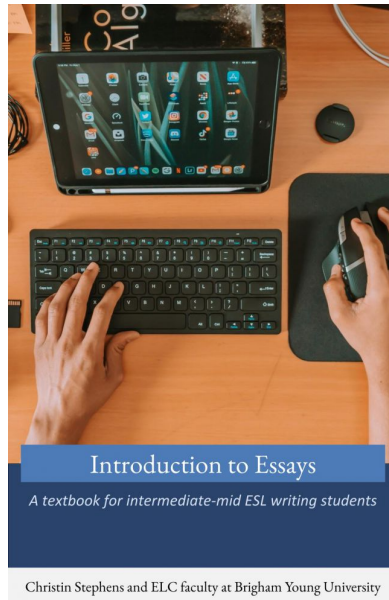


# Foundations C Writing Packet

## Introduction to Writing Essays



Version: 0.99

Built on: 11/02/2021 02:10pm

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# Audience

## Audience

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
Singular	I	me	my	mine
Plural	we	us	our	ours

## Second-Person Pronouns

Contexts: instructions, steps

	Subject	Object	Possessive Adjective	Possessive Pronoun
Singular	you	you	your	yours
Plural	you	you	your	yours

## Third-Person Pronouns

Contexts: third-person story, academic

	Subject	Object	Possessive Adjective	Possessive Pronoun
Singular	he	him	his	his
Plural	she	her	her	hers

	<b>Subject</b>	<b>Object</b>	<b>Possessive Adjective</b>	<b>Possessive Pronoun</b>
Singular	he/she/it	him/her/it	his/her/its	his/hers/its
Plural	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 pronoun 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

## 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.

<b>Noun Suffixes</b>	<b>Verb Suffixes</b>	<b>Adjective Suffixes</b>	<b>Adverb Suffixes</b>
-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	

# Punctuation & Capitalization

## Punctuation

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

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.



# Grammar

## Common Grammatical Errors

### 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*.

# Vocabulary

## Using Academic Vocabulary

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.

# Integrated Writing Task

The integrated writing task requires you to summarize and compare academic information. You should not include your opinion or experiences in your response to this task.

## Task format

You will have three minutes to **read** a passage about an academic topic. You should take notes about the main points that the author makes, but you do not need to write a lot because you will be able to see the reading again when it is time to write.

Then you will **listen** to a piece of an academic lecture that addresses the same topic that you read about. The professor that is speaking may have the same opinion as the author of the article you read, but the professor often has an opposing point of view. You need to take good notes during the listening. You can only listen one time. Make sure you listen for the main points you found in the reading.

You will have 20 minutes to **write** your response to the question.

Read the question carefully and address all the parts of the question:

### Example: TOEFL Integrated Writing Prompt

Summarize the points made in the lecture you just heard, explaining how they cast doubt on the contents of the reading.

In this example prompt, the primary task is to summarize the points made in the lecture. Then you should explain how they relate to points in the reading. Always answer both parts of the question.

**What is the topic?**

**This comes from the reading and the listening.**

**What type of writing?**

**An integrated summary**

**What is the focus?**

**The main points of the listening**

## Response format

Your answer will not look like a traditional essay because this task is not an essay. This task is a summary. In order to summarize the information they give you, you will typically need four paragraphs. The first paragraph will state 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 each focus

on a specific point that was addressed in both the reading and the listening. You do not need a conclusion paragraph. An effective response will have approximately 200 words.

Be careful in your response to focus the summary on the lecture, not the reading. You should not copy from the reading passage word-for-word.

## Scoring

In order to receive a high score on this section, you need to answer the question by writing about the important points from the reading and listening in a clear and accurate way.

## Strategy

Many students find it helpful to organize their notes with a T-Chart. On one side of the T-chart, write down the main points from the reading. On the other side of the T-Chart, write down the corresponding points found in the listening. Even though the reading passage reappears on your screen while you write, taking notes on the reading is important. It can help you focus during the listening and give you something to listen for.

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

Reading Passage	Lecture
<ol style="list-style-type: none"><li>1. People with poor eyesight may miscast their vote when voting on paper.</li><li>2. Counting votes for a paper-based voting system is time consuming and has a greater chance of mistakes since votes are counted by humans.</li><li>3. Many companies use similar systems everyday to count and input information, so a computerized voting system can be trusted.</li></ol>	<ol style="list-style-type: none"><li>1. Some people have a hard time using computers and may make more mistakes than they would on paper.</li><li>2. Computers are still programmed by humans and so human error is still possible. Also, the mistakes computers make could be greater since data can be lost entirely.</li><li>3. Similar computerized systems are used more frequently than they would be for a voting system. Since they're used more often, the mistakes are quickly found and fixed.</li></ol>

### **Example: Integrated Writing Question**

Summarize the points made in the lecture you just heard, explaining how they cast doubt on the contents of the reading.

