

# **Lebow's**

## **EGL 212** (2020)

### **Materials**

### **Packet**





# Lebow's EGL 212-01

## Advanced Composition

### Materials Packet

Fall 2020



**Instructor:** Jeff Lebow **Office:** D571 **Email:** [bufslebow@gmail.com](mailto:bufslebow@gmail.com)

**Office Hours:** Wednesdays 2-5pm, **Course Site** >>> [writingbridges.com](http://writingbridges.com) and BUFS Eclass

**Reference Site:** [modernliteracies.com](http://modernliteracies.com) **Class Band:** <https://band.us/band/81007286>

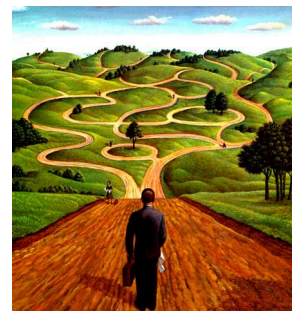
#### I. Description:

This course will reinforce basic aspects of the composition process. We will focus on both the mechanics and structure of writing. We will progress from sentence basics to paragraph structure to essay outlines. Students will write in and out of class and a variety of writing types will be assigned.

#### II. Course textbook/resources

There is **no textbook** for this course. Materials will be posted on the course website ([Writingbridges.com](http://Writingbridges.com)). Students will be required to post assignments on Google Docs. For on-campus classes, students are required to bring

- a smartphone, tablet, or laptop
- enough battery power
- at least 500MB of available storage space.
- pen/pencil and paper
- EGL 212 folder that contains all handouts



#### III. Instruction Methods:

In class activities will include a variety of writing exercises, conferences, example analysis. The use of technology will be an essential part of this course. Blogs and Google Docs will be used by students to create online portfolios. These will include most writing assignments which will allow students to self and peer-assess each other's work. We will use tools like Quizlet for self-study, and Naver Band and Quizziz for in-class activities and between-class communication.

#### IV. Grading

Students will be assessed according to the following criteria

<b>20% Attendance</b> <b>20% Participation</b>	<b>40% Assignments</b>	<b>10% Midterm</b> <b>10% Final Exam</b>
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Grades will be distributed based on the required university quotas: 50% A's, 50% B's or lower

The midterm and final exams will include an in-class quiz and writing task.

**Plagiarism** (intentional or not) will result in significant **loss of points** or possibly an 'F'.

#### If you are absent

- a) please check the Eclass for information about any assignments you are still expected to complete
- b) and you think it should be excused, show me official documentation in class AND send an email to [buflebow@gmail.com](mailto:buflebow@gmail.com) explaining your absence (if you think it should be excused).

Please make every effort to arrive on time (online or off). Those arriving more than five minutes late will be marked tardy. Students who start 'packing up' before class has been dismissed will also be marked tardy! Those more than 20 minutes late will be marked absent for that hour. Please do not engage in off-task phone usage. Feel free to speak with me (in person or via email) any time you have questions or concerns about this course.

## Error Correction Codes

<b>A</b>	missing or incorrect article or other determiner
<b>C</b>	collocation, words don't go together ( <del>did</del> a mistake > made a mistake)
<b>F</b>	inappropriate level of formality, too colloquial or casual
<b>G</b>	grammar issue
<b>L</b>	logic issue, something doesn't make sense
<b>M</b>	missing word or words
<b>MP</b>	major problems
<b>N</b>	Noun related (countable/uncountable, incorrect form, plural)
<b>NP</b>	lack of parallel structure
<b>NS</b>	not smooth
<b>P</b>	punctuation
<b>PH</b>	phrase related
<b>PR</b>	preposition
<b>R</b>	unclear reference (usually for a pronoun)
<b>RO</b>	run on sentence
<b>S</b>	sentence structure issue (not a complete sentence, strange word order, or sentences should be combined)
<b>SP</b>	spelling
<b>SV</b>	subject-verb agreement
<b>T</b>	transition issues (inappropriate conjunction, awkward transition. FANBOYS)
<b>U</b>	usage
<b>V</b>	verb related
<b>WF</b>	word form
<b>WO</b>	word order
<b>WC</b>	word choice, word is inappropriate or a better option is available
<b>X</b>	unnecessary, can be deleted without loss of meaning or new information
<b>?</b>	unclear meaning
<b>#</b>	number related - singular, plural

## Editing Checklist

- Is the document spell-checked?
- Does every sentence begin with a capital letter? Is 'I' always capitalized?
- Does every singular countable noun have an article or determiner?
- Do any sentences begin with a FANBOYS coordinating conjunction? (For, And, Nor, But, Or, Yet, So)
- Does every sentence have a subject and a verb? Do they agree?
- Do 'a, b, c' sentences use parallel structure? (e.g. reading, writing, and to speak)
- Are adjectives and adverbs as close as possible to the words they modify?

## Sentence Corrections with Error Code Examples

1	SV, A, WF	Everyone say that a job interview is highly <u>stressed</u> experience.
2	P MP NP	i usually do in my free time, sometime.. Go to the movie theater with my friend and watching movie and i like repair car
3	A SP	I'm living alone in studio apartment in 남산동
4	WC NS	After finishing the course as a 2 grade, I will take a year off and save money for using while traveling from doing part-time job for about 5 months.
5	PR V WC	All I did in January was just working in part-time job so I earned too much money that I achieved in my works.
6	V	I was lived in Suwon since this February.
7	P T WC PR	I will tell you interesting story about me. When i was in elementary school, i was in Busan by 4 grades but i went to go another school to Gimhae. So i graduated in Gimhae elementary school.
8	N SP V	When I was in High School, wze were not provided with much opportunities to speak in English, so I realised that my English speaking ability got deteriorated.
9	N V	Additionally, I want to work hard in every lectures and get grades that I would satisfy
10	R WO	My girlfriend and friend go usually to her house.
11	G WF	A few days ago, their cut new album, so, I am exciting and listening it all day long.
12	N S	I don't know why i like these genre just I like it.
13	WC SP S	I'm 24 years old, 3rd grade in BUFS. I live in 범어사, busan. Really near at our campus.
14	NP	I think that it is wasting time and exhaustion of physical strength.
15	G S	After 6 years, we moved to Kimhae, where it is also near to Busan, and grown up there for 6 years again.
16	V T	Recently I actually got hurt my ankle so I cannot play soccer for a while. But I hope that my ankle get better soon and can play soccer soon.
17	RO T	We were not fall in love at first sight. Love just like a magic, we imperceptibly fell in love with each other, so, then one night, I said to her: I think I am fall in love with you. And at that time I was really nervous, I am afraid that she refused me, if it is happen, it is really awkward.
18	# X P	I used to live near many friend, but since moved to busan, i have only a few friend.
19	F N	I gonna graduate two years.
20	RO T	So I thought he needed better owner who spends more time than me and I sent him to a guy whose house has yard far from here. And I visited him twice wondering he was fine.

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## WRITING MECHANICS

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### Basic Editing Checklist

Every time you write a document for this class, use the following checklist to catch potential errors, improve your writing, and help Jeff keep his sanity.



- Does every singular countable noun have an article or determiner?
- Do any sentences begin with a FANBOYS coordinating conjunction?
- Does every sentence begin with a capital letter? Is 'I' always capitalized?
- Is the document spell-checked?
- Does every sentence have a subject and a verb? Do they agree?
- Are adjectives and adverbs as close as possible to the words they modify?
- Do 'a, b, c' sentences use parallel structure? (e.g. reading, writing, and to speak)

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## Punctuation rules

### Capitalization

Rules	Example
Capitalize the <b>first word</b> in a sentence.	Another dog ran by the boy.
Capitalize <b>proper nouns</b> .	Billy, New York City, Miami Dolphins
Capitalize <b>geographic names</b> .	Indian Ocean, Hawaii, Empire State Building
Capitalize the <b>pronoun I</b> .	He asked if I wanted to read next.
Capitalize the names of <b>days</b> and <b>months</b> .	Tuesday, October
Capitalize the names of national, religious, and local <b>holidays</b> .	Memorial Day, Easter, Founder's Day
Capitalize <b>proper adjectives</b> .	French, Chinese
Capitalize <b>words</b> used as <b>names</b> .	Do you need help, Mother?
Capitalize <b>titles</b> used with names.	General Bradshaw, Mrs. Key, Chief Dann
Capitalize the <b>first word</b> in the <b>greeting</b> or <b>closing</b> of a <b>letter</b> .	Dear friends, Yours truly
Capitalize the <b>first, last, and all the main words</b> in the title of a book, movie, song,	<i>Harry Potter and the Sorcerer's Stone</i> , <i>"The National Anthem"</i>

## Periods

### 1. Ending Sentences

Use these to end [declarative sentences](#) and [imperative sentences](#).

- The sun is shining today.                      Open the door.

### 2. Abbreviations (shortened forms of words)

- I spoke with Sgt. Johnson about the troops.

## Question Marks

The punctuation rules for question marks are very simple. In fact, there is really only one rule!

### 1. Ending Sentences

These end [interrogative sentences](#). This kind of sentence asks a question. Any time you ask a question, end the sentence with a question mark.

- Should I use a question mark on this sentence? (Yes!)

## Exclamation Marks

### 1. Ending Sentences

Use these at the end of [exclamatory sentences](#) (sentences that show emotion).

- We won the game!

### 2. Interjections

You can use either an exclamation mark or a comma after an [interjection](#).

Yes! We won the game!

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## Comma Rules

Commas show your reader that there is a pause in the sentence they are reading. It seems as if commas have more punctuation rules than any other form of punctuation. I've narrowed it down to eight rules for you.

### 1. Commas After Introductory Words and Clauses

- Quietly, she ran past the sleeping man. ([adverbs](#))
- Wow, my sister came home from college. ([interjections](#))
- If I see your sister, I'll call you. ([subordinate adverb clauses](#))

### 2. Commas With Lists

When you list three or more things, use commas between the words.

- I would like grapes, apples, and cookies.                      Are we having fish, chicken, or beef for dinner?

### 3. Commas Between Multiple Modifiers (Adjectives & Adverbs)

- My new car ran quietly, quickly, and smoothly.
- I love this warm, fuzzy, pink sweater!                      It was a bright, sunny day.

### 4. Commas With Numbers

When a number is over 999, use commas to separate the numbers.

- I paid \$3,500 for my new boat.                      The house is \$600,000.

### 5. Commas With Dates and Addresses

- November 1, 2015                      I live in Saint Paul, Minnesota.
- Send the package to 5154 Smith Street, Los Angeles, California 92674.

### 6. Commas With Quotations

When you are quoting someone's exact speech, you must use quotation marks and a comma.

- My sister exclaimed, "You came home!"                      "I missed you," I said.

### 7. Commas Joining Independent Clauses

When you join two independent clauses, use a comma and a [coordinating conjunction](#). When you have two independent clauses joined only by a comma, it's called a comma splice. [You should avoid comma splices](#).

- I love cats, but I also love dogs.                      Can you come, or should I go?
- My sister had a ballet performance, and my brother had an orchestra concert.

