helping them understand that it is good to have all different kinds of friends. One very important thing to remember is that as parents we are never perfectly trained. There is not an instruction manual to buy at the store on how to be the perfect parent. The good news is that many things we will learn along the way. We should ask for help from our spouse and rely on each other. As a couple, we can use the Spirit to ask for help from our Heavenly Father so we can choose what is right. With twins, there will be many long nights without sleep and days when you want to cry. That is why love and patience are essential.
2. When it is time to be evaluated by your teachers or professors, you want them to remember you, and remember you in a positive way. As an experienced student, I know how to make a good impression on your course instructors. If you follow these fundamental steps, it should help. First, before you go to class, you need to do all of the assigned homework and reading. Good preparation will help you to follow the teachers more easily, ask intelligent questions, and keep up with the class. Second, arrive to class a few minutes early. That way you can get a good seat and have enough time to get organized. You want to be ready so that you will not disturb the teacher and your classmates while the class is going on. For the same reason, you should also turn off your cell phone as you are getting ready. Next, always participate actively throughout the lesson. You need to make eye contact with your instructor. Take notes. If there is something that you don't understand, wait for an appropriate time to ask about it. Finally, when the class ends, remain seated. Take a few minutes to collect your homework and make last-minute additions to your notes. If you still have questions, talk to your teacher in the classroom or you can send an email or clear up the confusion by going to the teacher's office. If you follow these steps in all of your courses, you will do better on your tests, and you will be ready to get the good grades that you deserve.



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