### **Example: Integrated Writing Response**

The reading passage and lecture both discuss the topic of current voting systems. In the lecture, the speaker disagrees with the ideas in the reading. She believes that a computerized system is not the best replacement for the traditional, paper-based voting system.

First, both the reading and listening have the opinion that people could accidentally vote for the wrong candidate. According to the reading, people who have poor eyesight and cannot read the small writing in the traditional system cause problems by casting a wrong vote. The reading claims that a computerized system could decrease this problem. However, the professor in the lecture indicates that there are many people that struggle using computers, such as the elderly. Computers are not a regular need for them. Therefore, a computerized voting system would not make it better and could still result in miscasts.

Second, the issue of counting votes was discussed. The reading passage indicates that for the paper-based system, people have to count the votes, one by one. Thus, mistakes are inevitable. The result of a mistake is then a long and expensive recount. Therefore, to remove the possibility of human error, a computerized voting system would be better. However, the listening debated that the computerized voting program is made by humans. As a result, there could still be the possibility of human error in the programming. Furthermore, the mistakes caused by these errors would be far more serious than just a few miscounts. Also, there isn't a physical copy of the votes to recount. If votes are lost, they could be lost for good.

Finally, both passages discussed the risks of implementing a computerized system. The reading passage mentioned that some people may think it is too risky to use a computerized system, but a similar system has been used in other contexts, like with finances, where they are trusted and efficient. The lecture, however, indicates that a computerized voting system would not be used as often as it's used in other contexts. It may only be used once every two years resulting in less opportunities to catch and fix mistakes in the programming. As a result, the lecture states that a computerized system would not be fully trustworthy.

# Independent Writing Task

The independent writing task requires you to explain and defend a position.

## Task format

You will have thirty minutes to write an essay. Sometimes the prompt will ask you to choose from more than two options as you write your response. However, many times you need to choose the better of two options or choose one side of an argument. If you need to make this kind of a choice, make a clear choice instead of trying to defend both sides.

### Example: TOEFL Independent Writing Prompt

If you could change one important thing about your hometown, what would you change?

Use reasons and specific examples to support your answer.

**What is the topic?  
hometown?**

**What ONE thing would you change about your**

**What type of writing?**

**An opinion essay**

**What is the focus?**

**Reasons for why you would change it.**

## 1 Exercise: Understand the Independent Writing Prompt.

Read each essay prompt and answer the related questions.

1. Prompt: Nowadays, food has become easier to prepare. Has this change improved the way people live? *Use specific reasons and examples to support your answer.*

1. What is the topic of the essay?
2. What style of essay should you write?
3. What are the controlling ideas focused on?

2. Prompt: *Do you agree or disagree with the following statement?* Parents are the best teachers. *Use specific reasons and examples to support your answer.*

1. What is the topic of the essay?
2. What style of essay should you write?
3. What are the controlling ideas focused on?

3. Prompt: People attend college or university for many different reasons (for example, new experiences, career preparation, increased knowledge). Why do you think people attend college or university? *Use specific reasons and examples to support your answer.*

1. What is the topic of the essay?
2. What style of essay should you write?
3. What are the controlling ideas focused on?

## Response format

Your answer should look like a balanced essay. You should write a four or five paragraph essay with an introduction, body paragraphs, and a conclusion. Choosing the number of body paragraphs will depend on your ability to write fluently and develop your ideas. Typically, it is easier for students to develop their ideas if they choose to write two body paragraphs. Writing two developed body paragraphs is better than writing three underdeveloped body paragraphs. An effective response is usually around 300 words.

## Scoring

In order to receive a high score on this section, you need to answer the question with writing that is organized, developed, unified, and generally accurate.

## Strategy

Many students find it much easier to write their essay within the time limit by following this time sequence:



<b>30:00-27:00</b>	<b>Write your thesis and topic sentences</b>
<b>27:00-20:00</b>	<b>Write your first body paragraph</b>
<b>20:00-13:00</b>	<b>Write your second body paragraph</b>
<b>13:00-8:00</b>	<b>Write your introduction paragraph</b>
<b>8:00-3:00</b>	<b>Write your conclusion paragraph</b>
<b>3:00-0:00</b>	<b>Revise and edit your essay</b>

If you have never written an essay beginning with the body paragraphs, try it out and see if it is faster for you. Maximize the amount of time you are typing and minimize the amount of time you think without writing anything.