### 8. Commas Setting Off Nonrestrictive (Nonessential) Elements

Nonrestrictive elements add information to the sentence, but they are not essential to the meaning of the sentence. We could remove them from the sentence, and the sentence would still make sense.

- My sister, a French teacher, lived in France for two years.
- Mike and Bri graduated from UWEC, my alma mater.

## Semicolons

Use these to separate two complete sentences that are closely related.

- I went to the play; my cousin was the main actor.

Watch me [diagram a sentence with a semicolon here](#).

## Colons

### 1. Introducing Lists

- There are three ways that I love to relax: reading magazines, practicing yoga, and taking baths.

### 2. Introducing Single Items

You can use a colon to introduce a single thing when you want to emphasize it.

- After shopping for eight hours, I finally found them: the perfect pair of jeans.

### 3. Between Two Complete Sentences

This is only a legit move if the second sentence states a logical consequence of whatever is stated in the first sentence.

- Jim ate brownies constantly: He gained seven pounds.

## Apostrophes

The punctuation rules for [apostrophes](#) are some of the most commonly misused punctuation rules ever. The rules are pretty simple. There are only three times when you should use apostrophes.

### 1. To Show Possession

When you want to make something possessive (to show ownership), use an apostrophe. \

- This is Mark's cat. (The cat belongs to Mark.)
- That is the television's remote control. (The remote control belongs to the television.)
- Don't ever go into the teachers' lounge. (The lounge belongs to the teachers.)

### 2. To Show Omission

Contractions use apostrophes to stand in the place of missing letters.

- I can't stand the smell of bananas! (can't = cannot)
- It's already five o'clock! (o'clock = of the clock)
- The students shouldn't use cell phones in class. (shouldn't = should not)

### 3. To Form Strange Plurals

Use apostrophes to make lowercase letters plural.

- Dot the i's and cross the t's.

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## Quotation Marks

If you're up for a laugh, the ["Blog" of "Unnecessary" Quotation Marks](#) has many funny misuses of quotation marks. Here are two times you should use quotation marks.

### 1. Quoting Exact Speech

Whenever you quote someone's exact speech, you must use quotation marks.

- The police officer said, "Where are you going?"
- "I'm going to work," I replied.

### 2. Titles

Use quotation marks to show the titles of magazine articles, chapters, short stories, essays, poems, and songs.

- "[Columbus](#)" is a great poem.
- Our homework tonight is to read Chapter 6, "The Lovely Rose Garden."
- Sydney sang "The Star Spangled Banner" at the football game.

# Articles & Determiners: Singular Countable Nouns CANNOT STAND ALONE!

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## Types of Determiners

1. Articles (a, an, the)
  - The indefinite articles a or an signal that the reference is non specific or general.
  - The definite article the signals that the reference is specific.
2. Possessive pronouns (my, our, your, his, her, its, their)
3. Relative pronouns (whose, which, whichever, what, whatever)
4. Demonstratives (this, these, that, those)
  - Singular: this and that
  - Plural: these and those
5. Indefinite pronouns (any, each, few, other, some, etc.)
6. Cardinal Numbers (one, two, three, etc.)
7. Ordinal Numbers (last, first, second, etc.)
8. Possessive proper nouns (Bob's, Sarah's, America's)

## Guide to using Determiners:

1. Generally, singular proper nouns do not use articles. However, plural and collective proper nouns generally use the article *the*.

Example: **England** is a great place to visit. (Not **The** England)  
**The Smith's** went to England for vacation.

2. Use *a* or *an* when referring to a nonspecific common noun. Remember to use *a* before a consonant sound and *an* before a vowel sound.

Example: John carried **a box** for Mrs. Jones.  
John dropped **an egg** on the floor.

3. Use *the* when referring to a specific common noun.

Example: Sarah drove **the dog** to Dr. Smith's office.

4. **Singular countable nouns cannot stand alone.** Use one of the following before singular countable nouns:

The articles *a, an, or the*

Example: Bob ordered **a book** and **a movie** from **the catalog**.

A possessive pronoun (*my, our, your, his, her, its, their*)

Example: I left **my book** at **their house**.

A relative pronoun (*whose, which, whichever, what, whatever*)

Example: **Whose** car is parked behind the building?

The singular demonstrative pronouns *this* or *that*

Example: **This summer** John agreed to cut down **that tree**.

An indefinite pronoun (*any, some, every, each, either, neither, other, another*)

Example: **Each student** is expected to attend **every class**.

A cardinal number (*one*)

Example: Sarah arranged for **one box** to be delivered.

An ordinal number (*last, (the) first, second, third, etc.*)

Example: John is the **first student** to arrive.

A possessive proper noun

Example: **Sarah's son** will graduate in May.



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## FANBOYS

Coordinating conjunctions always come between two clauses in order to connect them. These are two ideas that are related and can therefore be placed into one longer sentence.

**For:** Valdemort created horcruxes, for he sought to become immortal.

**And:** He was tired, and he had a headache.

**Nor:** I can't whistle, nor can I sing.

**But:** Tom studied a lot, but he didn't pass the test.

**Or:** He can buy the book, or he can borrow it from the library.

**Yet:** I ran fast as I could, yet I came in last.

**So:** I was hungry, so I ate some food.



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## Most/Some/Almost

- Most/Some (noun) general
- Most/Some of (specific group)
- Almost all (of the)...., none of the people.....

~~Most of people~~ like cute dogs. > Most people like cute dogs. Most of the people in this class like....

~~Almost students~~ don't enjoy studying grammar. Almost all students don't enjoy studying grammar.

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**Parallel Structure** is the rule that words or phrases in a series should be in the same form.

**Incorrect:** I like to swim, reading books, and to play video games.

**Correct:** I like to swim, read books, and play video games.

**Incorrect:** Marisa stopped at the grocery store, the bank and went to the library

**Correct:** Marissa stopped at the grocery store, the bank and the library.

**Incorrect:** This weekend I have to write an essay, do a book report and a video introduction.

**Correct:** This weekend I have to write an essay, do a book report and produce a video introduction.

**Incorrect:** Either she likes to see him or doesn't like seeing him.

**Correct:** Either she likes to see him or she doesn't like to see him.

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## Rules of Subject-Verb Agreement

1. If the subject is singular, the verb must be singular too.

**Example:** She writes every day.

2. If the subject is plural, the verb must also be plural.

**Example:** They write every day.

Sometimes, however, it seems a bit more complicated than this.

3. When the subject of the sentence is composed of two or more nouns or pronouns connected by *and*, use a plural verb.

**Example:** The doctoral student **and** the committee members write every day.

**Example:** The percentage of employees who called in sick **and** the number of employees who left their jobs within 2 years are reflective of the level of job satisfaction.

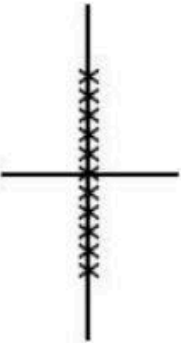


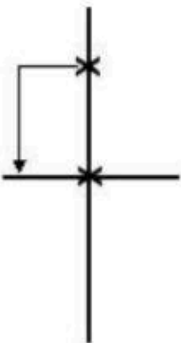

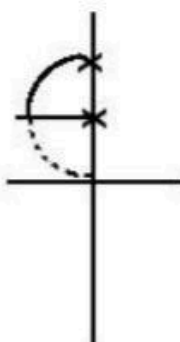
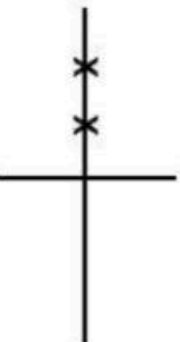
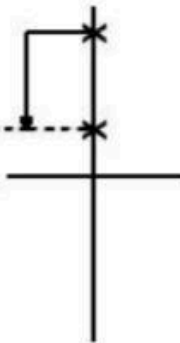

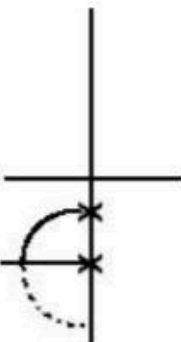
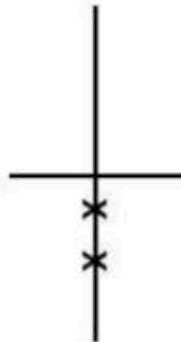
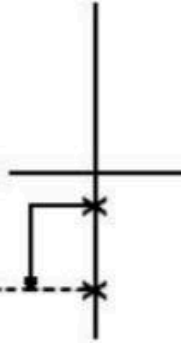
4. When there is one subject and more than one verb, the verbs throughout the sentence must agree with the subject.

**Example:** Interviews are one way to collect data and allow researchers to gain an in-depth understanding of participants.

**Example:** An assumption is something that is generally accepted as true and is an important consideration when conducting a doctoral study.

5. When a phrase comes between the subject and the verb, remember that the verb still agrees with the subject, not the noun or pronoun in the phrase following the subject of the sentence.  
**Example: The student**, as well as the committee members, is excited.  
**Example: The student** with all the Master's degrees is very motivated.  
**Example: Strategies** that the teacher uses to encourage classroom participation include using small groups and clarifying expectations.  
**Example: The focus** of the interviews was nine purposively selected participants.
6. When two or more singular nouns or pronouns are connected by *or* or *nor*, use a singular verb.  
**Example: The chairperson or the CEO** approves the proposal before proceeding.
7. When a compound subject contains both a singular and a plural noun or pronoun joined by *or* or *nor*, the verb should agree with the part of the subject that is closest to the verb. This is also called the rule of proximity.  
**Example: The student or the committee members** write every day.  
**Example: The committee members or the student** writes every day.
8. The words *each*, *each one*, *either*, *neither*, *everyone*, *everybody*, *anyone*, *anybody*, *nobody*, *somebody*, *someone*, and *no one* are singular and require a singular verb.  
**Example: Each** of the participants was willing to be recorded.  
**Example: Neither** alternative hypothesis was accepted.  
**Example: I** will offer a \$5 gift card to **everybody** who participates in the study.  
**Example: No one** was available to meet with me at the preferred times.
9. Noncount nouns take a singular verb.  
**Example: Education** is the key to success.  
**Example: Diabetes** affects many people around the world.  
**Example: The information** obtained from the business owners was relevant to the study.  
**Example: The research** I found on the topic was limited.
10. Some countable nouns in English such as *earnings*, *goods*, *odds*, *surroundings*, *proceeds*, *contents*, and *valuables* only have a plural form and take a plural verb.  
**Example: The earnings** for this quarter exceed expectations.  
**Example: The proceeds** from the sale go to support the homeless population in the city.  
**Example: Locally produced goods** have the advantage of shorter supply chains.
11. In sentences beginning with *there is* or *there are*, the subject follows the verb. Since *there* is not the subject, the verb agrees with what follows the verb.  
**Example: There** is little **administrative support**.  
**Example: There** are many **factors** affecting teacher retention.
12. Collective nouns are words that imply more than one person but are considered singular and take a singular verb. Some examples are *group*, *team*, *committee*, *family*, and *class*.  
**Example: The group** meets every week.  
**Example: The committee** agrees on the quality of the writing.