When you revise and edit, don't spend too much time trying to fix things you don't know. Read through to fix easy things, like spelling or typing errors. Then go through and check to make sure your subjects and verbs match (and that you don't have fragments). Don't be overly concerned about fixing prepositions or articles if you don't know how to fix them. Focus on fixing what you know you can fix. You may also take this time to add academic words that would make your writing more clear.

**Can I use "I" in my answer?** Yes. The TOEFL rubric does not penalize you for using personal pronouns. While you are not graded on your formality, you are graded on your accuracy, and if it is easier to be accurate with your grammar using personal pronouns and examples, do it! For academic college writing, many professors will ask you to avoid personal pronouns, so you may need to clarify with your instructor what you should use in your essays for class.

### **Example: TOEFL Independent Writing Prompts**

- Do you agree or disagree with the following statement? Television has destroyed communication among friends and family. Use specific reasons and examples to support your answer.
- "When people succeed, it is because of hard work. Luck has nothing to do with success." Do you agree or disagree with the quotation above? Use specific reasons and examples to explain your position.
- How do movies or television influence people's behavior? Use reasons and specific examples to support your answer.

### **Example: TOEFL Independent Writing Question**

*Do you agree or disagree with the following statement? Use examples and reasons to support your position.*

A university education should be provided free of charge to all interested students.

### **Example: TOEFL Independent Writing Response #1 (Good)**

Imagine a place without taxes. That would be amazing! We would save a little more money. How about a place without having to pay for a university education? Oh better! Most families start saving money for university for their children before their children are even born. I know a way with less weight on parents' shoulders. I should tell you that I think it is better to pay. Just think of paying for a

university education like a donation to the needs of school. The school needs the money to give service to the school and to pay teachers.

First, obviously the university needs service. Where else can they find the money to buy mops, soap, paper towels and paper? All of these things are needed for student's comfort. If they feel uncomfortable, they cannot study well. Imagine if they spend most of their day in school, if the floor isn't clean or the bathrooms are without paper, they will want to go. Another example, besides the cleanliness of schools, is the light of the classrooms sometimes needs to be replaced. Who is going to change it? They need people to change it, and we need to pay the school to support the people. For example, in Summer it's very hot and the air conditioner needs maintenance. Who is going to fix the air conditioner? The students? The teachers? Schools need people in charge of this area and these people need tools, ingredients, etc. Since universities need services, paying for university is not bad.

Also, the university has to have teachers. Paying for a university education is a way to help the school pay the wages of the teachers. Who wants to go to university without teachers? In that case, it is better to study at home. Teachers are part of the plan of education because they teach. As simple as that. The teachers prepare their classes with time to help students learn about what they need. They have more experience, and they also, in the past, went to university to become a teacher. It's a circle of doing the same thing over and over. They have existed for a long time, and they are good. Of course there are different types of teachers. It just depends on what they want to teach and what students want to learn. One more time, paying for a university education is a good way to support teachers.

In conclusion, I'm in favor of paying for a university education. Yes, I know they are expensive. Maybe they can lower the charge, but this is another topic.

### **Example: TOEFL Independent Writing Response #2 (Better)**

Is it right to spend public money on improving the capacity of people in our country? Some people think that each person needs to pay for their own education. If someone does not have the money, they can apply for a scholarship to go to a university. However, in my opinion, I think that a university education should be provided free of charge because of the need for equality and the rights of students.

First, a free university education provides equality for everyone. All of the social and economic classes will have the same opportunity to obtain a bachelor's degree. Students who are interested in changing their future will have the same possibility to do it with a free university education. Sometimes students can't attend universities because they do not have the money to pay for it. As a result, they are not able to attain a better paying job with benefits and are stuck in the same lifestyle. If students have the same opportunities to learn, whether or not they have money, it would create equality for all.

Second, a free university education should be the right of a student who really works hard for it. These types of students could be determined by requiring a starting exam for all students who would like to receive a free education. The government needs to be sure that they are paying for the right students. If the students illustrate the desired qualities, then they would have the right to receive a free university education. It is not fair for the government to pay for a university education for a student that does not want to put forth the effort required. Therefore, if the students are qualified, it should be their right to have access to a free education.

Free university education for students interested and qualified allows for equality and should be their right. The government can apply methods in order to determine who is fit to receive the free education. However, it should be a possibility so that students can have more control in shaping their futures.

## **2 Exercise: Analyze Example Responses**

Read over the two example responses for the prompt "**Some people go right on to college after high school; others take a year or more off to work or travel. Which do you think is the better choice? State your position and support it with specific reasons and examples.**"

Even though they both are organized correctly into multiple paragraphs, what makes the second response better than the first?

### **Writing Response #1 (Good)**

There are a lot of decisions that you can make after high school. A lot of people prefer to go right into college, other people choose to take a break and travel around the world. I think the best decision that you can make is to go right into college. I would like to explain in two reasons why it is better to go to college after high school than travel. First, you can graduate and travel around the world after college. Second you can be a professional, make a lot of money and have the opportunity to do whatever you want wherever you want. If you want to have a great future and make a lot of money, it would be good for you to read the following explanations.

Graduating from college is an opportunity to be better. A lot of people feel confused after high school about what they need to do. The solution is to go right into college. If you look around you, there are more people with opportunities to travel after their graduation than people that want to travel for themselves. People who choose to graduate from college first also have more opportunities to succeed in life. For example, my cousin wanted to travel around the world, but he didn't have the opportunity to travel. So, he applied for college and in college he received a scholarship to travel to another country. If you want to be better or if you want to travel around the world, don't search anymore. Going right to college after high school is your solution.

Second, being a professional and making a lot of money is the best opportunity that you have to travel. This is why it is important to go to college because you can have necessities to enjoy your life. When I was in high school, I thought that when I finished, I would travel, but I realized that if I didn't work, I couldn't travel because I didn't have the money to travel. So, I went to college and after that I found a job and made money. As a result, I have been able to travel to a lot of countries. College is the door to know the world. There is a study that says "most of the people that go to college can have the opportunity to find a job and be better in their lives, be successful." If you want to be a professional and earn a lot of money, go to college after high school. You will enjoy your time there and I promise that you will have a better job and make more money than the other people that don't have an education.

### **Writing Response #2 (Better)**

High school is a big moment in our lives. When we finish this moment in our lives, we need to be ready for the next chapter. Deciding what this will be can be difficult. Our family situations may

influence our decisions, but overall, when we graduate, we need to make the decision: What will we do after high school? Some people go right into college while other people take a year or more off to work and travel to different countries. In my opinion, it is better to take time off in order to save money for tuition and to have time to visit other countries.

First, some people take a year or more off to work and save money for tuition. Every situation is different. When I finished high school, I wanted to move to the USA and go to college, but money was a big factor. College in the USA is expensive for international students. As a result, I worked for almost two years to save money for tuition, rent and food for three years of college. Working and saving money can help you to be more independent in your life and to focus more on school when you finally go. Therefore, I think it is better to take time to work and save rather than going straight to college.

Second, some people take a year or more off to travel around the world. During the time that I was working before attending college, I had the opportunity to travel to different places. When I went to these different places, I had the opportunity to learn about different cultures and to see how beautiful the world is. It is not good to just work and work all the time; you need to take a break and be happy, too. Taking the two years off helped me to understand myself a little more and helped me to be closer to my family and friends around the world.

In conclusion, taking a year or more off to travel can help you to save money for the next three to five years of college and to have the opportunity to visit different parts of the world.

# 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

# Teachers' Guide

# 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.

# Answer Key

# Paragraphs AK

## The answer key for the textbook section on paragraphs

### Organization

#### **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.

#### **Exercise: Identify an effective topic sentence**

1. D
2. A
3. C

#### **Exercise: Write your own topic sentence (answers may vary)**

1. Paragraph A
  - a. Topic: an ideal teacher
  - b. Controlling Idea: important qualities
  - c. Example: A good teacher should be patient and passionate
2. Paragraph B
  - a. Topic: courage
  - b. Controlling Idea: definition
  - c. Example: Courage is an essential quality.
3. Paragraph C
  - a. Topic: YouTube
  - b. Controlling Idea: why people spend time on it
  - c. Example: YouTube can be very useful.