## Verb Tense Chart based on Azar

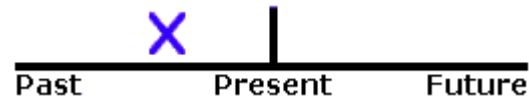
<p><b>simple present</b> I <b>study</b> every day. (habitual action – past to present to future)</p> 	<p><b>present continuous</b> I <b>am studying</b> right now. (action began in past, may continue into future)</p> 	<p><b>present perfect</b> I <b>have studied</b> Chapter 1. (past action with indefinite time span)</p> 	<p><b>present perfect continuous</b> I <b>have been studying</b> for two hours. (action began in past and continues until now)</p> 
<p><b>simple past</b> I <b>studied</b> last night. (action completed in the past)</p> 	<p><b>past continuous</b> I <b>was studying</b> when you called. (action begun in past, implies possible continuation after second past event)</p> 	<p><b>past perfect</b> I <b>had studied</b> drawing before I began to study painting. (past action completed before second past action)</p> 	<p><b>past perfect continuous</b> I <b>had been studying</b> for two hours when my friends came over. (past continuous action occurring when second past action occurred)</p> 
<p><b>simple future</b> I <b>will study</b> tomorrow. (action will occur in the future)</p> 	<p><b>future continuous</b> I <b>will be studying</b> when you arrive. (continuous future action will continue to happen when another future action occurs)</p> 	<p><b>future perfect</b> He <b>will have finished</b> reading by the time you arrive. (future action will be completed by time another future action occurs)</p> 	<p><b>future perfect continuous</b> I <b>will have been studying</b> for two hours by the time you arrive. (future continuous action will be happening when another future action occurs)</p> 

## Past Tense Verb Forms

### Simple Past [VERB+ed] or irregular verbs (watched, studied, ate)

#### USE 1 Completed Action in the Past

- I saw a movie yesterday.
- Last year, I traveled to Japan.



#### USE 2 Duration in Past

Simple Past can be used with a duration which starts and stops in the past. A duration is a longer action indicated by phrases such as: for two years, for five minutes, all day, etc.

- I lived in Brazil for two years.
- They sat at the beach all day.



#### USE 3 Past Facts or Generalizations

The Simple Past can also be used to describe past facts or generalizations which are no longer true. This use of the Simple Past is quite similar to the expression "used to."

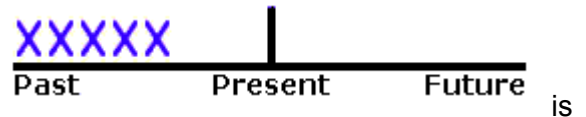
- She was shy as a child, but now she is very outgoing.
- Did you live in Texas when you were a kid?



### Used to - [used to + VERB]

**USE Habit in the Past**, "Used to" expresses the idea that something was an old habit that stopped in the past. It indicates that something was often repeated in the past, but it is not usually done now.:

- I used to start work at 9 o'clock.
- Christine used to eat meat, but now she is a vegetarian.



#### USE 2 Past Facts and Generalizations

"Used to" can also be used to talk about past facts or generalizations which are no longer true.

- I used to live in Paris.
- George used to be the best student in class, but now Lena is the best.



### "Used to" vs. Simple Past

Both Simple Past and "Used to" can be used to describe past habits, past facts and past generalizations; however, "used to" is preferred when emphasizing these forms of past repetition in positive sentences. On the other hand, when asking questions or making negative sentences, Simple Past is preferred.

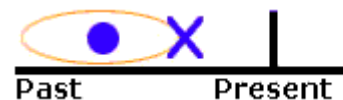
- You **used to play** the piano.
- **Did you play** the piano when you were young?
- You **did not play** the piano when you were young.

### Past Perfect [had + past participle]

#### USE 1 Completed Action Before Something in the Past

The Past Perfect expresses the idea that something occurred before another action in the past. It can also show that something happened before a specific time in the past.

- I did not have any money because I **had lost** my wallet.
- **Had** Susan ever **studied** Thai before she moved to Thailand?



#### USE 2 Duration Before Something in the Past

With Non-Continuous Verbs we use the Past Perfect to show that something started in the past and continued up until another action in the past.

- We **had had** that car for ten years before it broke down.
- They felt bad about selling the house because they **had owned** it for more than forty years



## Past Continuous [was/were + present participle]

### USE 1 Interrupted Action in the Past

Use the Past Continuous to indicate that a longer action in past was interrupted. The interruption is usually a shorter action in the Simple Past. Remember this can be a real interruption or just an interruption in time.

- I was watching TV when she called.
- When the phone rang, she was writing a letter.
- While we were having the picnic, it started to rain.



### USE 2 Parallel Actions

When you use the Past Continuous with two actions in the same sentence, it expresses the idea that both actions were happening at the same time. The actions are parallel.

- I was studying while he was making dinner.
- While Ellen was reading, Tim was watching television.
- I wasn't paying attention while I was writing the letter, so I made several mistakes.



### USE 3 Repetition and Irritation with "Always"

The Past Continuous with words such as "always" or "constantly" expresses the idea that something irritating or shocking often happened in the past. The concept is very similar to the expression "[used to](#)" but with negative emotion.

Remember to put the words "always" or "constantly" between "be" and "verb+ing."

- She was always coming to class late.
- He was constantly talking. He annoyed everyone.
- I didn't like them because they were always complaining.



## Past Perfect Continuous [had been + present participle]

### USE 1 Duration Before Something in the Past

We use the Past Perfect Continuous to show that something started in the past and continued up until another time in the past. "For five minutes" and "for two weeks" are both durations which can be used with the Past Perfect Continuous.

- They had been talking for over an hour before Tony arrived.
- She had been working at that company for three years when it went out of business.
- How long had you been waiting to get on the bus?



### USE 2 Cause of Something in the Past

Using the Past Perfect Continuous before another action in past is a good way to show cause and effect.

- Jason was tired because he had been jogging.
- Sam gained weight because he had been overeating.
- Betty failed the final test because she had not been attending class.



## Past Continuous vs. Past Perfect Continuous

If you do not include a duration such as "for five minutes," "for two weeks" or "since Friday," many English speakers choose to use the Past Continuous rather than the Past Perfect Continuous. Be careful because this can change the meaning of the sentence. Past Continuous emphasizes interrupted actions, whereas Past Perfect Continuous emphasizes a duration of time before something in the past.

- He was tired because he was exercising so hard.  
This sentence emphasizes that he was tired because he was exercising at that exact moment.
- He was tired because he had been exercising so hard.  
This sentence emphasizes that he was tired because he had been exercising over a period of time. It is possible that he was still exercising at that moment OR that he had just finished.

## Modal Verbs

Modals (also called modal verbs, modal auxiliary verbs, modal auxiliaries) are special verbs which behave irregularly in English. They are different from normal verbs like "work, play, visit..." They give additional information about the function of the main verb that follows it. They have a great variety of communicative functions. Here are some characteristics of modal verbs:

- They never change their form. You can't add "s", "ed", "ing"...
- They are always followed by an infinitive without "to" (e.i. the bare infinitive.)
- They are used to indicate modality allow speakers to express certainty, possibility, willingness, obligation, necessity, ability

### List of modal verbs

**can, could, may, might, will, would, shall, should, must**

The verbs or expressions **dare, ought to, had better, and need not** behave like modal auxiliaries to a large extent and may be added to the above list

Here is a list of modals with examples:

Modal Verb	Expressing	Example
must	Strong obligation	You must stop when the traffic lights turn red.
	logical conclusion / Certainty	He must be very tired. He's been working all day long.
must not	prohibition	You must not smoke in the hospital.
can	ability	I can swim.
	permission	Can I use your phone please?
	possibility	Smoking can cause cancer.
could	ability in the past	When I was younger I could run fast.
	polite permission	Excuse me, could I just say something?
	possibility	It could rain tomorrow!
may	permission	May I use your phone please?
	possibility, probability	It may rain tomorrow!
might	polite permission	Might I suggest an idea?
	possibility, probability	I might go on holiday to Australia next year.
need not	lack of necessity/absence of obligation	I need not buy tomatoes. There are plenty of tomatoes in the fridge.
should ought to	50 % obligation	I should / ought to see a doctor. I have a terrible headache.
	advice	You should / ought to revise your lessons
	logical conclusion	He should / ought to be very tired. He's been working all day long.
had better	advice	You'd better revise your lessons

## Non-count Nouns

Category	Examples
<b>Abstractions</b>	advice, courage, enjoyment, fun, grammar, help, honesty, information, intelligence, knowledge, luck, patience, progress, wealth, etc.
<b>Activities and Sports</b>	chess, homework, housework, music, reading, singing, sleeping, soccer, tennis, work, etc.
<b>Fields of Study</b>	biology, chemistry, diplomacy, engineering, linguistics, literature, nursing, etc.
<b>Food</b>	beef, bread, butter, fish, macaroni, meat, popcorn, pork, poultry, toast, etc.
<b>Gases</b>	air, exhaust, helium, oxygen, nitrogen, pollution, smog, smoke, steam, etc.
<b>Groups of Similar Items</b>	baggage, clothing, equipment, furniture, garbage, hardware, luggage, mail, money, software, vocabulary, etc.
<b>Languages</b>	Chinese, English, Japanese, Korean, Spanish, Vietnamese, etc.
<b>Liquids</b>	blood, coffee, gasoline, milk, oil, soup, syrup, tea, water, wine, etc.
<b>Natural Events</b>	darkness, electricity, gravity, heat, humidity, moonlight, rain, snow, sunshine, thunder, weather, etc.
<b>Materials</b>	aluminum, asphalt, chalk, cloth, concrete, cotton, glue, lumber, wood, wool, etc.
<b>Particles or Grains</b>	corn, dirt, dust, flour, hair, pepper, rice, salt, sugar, wheat, etc.

### Units of noncount nouns

<ul style="list-style-type: none"> <li>• a <b>bag</b> of flour   rice   gold dust</li> <li>• a <b>bar</b> of chocolate   gold   soap</li> <li>• a <b>bottle</b> of Coke   milk   water   wine</li> <li>• a <b>bowl</b> of cereal   rice   soup</li> <li>• a <b>box</b> of cereal   paper</li> <li>• a <b>can</b> of cream   meat   tuna</li> <li>• a <b>carton</b> of ice-cream   orange juice   milk</li> <li>• a <b>cup</b> of hot chocolate   coffee   tea</li> <li>• a <b>drop</b> of blood   oil   water</li> </ul>	<ul style="list-style-type: none"> <li>• a <b>glass</b> of beer   juice   water   wine</li> <li>• a <b>grain</b> of rice   sand   truth</li> <li>• an <b>item</b> of clothing   expenditure   news</li> <li>• a <b>jar</b> of honey   jam   peanut butter</li> <li>• a <b>piece</b> of advice   furniture   paper</li> <li>• a <b>roll</b> of paper   tape   toilet paper  </li> <li>• a <b>slice</b> of bread   cheese   meat   toast</li> <li>• a <b>spoonful</b> of sugar   syrup   whisky</li> <li>• a tube of glue   lipstick   toothpaste</li> </ul>
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### Common Mistakes with noncount nouns

- **Incorrect:** I learned ten vocabularies today.
- **Correct:** I learned ten vocabulary words today.
- **Incorrect:** I am bringing three luggages.
- **Correct:** I am bringing three pieces of luggage.
- **Incorrect:** The sceneries here are beautiful.
- **Correct:** The scenery here is beautiful.
- **Incorrect:** They have lots of furnitures.
- **Correct:** They have lots of furniture.
- **Incorrect:** We have received no informations about the accident.
- **Correct:** We have received no information about the accident.
- **Incorrect:** I heard these news in the morning.
- **Correct:** I heard this news in the morning.



## Common Phrasal Verbs

**add up to something:** equal

Your purchases add up to \$205.32.

2. **ask around:** ask many people the same question

I asked around but nobody has seen my wallet.

3. **ask someone out:** invite on a date

Brian asked Judy out to dinner and a movie.

4. **back someone up:** support

My wife backed me up over my decision

5. **back something up:** reverse

You'll have to back up your car so that I can get out.

6. **blow something up:** add air

We have to blow 50 balloons up for the party.

7. **blow up:** explode

The racing car blew up after it crashed into the fence.

8. **break down:** stop functioning (vehicle, machine)

Our car broke down at the side of the highway in the snowstorm.

9. **break down:** get upset

The woman broke down when the police told her that her son had died.

10. **break in:** force entry to a building

Somebody broke in last night and stole our stereo.

11. **break into something:** enter forcibly

The firemen had to break into the room to rescue the children.

12. **break out:** escape

The prisoners broke out of jail when the guards weren't looking.

13. **break out in something:** develop a skin condition

I broke out in a rash after our camping trip.

14. **break something down:** divide into smaller parts

Our teacher broke the final project down into three separate parts.

15. **break something in:** wear something a few times so that it doesn't look/feel new

I need to break these shoes in before we run next week.

16. **break up:** start laughing (informal) The kids just broke up as soon as the clown started talking.

17. **break up:** end a relationship

My boyfriend and I broke up before I moved to America.

18. **bring someone down:** make unhappy

This sad music is bringing me down.

19. **bring someone up:** raise a child

My parents brought me up to be polite to my elders..

20. **bring something up:** start talking about a subject

My mother walks out of the room when my father brings up sports.

22. **call around:** phone many different places/people

We called around, but no one knew the answer.

23. **call on someone:** ask for an answer or opinion

The professor called on me for question 1.

24. **call on someone:** visit someone

We called on you last night but you weren't home.

25. **call someone back:** return a phone call

I called the company back but the offices were closed for the weekend.

26. **call someone up:** phone

Give me your phone number and I will call you up when we are in town.

27. **call something off:** cancel

Jason called the wedding off because he wasn't in love with his fiancé.

28. **calm down:** relax after being angry

You are still mad. You need to calm down before you drive the car.

29. **catch up:** get to the same point as someone else

You'll have to run faster than that if you want to catch up with Marty.

30. **check in:** arrive and register at a hotel or airport

We will get the hotel keys when we check in.

31. **check out:** leave a hotel

You have to check out of the hotel before 11:00 AM.

32. **check out someone/something:** look at (informal)

Check out the crazy hair on that guy!

33. **check someone/something out:** look at carefully,

The company checks out all new employees.

34. **cheer someone up:** make happier

I brought you some flowers to cheer you up.

35. **cheer up:** become happier

She cheered up when she heard the good news.

36. **chip in:** help

If everyone chips in we can get the kitchen painted by noon.

37. **clean something up:** tidy, clean

Please clean up your bedroom before you go outside.

38. **come across something:** find unexpectedly

I came across these old photos when I was cleaning.

39. **come apart:** separate

The top and bottom come apart if you pull hard enough.

40. **come down with something:** become sick

My nephew came down with chicken pox this weekend.

41. **come forward:** volunteer for a task or to give evidence

The woman came forward with her husband's finger prints.

42. **come from somewhere:** originate in

The art of origami comes from Asia.



43. **count on someone/something:** rely on  
I am counting on you to make dinner while I am out.

44. **cross something out:** draw a line through  
Please cross out your old address and write your new one.

**cut back on something:** consume less  
My doctor wants me to cut back on sweets and fatty foods.

46. **cut in:** interrupt  
Your father cut in while I was dancing with your uncle.

47. **cut in:** pull in too closely in front of another vehicle  
The bus driver got angry when that car cut in.

48. **cut in:** start operating ( an engine or electrical device)  
The air conditioner cuts in when the it gets to 22°C.

49. **cut someone off:** take out of a will  
My grandparents cut my father off when he remarried.

50. **cut something down:** make something fall to the ground  
We had to cut the old tree in our yard down after the storm.

51. **cut something off:** remove with something sharp  
The doctors cut off his leg because it was severely injured.

52. **cut something off:** stop providing  
The phone company cut off our phone because we didn't pay the bill.

53. **cut something out:** remove part of something (usually with scissors and paper) I cut this ad out of the newspaper.

54. **do away with something:** discard. It's time to do away with all of these old tax records.

55. **do something over:** do again  
My teacher wants me to do my essay over because she doesn't like my topic.

56. **dress up:** wear nice clothing  
It's a fancy restaurant so we have to dress up.

57. **drop back:** move back in a position/group  
She dropped back to third place when she fell off her bike.

58. **drop in/by/over:** come without an appointment  
I might drop in/by/over for tea sometime this week.

59. **drop out:** quit a class, school etc  
I dropped out of Science because it was too difficult.

60. **drop someone/something off:** take someone/something somewhere and leave them/it there  
I have to drop my sister off at work before I come over.

61. **eat out:** eat at a restaurant  
I don't feel like cooking tonight. Let's eat out.

62. **end up:** eventually reach/do/decide  
We ended up renting a movie instead of going to the theatre.

63. **fall apart:** break into pieces  
My new dress fell apart in the washing machine.

64. **fall down:** fall to the ground  
The picture that you hung up last night fell down.

65. **fall out:** separate from an interior  
The money must have fallen out of my pocket.

66. **fall out:** (of hair, teeth) become loose and unattached  
His hair started to fall out when he was only 35.

67. **figure something out:** understand, find the answer  
I need to figure out how to fit the piano a in this room.

**fill something out:** to write information in blanks  
The form must be filled out in capital letters.

69. **fill something up:** fill to the top  
I always fill the water jug up when it is empty.

70. **find out:** discover  
We don't know where he lives. How can we find out?

71. **find something out:** discover  
We tried to keep the time of the party a secret, but Samantha found it out.

72. **get along/on:** like each other  
I was surprised how well my new girlfriend and my sister got along/on.

73. **get around:** have mobility  
My friend can get around fine in his new wheelchair.

74. **get around to something:** finally find time to do  
I don't know when I am going to get around to writing the thank you cards.

75. **get away:** go on a vacation  
We worked so hard this year that we had to get away for a week.

76. **get away with something:** do without being noticed or punished  
Jason always gets away with cheating in his maths tests.

77. **get back:** return  
We got back from our vacation last week.

78. **get back at someone:** retaliate, take revenge  
My sister got back at me for stealing her shoes. She stole my favourite hat.

79. **get back into something:** become interested in something again  
I finally got back into my novel and finished it.

80. **get on something:** step onto a vehicle  
We're going to freeze out here if you don't let us get on the bus.

81. **get over something:** recover from an illness or loss  
I just got over the flu and now my sister has it.

82. **get over something:** overcome a problem  
The company will have to close if it can't get over the new regulations.

83. **get something across/over:** communicate, make understandable  
I tried to get my point across/over to the judge but she wouldn't listen.

84. **get something back:** receive something you had before  
Liz finally got her Science notes back from my room-mate.

85. **get together:** meet (usually for social reasons)

Let's get together for a BBQ this weekend.

86. **get up:** stand

You should get up and give the elderly man your seat.

87. **get up:** get out of bed

I got up early today to study for my exam.

88. **give in:** reluctantly stop fighting or arguing

My boyfriend didn't want to go to the ballet, but he finally gave in.

89. **give someone away:** reveal hidden information about someone

His wife gave him away to the police.

**give someone away:** take the bride to the altar

My father gave me away at my wedding.

91. **give something away:** ruin a secret

My little sister gave the surprise party away by accident.

92. **give something away:** give something to someone for free

The library was giving away old books on Friday.

93. **give something back:** return a borrowed item

I have to give these skates back to Franz before his hockey game.

94. **give something out:** give to many people (usually at no cost)

They were giving out free perfume samples at the department store.

95. **give something up:** quit a habit

I am giving up smoking as of January 1st.

96. **give up:** stop trying

My math homework was too difficult so I gave up.

97. **go after someone:** follow someone

My brother tried to go after the thief in his car.

98. **go after something:** try to achieve something

I went after my dream and now I am a published writer.

99. **go against someone:** compete, oppose

We are going against the best soccer team in the city tonight.

100. **go ahead:** start, proceed

Please go ahead and eat before the food gets cold.

101. **go back:** return to a place

I have to go back home and get my lunch.

102. **go out:** leave home to go on a social event

We're going out for dinner tonight.

103. **go out with someone:** date

Jesse has been going out with Luke since they met last winter.

104. **go over:** visit someone nearby

I haven't seen Tina for a long time. I think I'll go over for an hour or two.

105. **go over something:** review

Please go over your answers before you submit your test.

106. **go without something:** suffer lack or deprivation

When I was young, we went without winter boots.

107. **grow apart:** stop being friends over time

My best friend and I grew apart after she changed schools.

108. **grow back:** regrow

My roses grew back this summer.

109. **grow into something:** grow big enough to fit

This bike is too big for him now, but he should grow into it by next year.

110. **grow out of something:** get too big for

Elizabeth needs a new pair of shoes because she has grown out of her old ones.

111. **grow up:** become an adult

When Jack grows up he wants to be a fireman.

112. **hand something down:** give something used to someone else

I handed my old comic books down to my little cousin.

**hand something in:** submit

I have to hand in my essay by Friday.

114. **hand something out:** to distribute to a group

We will hand out the invitations at the door.

115. **hand something over:** give (usually unwillingly)

The police asked the man to hand over his wallet and his weapons.

116. **hang in:** stay positive (N.Amer., informal)

Hang in there. I'm sure you'll find a job very soon.

117. **hang on:** wait a short time (informal)

Hang on while I grab my coat and shoes!

118. **hang out:** spend time relaxing (informal)

Instead of going to the party, we will just hang out at home.

119. **hang up:** end a phone call

He didn't say goodbye before he hung up.

120. **hold on:** wait a short time

Please hold on while I transfer you to someone else.

121. **hold onto someone/something:** hold firmly using your hands or arms

Hold onto your hat because it's very windy outside.

122. **hold someone/something back:** prevent from doing/going

I had to hold my dog back because there was a cat in the park.