#### **Exercise: Identify supporting sentences**

1. A, B, E
2. C
3. B, E

#### **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

**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.

**Exercise: Identify concluding sentences**

1. C
2. A
3. C

**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.

**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

# Introduction to Essays AK

## Body Paragraphs

### **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

### **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.

### **Exercise: Identify which paragraph**

1. Body paragraph
2. Conclusion
3. Introduction

## Introduction to Essays: Example Essay

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

1. Print this essay for students to mark on and discuss. No answer key provided.

# The Writing Process AK

## Prewriting

### **Exercise: Practice understanding the prompt**

1. What are some benefits of learning English?
  - a. descriptive/classification
  - b. good results of learning English
  - c. examples of benefits
2. Describe an influential person in your life. Why was the person important to you?
  - a. descriptive
  - b. a person that influenced you
  - c. 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.
  - a. opinion
  - b. Should cell phones be used in class?
  - c. reasons why agree or disagree

### **Exercise: Practice brainstorming**

1. Answers will vary dramatically, no example provided

### **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.

# Narrative Essays AK

## Prewriting

### **Exercise: Brainstorm**

1. Answers will vary significantly, no example provided

### **Exercise: Write your thesis**

1. Answers will vary significantly, no example provided

### **Exercise: Make an outline**

1. Answers will vary significantly, no example provided

## Revising

### **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

**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

**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.**

**Exercise: Check your essay**

1. Answers will vary significantly, no example provided

# Descriptive Essays AK

## Prewriting

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

1. Answers will vary

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

1. Answers will vary

### **Exercise: Make an outline**

1. Answers will vary

## Revising

### **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.**

### **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.

### **Exercise: Identify supporting sentences**

1. B
2. B, C
3. A, C

### **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.

**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

**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)**

**Exercise: Check your essay**

1. Answers will vary

# Classification Essays AK

## Prewriting

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

1. Answers will vary, no examples provided.

### **Exercise: Brainstorm to find a topic**

1. Answers will vary, no examples provided.

### **Exercise: Make an outline**

1. Answers will vary, no examples provided.

## Revising

### **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.

### **Exercise: Evaluate thesis statements**

1. Answers will vary, no examples provided.

### **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.

**Exercise: Identify concluding sentences**

1. C
2. B
3. A

**Exercise: Write concluding sentences**

1. Answers will vary, no examples provided.

**Exercise: Evaluate concluding sentences**

1. Answers will vary, no examples provided.

**Exercise: Write body paragraphs**

1. Answers will vary, no examples provided.

**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.

**Exercise: Give feedback**

1. Answers will vary, no examples provided.

# Refining Writing AK

## Development

### **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

### **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

### **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

### **Exercise: Write with cohesive devices**

1. Answers will vary, no examples provided

### **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.

### **Exercise: Write with cohesive devices**

1. Answers will vary, no examples provided

### **Exercise: Evaluate your writing**

1. Answers will vary, no examples provided



# Summaries AK

## 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.

# Writing for the TOEFL AK

## Independent Writing Task

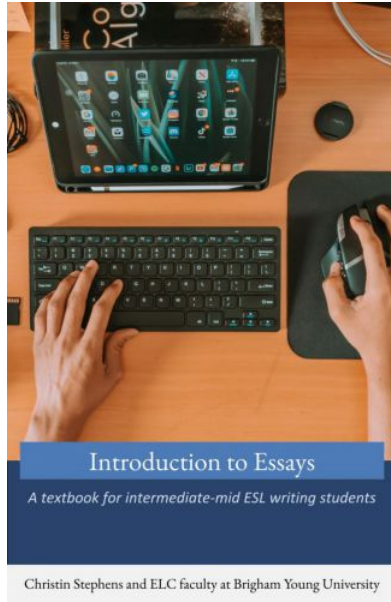
### **Exercise: Understand the independent writing prompt**

1. Prompt: Nowadays, food has become easier to prepare. Has this change improved the way people live? *Use specific reasons and examples to support your answer.*
  1. What is the topic of the essay? **Does easier food preparation equal improved living?**
  2. What style of essay should you write? **opinion**
  3. What are the controlling ideas focused on? **reasons for why or why not**
2. Prompt: *Do you agree or disagree with the following statement?* Parents are the best teachers. *Use specific reasons and examples to support your answer.*
  1. What is the topic of the essay? **Are parents good teachers?**
  2. What style of essay should you write? **opinion**
  3. What are the controlling ideas focused on? **reasons for why or why not**
3. Prompt: People attend college or university for many different reasons (for example, new experiences, career preparation, increased knowledge). Why do you think people attend college or university? *Use specific reasons and examples to support your answer.*
  1. What is the topic of the essay? **Why do people go to college?**
  2. What style of essay should you write? **opinion**
  3. What are the controlling ideas focused on? **reasons for why people go to college**

### **Exercise: Analyze example responses**

1. Answers will vary, no examples provided





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