123. **hold someone/something up:** rob

A man in a black mask held the bank up this morning.

124. **hold something back:** hide an emotion

Jamie held back his tears at his grandfather's funeral.

125. **keep on doing something:** continue doing

Keep on stirring until the liquid comes to a boil.

126. **keep someone/something out:** stop from entering  
Try to keep the wet dog out of the living room.

127. **keep something from someone:** not tell  
We kept our relationship from our parents for two years.

128. **keep something up:** continue at the same rate  
If you keep those results up you will get into a great college.

129. **let someone down:** fail to support or help, disappoint  
I need you to be on time. Don't let me down this time.

130. **let someone in:** allow to enter  
Can you let the cat in before you go to school?

131. **look after someone/something:** take care of  
I have to look after my sick grandmother.

132. **look down on someone:** think less of, consider inferior  
Ever since we stole that chocolate bar your dad has looked down on me.

133. **look for someone/something:** try to find  
I'm looking for a red dress for the wedding.

134. **look forward to something:** be excited about the future  
I'm looking forward to the Christmas break.

135. **look into something:** investigate  
We are going to look into the price of snowboards today.

**look out:** be careful, vigilant, and take notice  
Look out! That car's going to hit you!

137. **look out for someone/something:** be especially vigilant for  
Don't forget to look out for snakes on the hiking trail.

138. **look something over:** check, examine  
Can you look over my essay for spelling mistakes?

139. **look something up:** search and find information in a reference book or database  
We can look her phone number up on the Internet.

140. **look up to someone:** have a lot of respect for  
My little sister has always looked up to me.

141. **make someone up:** apply cosmetics to  
My sisters made me up for my graduation party.

142. **make something up:** invent, lie about something  
Josie made up a story about why we were late.

143. **make up:** forgive each other  
We were angry last night, but we made up at breakfast.

144. **mix something up:** confuse two or more things  
I mixed up the twins' names again!

145. **not care for someone/something:** not like (formal)  
I don't care for his behaviour.

146. **pass away:** die  
His uncle passed away last night after a long illness.

147. **pass out:** faint  
It was so hot yesterday that an elderly lady passed out.

148. **pass something out:** give the same thing to many people  
The professor passed the textbooks out before class.

149. **pass something up:** decline (usually something good)  
I passed up the job because I am afraid of change.

150. **pay for something:** be punished for doing something bad  
That bully will pay for being mean to my little brother.

151. **pay someone back:** return owed money  
Thanks for buying my ticket. I'll pay you back on Friday.

152. **pick something out:** choose  
I picked out three sweaters for you to try on.

153. **point someone/something out:** indicate with your finger  
I'll point my boyfriend out when he runs by.

154. **put someone down:** insult, make someone feel stupid  
The students put the substitute teacher down because his pants were too short.

155. **put something down:** put what you are holding on a surface or floor  
You can put the groceries down on the counter.

156. **put something off:** postpone  
We are putting off our trip until January because of the hurricane.

157. **put something on:** put clothing/accessories on your body  
Don't forget to put on your new earrings for the party.

158. **put something out:** extinguish  
The neighbours put the fire out before the firemen arrived.

159. **put something together:** assemble  
I have to put the crib together before the baby arrives.

160. **put up with someone/something:** tolerate  
I don't think I can put up with three small children in the car.

161. **run away:** leave unexpectedly, escape  
The child ran away from home and has been missing for three days.

162. **run into someone/something:** meet unexpectedly  
I ran into an old school-friend at the mall.

163. **run out:** have none left  
We ran out of shampoo so I had to wash my hair with soap.

164. **run over someone/something:** drive a vehicle over a person or thing  
I accidentally ran over your bicycle in the driveway.

165. **run over/through something:** rehearse, review  
Let's run over/through these lines one more time before the show.

166 **send something back:** return (usually by mail)

My letter got sent back to me because I used the wrong stamp.

167 **set someone up:** trick, trap

The police set up the car thief by using a hidden camera.

168 **set something up:** arrange, organize

Our boss set a meeting up with the owner of the company.

169 **shop around:** compare prices

I want to shop around a little before I decide on these boots.

170 **show off:** act extra special for people watching (usually boastfully)

He always shows off on his skateboard

171 **sleep over:** stay somewhere for the night (informal)

You should sleep over tonight if the weather is too bad to drive home.

172 **sort something out:** organize, resolve a problem

We need to sort the bills out before the first of the month.

173 **stick to something:** continue doing something, limit yourself to one particular thing

You will lose weight if you stick to the diet.

174 **switch something off:** stop the energy flow, turn off

The light's too bright. Could you switch it off.

175 **switch something on:** start the energy flow, turn on

We heard the news as soon as we switched on the radio.

176 **take after someone:** resemble a family member

I take after my mother. We are both impatient.

177 **take off:** start to fly

My plane takes off in five minutes.

178 **take someone out:** pay for someone to go somewhere with you

My grandparents took us out for dinner and a movie.

179 **take something apart:** purposely break into pieces

He took the car brakes apart and found the problem.

180 **take something back:** return an item

I have to take our new TV back because it doesn't work.

181 **take something off:** remove something (usually clothing)

Take off your socks and shoes and come in the lake!

182 **take something out:** remove from a place or thing

Can you take the garbage out to the street for me?

83 **tear something up:** rip into pieces

I tore up my ex-boyfriend's letters and gave them back to him.

184 **think back:** remember (often + to, sometimes + on)

When I think back on my youth, I wish I had studied harder.

185 **think something over:** consider

I'll have to think this job offer over before I make my final decision.

186 **throw something away:** dispose of

We threw our old furniture away when we won the lottery.

187 **try something on:** sample clothing

I'm going to try these jeans on, but I don't think they will fit.

188 **try something out:** test

I am going to try this new brand of detergent out.

189 **turn something down:** decrease the volume or strength (heat, light etc)

Please turn the TV down while the guests are here.

190 **turn something down:** refuse

I turned the job down because I don't want to move.

191 **turn something off:** stop the energy flow, switch off

Your mother wants you to turn the TV off and come for dinner.

192 **turn something on:** start the energy, switch on

It's too dark in here. Let's turn some lights on.

193 **turn something up:** increase the volume or strength (heat, light etc)

Can you turn the music up? This is my favourite song.

194 **turn up:** appear suddenly

Our cat turned up after we put posters up all over the neighbourhood.

195 **use something up:** finish the supply

The kids used all of the toothpaste up so we need to buy some more.

196 **wake up:** stop sleeping

We have to wake up early for work on Monday.

197 **warm someone/something up:** increase the temperature

You can warm your feet up in front of the fireplace.

198 **warm up:** prepare body for exercise

I always warm up by doing sit-ups before I go for a run.

199 **wear off:** fade away

Most of my make-up wore off before I got to the party.

200 **work out:** exercise

I work out at the gym three times a week.

201 **work out:** be successful

Our plan worked out fine.

202 **work something out:** make a calculation

We have to work out the total cost before we buy the house.

## ~~Very Important~~ Essential Information about Making Writing More Descriptive

From: <https://kathysteinemann.com/Musings/how-to-avoid-very-in-writing/>

Are you **very** aware of the **very** prolific advice from **very** erudite sources telling you to be **very** wary of using **very** in your writing? I'm **very** happy to say I'm **very** willing to help with the following **very** extensive list of ways to avoid **very**.

Do you see what happened in the previous paragraph? I used very so many times, nine, to be exact, that it lost its emphasis—an excellent example of the type of writing to avoid.

You should delete most, if not all, instances of this frowned-upon word. The rest of the time, you can usually find a single word that works better than the original phrase.

*'Very' is the most useless word in the English language and can always come out. More than useless, it is treacherous because it invariably weakens what it is intended to strengthen. ~Florence King*

### Words to use instead of very....

<b>accurate</b>	precise, exact, unimpeachable, perfect, flawless
<b>aggressive</b>	forceful, overconfident, insistent, hardline
<b>amazed</b>	astounded, flabbergasted, astonished, shocked
<b>angry</b>	furious, irate, enraged, incensed, fuming, livid
<b>anxious</b>	dismayed, apprehensive, restless, fretful
<b>aware</b>	conscious, savvy, apprised, mindful, cognizant
<b>bad</b>	awful, deplorable, appalling, rotten, miserable
<b>basic</b>	rudimentary, primary, fundamental, simple
<b>beautiful</b>	gorgeous, stunning, exquisite, magnificent
<b>bloody</b>	gory, brutal, barbarous, savage, murderous
<b>bony</b>	skeletal, angular, spindly, gaunt, emaciated
<b>boring</b>	tedious, dreary, uninteresting, mind-numbing
<b>bright</b>	brilliant, dazzling, radiant, blinding, intense
<b>capable</b>	efficient, competent, adept, proficient, skillful
<b>careful</b>	meticulous, fastidious, precise, scrupulous
<b>caring</b>	compassionate, kind, attentive, sympathetic
<b>civil</b>	polite, courteous, respectful, cultured, mannerly
<b>clean</b>	spotless, immaculate, stainless, shining, hygienic
<b>clear</b>	transparent, sheer, translucent, glassy, crystal
<b>clever</b>	astute, brilliant, shrewd, ingenious, crafty, sharp
<b>cold</b>	frigid, bitter, icy, freezing, glacial, frosty, polar
<b>colorful</b>	vibrant, vivid, kaleidoscopic, variegated, vivid
<b>competitive</b>	ambitious, driven, cutthroat, bloodthirsty
<b>concerned</b>	worried, troubled, upset, distressed, agitated
<b>confident</b>	poised, cool, self-assured, self-reliant, secure
<b>confused</b>	baffled, befuddled, mystified, clueless, dazed
<b>conscious</b>	deliberate, intentional, premeditated, willful
<b>consistent</b>	constant, unfailing, uniform, harmonious, same
<b>contrary</b>	belligerent, argumentative, confrontational
<b>conventional</b>	conservative, common, predictable, unoriginal
<b>corrupt</b>	fraudulent, crooked, unethical, dishonest, rotten
<b>creamy</b>	velvety, buttery, rich, smooth, milky, greasy

<b>creepy</b>	unnerving, skin-crawling, spooky, sinister, weird
<b>critical</b>	vital, crucial, essential, indispensable, integral
<b>crunchy</b>	crispy, brittle, crackling, gravelly, crusty, gritty
<b>curious</b>	inquisitive, nosy, prying, snoop, quizzical
<b>cute</b>	adorable, endearing, delightful, pretty, charming
<b>dangerous</b>	perilous, precarious, unsafe, treacherous, dicey
<b>dark</b>	black, inky, ebony, sooty, lightless, starless, unlit
<b>decent</b>	civilized, upright, courteous, respectable, noble
<b>deep</b>	abysmal, bottomless, cavernous, yawning, vast
<b>deformed</b>	twisted, contorted, misshapen, mutilated
<b>delicate</b>	subtle, slight, fragile, frail, flimsy, insubstantial
<b>desperate</b>	frantic, fraught, grave, serious, hopeless, dire
<b>determined</b>	resolute, adamant, obstinate, tenacious, dogged
<b>different</b>	unusual, distinctive, atypical, dissimilar, unlike
<b>difficult</b>	complicated, complex, demanding, arduous
<b>dirty</b>	filthy, foul, grimy, polluted, squalid, dilapidated
<b>disagreeable</b>	contrary, obnoxious, offensive, repugnant, rude
<b>dismal</b>	miserable, cheerless, depressing, morbid
<b>distinct</b>	clear, definite, patent, evident, apparent
<b>dramatic</b>	theatrical, histrionic, melodramatic, vivid
<b>dry</b>	arid, parched, sere, dehydrated, withered
<b>dubious</b>	suspicious, skeptical, cynical, unconvinced
<b>eager</b>	impatient, ardent, fervent, keen, earnest
<b>easy</b>	effortless, uncomplicated, unchallenging, simple
<b>educational</b>	enlightening, edifying, informative, revealing
<b>efficient</b>	competent, proficient, resourceful, able
<b>embarrassed</b>	mortified, humiliated, discomfited, ashamed
<b>emotional</b>	demonstrative, sensitive, temperamental
<b>enthusiastic</b>	zealous, eager, fervent, vehement, ebullient
<b>exciting</b>	exhilarating, electrifying, thrilling, breathtaking
<b>expensive</b>	costly, exorbitant, overpriced, extravagant
<b>fair</b>	equitable, impartial, neutral, nonpartisan
<b>faithful</b>	loyal, devoted, staunch, unwavering, stalwart
<b>familiar</b>	common, established, typical, traditional
<b>famous</b>	renowned, eminent, legendary, celebrated
<b>far</b>	distant, remote, isolated, secluded, extrasolar
<b>fast</b>	rapid, swift, fleet, blistering, supersonic
<b>fat</b>	obese, corpulent, rotund, blubbery, round
<b>fertile</b>	prolific, productive, fruitful, rich, lush, fecund
<b>few</b>	meager, scarce, scant, limited, negligible
<b>fierce</b>	vicious, ferocious, savage, keen, intense, feral
<b>firm</b>	solid, hard, rigid, set, frozen, unyielding
<b>fizzy</b>	effervescent, frothy, foamy, sudsy
<b>fluffy</b>	downy, fuzzy, fleecy, feathery, cottony
<b>fond</b>	devoted, attentive, enamored, doting
<b>fragile</b>	tenuous, unstable, precarious, frail, delicate
<b>friendly</b>	gregarious, outgoing, chummy, demonstrative
<b>frustrating</b>	exasperating, infuriating, disheartening, vexing
<b>full</b>	overflowing, bursting, crammed, packed, sated

<b>funny</b>	hilarious, hysterical, sidesplitting, rollicking
<b>good</b>	superb, superior, excellent, outstanding
<b>graceful</b>	flowing, supple, lithe, willowy, lissome
<b>greedy</b>	gluttonous, avaricious, materialistic, insatiable
<b>hairy</b>	hirsute, shaggy, furry, bushy, unshaven
<b>happy</b>	ecstatic, overjoyed, euphoric, blissful, elated
<b>hard</b>	inflexible, stony, steely, unyielding, tough, rigid
<b>healthy</b>	hale, hardy, flourishing, fit, robust, vigorous
<b>heavy</b>	leaden, ponderous, weighty, dense, hefty
<b>helpful</b>	supportive, obliging, accommodating, invaluable
<b>honest</b>	candid, sincere, authentic, forthright, frank
<b>hot</b>	burning, scalding, blistering, scorching, searing
<b>hungry</b>	starving, famished, ravenous, hollow, voracious
<b>ill</b>	infirm, bedridden, frail, terminal, incurable
<b>immature</b>	childish, infantile, naive, jejune, callow, green
<b>immoral</b>	depraved, decadent, debauched, iniquitous
<b>important</b>	crucial, vital, essential, paramount, imperative
<b>impressive</b>	extraordinary, remarkable, awe-inspiring
<b>inebriated</b>	intoxicated, drunk, soused, smashed, plastered
<b>informal</b>	casual, unceremonious, easygoing, simple
<b>intelligent</b>	brainy, clever, bright, gifted, intellectual, astute
<b>intense</b>	severe, extreme, fierce, overpowering, acute
<b>interesting</b>	fascinating, remarkable, riveting, compelling
<b>jealous</b>	envious, resentful, grudging, green, bitter
<b>juicy</b>	succulent, moist, ripe, luscious, fleshy, syrupy
<b>large</b>	huge, humongous, mammoth, gargantuan
<b>lavish</b>	excessive, opulent, posh, luxurious, sumptuous
<b>light</b>	buoyant, insubstantial, weightless, airy, ethereal
<b>likely</b>	expected, imminent, probable, unavoidable
<b>lively</b>	energetic, vivacious, exuberant, spirited
<b>logical</b>	rational, cogent, credible, consistent, sound
<b>lonely</b>	isolated, deserted, forlorn, solitary, abandoned
<b>long</b>	extended, extensive, interminable, protracted
<b>loud</b>	deafening, thunderous, booming, blaring
<b>loved</b>	adored, precious, cherished, revered, beloved
<b>lucky</b>	charmed, blessed, favored, fortunate, fluky
<b>moody</b>	morose, temperamental, unstable, changeable
<b>much</b>	plenty, oceans, heaps, scads, oodles, loads
<b>musical</b>	melodic, melodious, harmonious, dulcet
<b>near</b>	handy, close-by, alongside, convenient, nearby
<b>neat</b>	orderly, tidy, uncluttered, immaculate, spotless
<b>negative</b>	pessimistic, defeatist, cynical, critical, fatalistic
<b>new</b>	novel, innovative, fresh, original, cutting-edge
<b>nice</b>	enjoyable, pleasant, agreeable, satisfying
<b>numerous</b>	abundant, copious, myriad, profuse
<b>obvious</b>	apparent, clear, evident, plain, visible
<b>occasionally</b>	seldom, rarely, infrequently, sporadically
<b>old</b>	grizzled, aged, hoary, ancient, grey, decrepit
<b>opinionated</b>	dogmatic, cocksure, biased, partisan

<b>optimistic</b>	enthusiastic, buoyant, encouraged, positive
<b>painful</b>	excruciating, agonizing, searing, unbearable
<b>pale</b>	white, pallid, ashen, sallow, colorless, pasty
<b>persuasive</b>	convincing, believable, compelling, charming
<b>pleasant</b>	satisfying, fulfilling, rewarding, gratifying
<b>poor</b>	destitute, indigent, penniless, impoverished
<b>popular</b>	trendy, fashionable, admired, prevalent
<b>positive</b>	optimistic, upbeat, affirmative, constructive
<b>practical</b>	realistic, sensible, functional, doable, viable
<b>presentable</b>	shipshape, well-groomed, tidy, personable
<b>pure</b>	unadulterated, wholesome, pristine, clean
<b>quiet</b>	noiseless, silent, still, hushed, soundless
<b>rare</b>	scarce, sparse, unique, exceptional, peerless
<b>realistic</b>	genuine, credible, authentic, rational, true
<b>reasonable</b>	equitable, judicious, sensible, practical, fair
<b>recent</b>	the latest, current, fresh, up-to-date
<b>relevant</b>	germane, pertinent, appropriate, significant
<b>religious</b>	spiritual, devout, pious, fervent, dedicated
<b>responsible</b>	dependable, conscientious, reliable, steadfast
<b>risky</b>	perilous, hazardous, treacherous, precarious
<b>roomy</b>	spacious, expansive, vast, palatial, commodious
<b>rough</b>	coarse, jagged, rugged, craggy, gritty, broken
<b>rowdy</b>	boisterous, disorderly, raucous, unruly, wild
<b>rude</b>	vulgar, insolent, offensive, derogatory, boorish
<b>sad</b>	desolate, disconsolate, wretched, dejected
<b>safe</b>	harmless, benign, secure, protected, sheltered
<b>same</b>	identical, matching, indistinguishable, exact
<b>sassy</b>	impertinent, cheeky, insolent, disrespectful
<b>scared</b>	terrified, petrified, terror-stricken, panicked
<b>serious</b>	solemn, somber, stern, dour, melancholy, grim
<b>severe</b>	acute, grave, critical, serious, brutal, relentless
<b>sexy</b>	seductive, steamy, provocative, erotic, sensual
<b>shaky</b>	tremulous, quaking, vibrating, unsteady
<b>short</b>	stubby, squat, dwarf, diminutive, petite
<b>shy</b>	timid, backward, introverted, withdrawn
<b>significant</b>	key, noteworthy, momentous, major, vital
<b>silky</b>	sleek, smooth, satiny, glossy, lustrous, shiny
<b>similar</b>	alike, akin, analogous, comparable, equivalent
<b>simple</b>	easy, straightforward, effortless, uncomplicated
<b>slow</b>	sluggish, sedate, plodding, creeping, snail-like
<b>small</b>	tiny, miniscule, infinitesimal, microscopic, wee
<b>smooth</b>	flat, glassy, polished, level, even, unblemished
<b>soft</b>	malleable, yielding, spongy, muted, doughy
<b>sorry</b>	remorseful, repentant, penitent, contrite
<b>sour</b>	acerbic, tart, vinegary, biting, harsh, caustic
<b>specific</b>	precise, exact, explicit, definite, unambiguous
<b>stinky</b>	putrid, fetid, rank, rancid, putrescent, noxious
<b>strange</b>	weird, eerie, bizarre, uncanny, peculiar, odd
<b>strict</b>	stern, austere, severe, rigorous, harsh, rigid



<b>strong</b>	muscular, brawny, rugged, powerful, tough
<b>stupid</b>	idiotic, dense, vacuous, ridiculous, inane
<b>substantial</b>	considerable, significant, extensive, ample
<b>successful</b>	lucrative, productive, thriving, prosperous
<b>sudden</b>	unexpected, abrupt, precipitous, unforeseen
<b>suitable</b>	appropriate, fitting, seemly, proper, correct
<b>sure</b>	positive, persuaded, certain, convinced, absolute
<b>suspicious</b>	skeptical, distrustful, wary, guarded, leery
<b>sweet</b>	syrupey, sugary, honeyed, cloying, candied
<b>tactile</b>	touchable, palpable, physical, perceptible
<b>tall</b>	towering, lofty, multistory, soaring, statuesque
<b>tame</b>	docile, submissive, meek, compliant, subdued
<b>tasty</b>	delectable, mouthwatering, scrumptious, divine
<b>tempting</b>	irresistible, enticing, tantalizing, alluring
<b>tense</b>	overwrought, rigid, taut, strained, agitated
<b>terrible</b>	dreadful, horrendous, horrific, shocking
<b>thin</b>	gaunt, scrawny, emaciated, haggard, skeletal
<b>tired</b>	exhausted, spent, frazzled, bushed, drained
<b>traditional</b>	conventional, established, customary, habitual
<b>treacherous</b>	traitorous, disloyal, unfaithful, perfidious
<b>ugly</b>	hideous, revolting, repugnant, grotesque
<b>unfair</b>	unjust, bigoted, prejudiced, inequitable
<b>unlikely</b>	improbable, implausible, doubtful, dubious
<b>unusual</b>	abnormal, extraordinary, uncommon, unique
<b>useful</b>	expedient, effective, nifty, handy, valuable
<b>valuable</b>	precious, priceless, treasured, inestimable
<b>violent</b>	abusive, savage, barbarous, cutthroat, cruel
<b>visible</b>	conspicuous, exposed, obvious, prominent
<b>warm</b>	stifling, hot, sultry, sweltering, oppressive
<b>wary</b>	skeptical, suspicious, leery, vigilant, distrustful
<b>weak</b>	feeble, frail, delicate, debilitated, fragile, sickly
<b>well</b>	superb, fine, fabulous, all right, okay, good
<b>wet</b>	saturated, soaked, waterlogged, sopping
<b>wicked</b>	evil, sinful, villainous, nefarious, fiendish
<b>wide</b>	vast, expansive, sweeping, boundless, distended
<b>widespread</b>	extensive, pervasive, prevalent, rampant
<b>wild</b>	untamed, feral, unmanageable, uncontrollable
<b>windy</b>	roaring, blustery, turbulent, howling, wild
<b>wise</b>	sagacious, sage, astute, enlightened, shrewd
<b>worried</b>	distressed, distraught, overwrought, upset
<b>young</b>	undeveloped, fledgling, immature, budding
<b>zealous</b>	driven, ambitious, motivated, passionate

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## TYPES OF WRITING

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### Principles of Descriptive Writing

- A descriptive essay has one, clear dominant impression. If, for example you are describing a snowfall, it is important for you to decide and to let your reader know if it is threatening or lovely; in order to have a dominant impression it cannot be both. The dominant impression guides the author's selection of detail and is thereby made clear to the reader in the thesis sentence.
- The purpose of a purely descriptive essay is to involve the reader enough so he or she can actually visualize the things being described. Therefore, it is important to use specific and concrete details.
- A descriptive essay can be objective or subjective, giving the author a wide choice of tone, diction, and attitude. For instance, an objective description of one's dog would mention such facts as height, weight, coloring and so forth. A subjective description would include the above details, but would also stress the author's feeling toward the dog, as well as its personality and habits.

### Conventions

- The descriptive essay relies on concrete, sensory detail to communicate its point. Remember, we have five senses; be sure to appeal to as many as possible
- The author of a descriptive essay must carefully select details to support the dominant impression. In other words, the author has the license to omit details which are not in line with the dominant impression unless the dominant impression is one which points out the inconsistencies.
- Description very often relies on emotion to convey its point. Because of this, verbs, adverbs, and adjectives convey more to the reader than do nouns.

### Aspects of Descriptive Writing

- Use of senses
- Use of simile and metaphor
- Use of powerful adjectives
- Well chosen verbs and adverbs
- Range of stylistic devices: alliteration, repetition for effect, onomatopoeia
- Specific details about the physical and emotional atmosphere
- Descriptive voice is secure and confident

**Similes** A simile is a figure of speech in which two things that are not obviously like each other are compared to make a description more vivid. A simile will often begin with a phrase introduced by like or as. Here are some examples of similes taken from the passages on pages 47–48:

- 1 the piston of the steam-engine worked like the head of an elephant in a state of melancholy madness
- 2 a small strawberry-pink villa, like some exotic fruit lying in the greenery
- 3 the cypress-trees undulated gently in the breeze, as if they were busily painting the sky

**Metaphors** Metaphors are like concentrated similes. In a metaphor two dissimilar things are compared but rather than saying one is like the other, a metaphor goes a stage further and makes one thing become another. For example, Dickens writes about 'tall chimneys, out of which interminable serpents of smoke trailed themselves for ever and ever, and never got uncoiled'. Here he is comparing the way smoke from factory chimneys appears in the sky to be huge snakes floating in the air and coiling above the ground.

**A word of warning** Similes can be very effective aids in your imaginative writing; however, if a simile is used too often it tends to lose its effect. For example, the statement 'The young child was as good as gold' contains a simile ('as good as gold') but the comparison is so common that very few people when reading it think of the precious nature of gold and how this emphasises the value of the child's behaviour. Overused similes such as this are known as clichés and relying on them too much is a sign of lazy writing.

## 5 Tips to Capture a Moment in Writing by [Kellie McGann](#)

The last few weeks I've been traveling around Europe and each day there have been moments I've desperately wanted to capture. These are moments you know you'll never forget. These moments are what make up your life. They are the moments that make up stories. The ability to capture these moments will change your writing. So in today's post, I want to explore just how to do that. Here are five tips to consider while trying to capture a moment.

### 1. Use Your Senses

This is the obvious place to start. The five senses are sight, hearing, taste, smell and touch. This is the way you process the majority of your surroundings. To begin capturing a moment, you need to go through each of these senses. What do I see? What do I hear? Taste? Smell? Feel?

These descriptions and details are the foundation for describing any moment. Sometimes these descriptions might seem obvious or even boring, but write them down anyway. You can edit later, but you can't relive the moment.

### 2. Breathe The Moment

It is easy to get caught up in describing your surroundings and finding the perfect word for the rainy weather. But the secret to really capturing amazing moments is to breathe. I've struggled with this during my travels. Europe is beautiful. Many of the world's best writers have written in the places I sit. So let me tell you a secret: while writing in the same cafés as Hemingway, the pressure to write incredible, life-changing, perfect stories is overwhelming. (And when you allow yourself to be swept up in the overwhelming pressure, you either write nothing at all or complete crap.) But you have to stop focusing on every smell and sound and breathe the moment. There's something in that breath that actually gives you a better sense of your surroundings. You write best about the places and moments you've really breathed and allowed yourself to experience. Don't forget to breathe.

### 3. Pay Attention to the Small Details

Confession: I love small details. It's actually one of my favorite things about writing and reading. But here's the catch. The details have to mean something. They have to point to a bigger picture of what you're trying to express. One of my favorite songwriters, Ben Rector, does this. He gives small details like tennis shoes and faded jeans, the way someone is always early, or a flip phone with an obnoxious ringtone. These details give you a better sense of who someone is or what they're going through. They help the reader (or listener) put themselves in the moment. Include details that give depth to the moment. Include small details because they build a better story.

### 4. Build the Moment

Know what kind of moment you're trying to capture. From there, you know how to build it. Some moments you build toward a peaceful quiet, but most moments build up toward an emotional event. These moments are like a first kiss. They never start with the kiss. They require build up, hints, and time.

- First, write a place for the reader. Show the reader where they are physically and what is around them.
- Second, begin to show the reader where they are emotionally. This is also a good time to hint towards what might happen at the end.
- Thirdly, keep building. Depending on your ending, this is the moment you either fasten the pace of your writing, or slow it back down as you capture the final pieces of the moment.

Building the moment is just as important as capturing it. Smells, sounds, and feelings don't mean much if they're not crafted together in a way that also impacts the reader.

### 5. Find the Bigger Story

What makes a moment meaningful? The moment is just one part of a bigger story.

Whether you're capturing your morning drive to work or the view from the Eiffel Tower, you must hint to a bigger story, a bigger message.

This is done by hinting at something the reader can still connect with, something that they can relate to. This step, while it might seem obvious, is essential to connecting the story to your reader. A successful captured moment gives the reader a part in the story too.

## How to Write an Opinion Essay

The basic five-paragraph essay structure, which you have probably used many times by this point, works extremely well for an opinion essay. It's a starting point, and when you get to university your profs will expect a more complex approach to essay writing. If you feel confident about your essay-writing skills, you can certainly branch out into longer and more complex essays. But this basic five-paragraph outline is a good starting point, especially if you feel uncertain of your ability.

An opinion essay exists to prove your main point – your **thesis**. This should be clearly stated in your **opening paragraph**. Don't leave the reader to guess what your position is on the issue – make a clear stand!

**Next**, develop your argument in the body of your essay. Each paragraph should contain a single, clear idea that support your point of view. You can use examples and illustration, cause-and-effect reasoning, comparison/contrast or other methods of development to support your argument.

**Research:** Any statements you make that would cause a reader to say, "Wait, how do you know that's true?" need to be backed up with documentation from outside sources ("I saw something on TV about it one time" would not be considered adequate documentation). Refer to the handout "What is Research?" for further details.

**Remember** that a paragraph is three to five sentences that develop a single, clear idea. A good paragraph often begins with a **topic sentence** that sums up your main idea.

**Remember** that a paragraph is three to five sentences that develop a single, clear idea. A good paragraph often begins with a **topic sentence** that sums up your main idea.

- **Paragraph One -- The introduction.** Here you state the main idea of your entire essay -- the point you are trying to make or prove. This paragraph should include your **thesis statement** plus **three reasons** why you believe this statement to be true.
- **Paragraphs Two, Three and Four.** These are the **body** of your essay. Remember back in Paragraph One, you gave three reasons for your opinion? Three reasons, three body paragraphs. Each of the body paragraphs should take **one** of your reasons and explain it in more detail, citing sources where necessary.
- **Paragraph Five -- The conclusion.** Former Newfoundland premier Joey Smallwood once said about giving speeches: "First I tell them what I'm going to tell them, then I tell them, then I tell them what I told them." That's how you write an essay. In the conclusion, tell them what you told them. Sum up your argument by restating your thesis statement and reminding the reader what your three reasons were. In an argumentative essay, you can finish with a "call to action" -- tell the reader what you would like them to do as a result.

## Sample Five-Paragraph Essay

**Subject:** Should parents have their children vaccinated?

**Title**

**Author's Name**

### Why You Should Vaccinate Your Kids

sample essay for student use by Trudy Morgan-Cole

**Paragraph One:**

*Introduction*

*Three reasons for my opinion*

**Thesis statement**

Since Edward Jenner introduced the first successful smallpox vaccine by injecting an eight-year-old boy with cowpox pus in 1796, vaccines have been an important part of public health care around the world ("Edward Jenner"). Yet today, many parents choose not to vaccinate their children. Because vaccines are widely supported by research, have few side effects, and have proven successful in halting the spread of disease, I believe it is important that all parents continue to vaccinate their children.

**Paragraph Two:**

*Develops the first reason by giving examples*

*Topic Sentence*

All major health organizations, including the Centres for Disease Control and the World Health Organization, recommend vaccination. The value of vaccination is supported by research from around the world, and researchers are constantly working to improve the safety and effectiveness of vaccines. Epidemiologists, the scientists whose job is to study the outbreak of disease, all recommend vaccination.

**Paragraph Three:**

*Topic Sentence*

*Develops the second reason, giving facts and statistics to support the statement.*

Many parents worry about the safety of vaccines. While side effects do occur, they are usually minor, like redness or swelling around the site of an injection. In Canada, only about one in a million doses of vaccine leads to serious side effects ("Fact and Fiction"). The most famous study linking vaccines to autism, one which got many parents worried about vaccination, has been proven false and the doctor who conducted the study has had his medical license taken away (Triggle).

**Paragraph Four:**

*Topic sentence*

*Develops third reason, giving an example*

Around the world, increased vaccination leads to better public health. Diseases like smallpox and polio which once killed and disabled millions of people are virtually unknown today thanks to immunization programs. Yet in countries like Afghanistan and Pakistan where the Taliban discourage immunization, rates of polio are on the rise again (Nordland).

**Paragraph Five:**

*Conclusion*

*Restatement of thesis  
Summary of reasons*

If and when you have children, please get them vaccinated. The risks are minimal and you'll not only be following the best advice of medical science and protecting your own child from disease; you'll be helping in the fight to eradicate infectious diseases in your community and around the world.

<b>Graphic Organizer - Persuasive Essay</b>	
<b>Introductory Paragraph</b>	Introduce the issue or topic in a way that will capture the reader's attention (quote, anecdotal story, rhetorical question, etc ):
	Thesis Statement (should contain your position on the issue & your arguments):
	Transition to body of essay:
<b>1<sup>st</sup> Body Paragraph</b>	<b>First Argument</b> (reason for your position)
	Evidence that supports your argument (detail)
	Evidence that supports your argument (detail)
	Transition into the next paragraph
<b>2nd Body Paragraph</b>	<b>Second Argument</b> (reason for your position)
	Evidence that supports your argument (detail)
	Evidence that supports your argument (detail)
	Transition into the next paragraph
<b>3<sup>rd</sup> Body Paragraph</b>	<b>Counterargument (What those who disagree say)</b> Their position
	Reasons for their position
	Evidence that supports <i>their</i> argument
	Why their evidence isn't persuasive
	Transition into the next paragraph
<b>4th Body Paragraph</b>	<b>Final - your most powerful argument</b> (reason for your position)
	Evidence that supports your argument (detail)
	Evidence that supports your argument (detail)
	Transition to your conclusion
<b>Concluding Paragraph</b>	Restatement of position
	Summary of reasons
	Clincher (possibly a call to action / rhetorical question)



# Structure of a Personal Narrative Essay

from: <https://www.sbccc.edu/clrc>

“Narrative” is a term more commonly known as “story.” Narratives written for college or personal narratives, tell a story, usually to some point, to illustrate some truth or insight. Following are some tools to help you structure your personal narrative, breaking it down into parts.

## Introduction

**The “Hook”** Start your paper with a statement about your story that catches the reader’s attention, for example: a relevant quotation, question, fact, or definition.

**Set the Scene** Provide the information the reader will need to understand the story: Who are the major characters? When and where is it taking place? Is it a story about something that happened to you, the writer, or is it fiction?

**Thesis Statement** The thesis of a narrative essay plays a slightly different role than that of an argument or expository essay. A narrative thesis can begin the events of the story: “*It was sunny and warm out when I started down the path*”; offer a moral or lesson learned: “*I’ll never hike alone again*”; or identify a theme that connects the story to a universal experience: “*Journeys bring both joy and hardship.*”

## Body Paragraph

**“Show, Don’t Tell”** Good story telling includes details and descriptions that help the reader understand what the writer experienced. Think about using all five senses—not just the sense of sight—to add details about what you heard, saw, and felt during the event. For example, “*My heart jumped as the dark shape of the brown grizzly lurched toward me out of the woods*” provides more information about what the writer saw and felt than, “*I saw a bear when I was hiking*”.

**Supporting Evidence** In a personal narrative, your experience acts as the evidence that proves your thesis. The events of the story should demonstrate the lesson learned, or the significance of the event to you.

**Passage of Time** Writing about the events of your experience using time chronologically, from beginning to end, is the most common and clear way to tell a story. Whether you choose to write chronologically or not, use transition words to clearly indicate to the reader what happened first, next, and last. Some time transition words are *next*, *finally*, *during*, *after*, *when*, and *later*.

**Transitions** In a narrative essay, a new paragraph marks a change in the action of a story, or a move from action to reflection. Paragraphs should connect to one another. For example, the end of one paragraph might be: “*I turned and ran, hoping the bear hadn’t noticed me*”, and the start of the next might be: “*There are many strategies for surviving an encounter with a bear; ‘turn and run’ is not one of them.*” The repetition of words connects the paragraphs. (What does the change in verb tense indicate?)\*

## Conclusion

**The Moral of the Story** The conclusion of a narrative include the closing action of the event, but also should include some reflection or analysis of the significance of the event to the writer. What lesson did you learn? How has what happened to you affected your life now?

## Outlining Your Narrative

*Try applying this structure to your own writing: write sentences for the corresponding elements of your introduction, body paragraphs, and conclusion in the space provided below.*

### Introduction:

Begin your paper with a <b>“hook”</b> that catches the reader’s attention and <b>set the scene</b> . Where is the event set? What time of year? How old were you when this happened?	
State your <b>thesis</b> : what you learned, or how the event is significant to you.	

### Body paragraphs: write three significant moments from the beginning, middle, and end of the event.

Para. 1: <b>Beginning Action</b>	Topic sentence: Detail 1.  Detail 2.  Detail 3.	<b>Note:</b> Don’t forget to <b>“Show, Don’t Tell”</b> : List sounds, smells, sights, tastes, and textures that you remember. Your experience is your “evidence”. Use <b>transition words</b> to mark the <b>passage of time</b> .
Para. 2: <b>Middle Action</b>	Topic sentence: Detail 1.  Detail 2.  Detail 3.	
Para 3: <b>End Action</b>	Topic sentence: Detail 1.  Detail 2.  Detail 3.	

### Conclusion:

Analyze and reflect on the action of the story, including how the events are significant to you.	
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### Writing Strategies to Consider

**First Person vs. Third Person** Narratives are a mode of writing in which writers often use first person perspective (“I saw”, “I did”). Check with your instructor to determine whether you can use “I” when telling your story.

**\*Verb Tense: Reporting vs. Reflecting** The events of most narratives are told in past tense: “As I hiked, I felt the warm sun on my back.” Use present tense when reflecting on the events: “Now I know how unprepared I was”. Notice the change in tense in this sentence as the writer reflects on the past event, from the present.



# Plagiarism: What It is and How to Recognize and Avoid It

## What is Plagiarism and Why is it Important?

In college courses, we are continually engaged with other people's ideas: we read them in texts, hear them in lecture, discuss them in class, and incorporate them into our own writing. As a result, it is very important that we give credit where it is due. Plagiarism is using others' ideas and words without clearly acknowledging the source of that information.

## How Can Students Avoid Plagiarism?

To avoid plagiarism, you must give credit whenever you use

- another person's idea, opinion, or theory;
- any facts, statistics, graphs, drawings—any pieces of information—that are not common knowledge;
- quotations of another person's actual spoken or written words; or
- paraphrase of another person's spoken or written words.

These guidelines are taken from the Code of Student Rights, Responsibilities, and Conduct.

To help you recognize what plagiarism looks like and what strategies you can use to avoid it, select one of the following links or scroll down to the appropriate topic.

- [How to Recognize Unacceptable and Acceptable Paraphrases](#)
  - [An Unacceptable Paraphrase](#)
  - [An Acceptable Paraphrase](#)
  - [Another Acceptable Paraphrase](#)

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## How to Recognize Unacceptable and Acceptable Paraphrases

Here's the ORIGINAL text, from page 1 of *Lizzie Borden: A Case Book of Family and Crime in the 1890s* by Joyce Williams et al.:

The rise of industry, the growth of cities, and the expansion of the population were the three great developments of late nineteenth century American history. As new, larger, steam-powered factories became a feature of the American landscape in the East, they transformed farm hands into industrial laborers, and provided jobs for a rising tide of immigrants. With industry came urbanization the growth of large cities (like Fall River, Massachusetts, where the Borden's lived) which became the centers of production as well as of commerce and trade.

Here's an **UNACCEPTABLE** paraphrase that is plagiarism:

The increase of industry, the growth of cities, and the explosion of the population were three large factors of nineteenth century America. As steam-driven companies became more visible in the eastern part of the country, they changed farm hands into factory workers and provided jobs for the large wave of immigrants. With industry came the growth of large cities like Fall River where the Borden's lived which turned into centers of commerce and trade as well as production.

## What makes this passage plagiarism?

The preceding passage is considered plagiarism for two reasons:

- the writer has only changed around a few words and phrases, or changed the order of the original's sentences.
- the writer has failed to cite a source for any of the ideas or facts.

If you do either or both of these things, you are plagiarizing.

NOTE: This paragraph is also problematic because it changes the sense of several sentences (for example, "steam-driven companies" in sentence two misses the original's emphasis on factories).

### **Here's an ACCEPTABLE paraphrase:**

Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. Steam-powered production had shifted labor from agriculture to manufacturing, and as immigrants arrived in the US, they found work in these new factories. As a result, populations grew, and large urban areas arose. Fall River was one of these manufacturing and commercial centers (Williams 1).

Why is this passage acceptable?

This is acceptable paraphrasing because the writer:

- accurately relays the information in the original
- uses her own words.
- lets her reader know the source of her information.

Here's an example of quotation and paraphrase used together, which is also ACCEPTABLE:

Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. As steam-powered production shifted labor from agriculture to manufacturing, the demand for workers "transformed farm hands into industrial laborers," and created jobs for immigrants. In turn, growing populations increased the size of urban areas. Fall River was one of these hubs "which became the centers of production as well as of commerce and trade" (Williams 1).

Why is this passage acceptable?

This is acceptable paraphrasing because the writer:

- records the information in the original passage accurately.
- gives credit for the ideas in this passage.
- indicated which part is taken directly from her source by putting the passage in quotation marks and citing the page number.

Note that if the writer had used these phrases or sentences in her own paper without putting quotation marks around them, she would be PLAGIARIZING. Using another person's phrases or sentences without putting quotation marks around them is considered plagiarism EVEN IF THE WRITER CITES IN HER OWN TEXT THE SOURCE OF THE PHRASES OR SENTENCES SHE HAS QUOTED.

### **Plagiarism and the World Wide Web**

The World Wide Web has become a more popular source of information for student papers, and many questions have arisen about how to avoid plagiarizing these sources. In most cases, the same rules apply as to a printed source: when a writer must refer to ideas or quote from a WWW site, she must cite that source. If a writer wants to use visual information from a WWW site, many of the same rules apply. Copying visual information or graphics from a WWW site (or from a printed source) is very similar to quoting information, and the source of the visual information or graphic must be cited. These rules also apply to other uses of textual or visual information from WWW sites; for example, if a student is constructing a web page as a class project, and copies graphics or visual information from other sites, she must also provide information about the source of this information. In this case, it might be a good idea to obtain permission from the WWW site's owner before using the graphics.

### **Strategies for Avoiding Plagiarism**

1. Put in quotations everything that comes directly from the text especially when taking notes.
2. Paraphrase, but be sure you are not just rearranging or replacing a few words. Instead, read over what you want to paraphrase carefully; cover up the text with your hand, or close the text so you can't see any of it (and so aren't tempted to use the text as a "guide"). Write out the idea in your own words without peeking.
3. Check your paraphrase against the original text to be sure you have not accidentally used the same phrases or words, and that the information is accurate.