

Review: Parts of a Paragraph

When you write a paragraph, there are several ideas to keep in mind.

Important Parts of a Paragraph

- ✓ A good paragraph has a **topic sentence** that states the main idea.
- ✓ All of the sentences in the paragraph are about **one topic**.
- ✓ The first line of a paragraph is **indented**.
- ✓ A good paragraph has a sufficient number of **supporting sentences**.
- ✓ The last sentence, or **concluding sentence**, brings the paragraph to a logical conclusion, and it often resembles the topic sentence.

ACTIVITY 1 Identifying Topic Sentences vs. Supporting Sentences

Each pair of sentences is about one topic. Identify which sentence is the topic sentence (*T*) and which is a supporting sentence (*S*). (Hint: The topic sentence gives more general information.)

1. Topic: Kennedy Space Center

- _____ a. You can take a tour of the rocket launch areas and experience a simulated shuttle launch.
- _____ b. Kennedy Space Center is an exciting place to visit.



2. Topic: The Definition of Patience

- _____ a. A teacher often shows patience to young students at the end of the school day.
- _____ b. Patience is the ability to continue doing something even if you do not see any results immediately.

3. Topic: The Golden Gate Bridge

- _____ a. The Golden Gate Bridge is famous worldwide.
- _____ b. The Golden Gate Bridge is 4200 feet (1280.2 m) long and rises 692 feet (211 m) above San Francisco Bay.

4. Topic: Making New Friends

- _____ a. Some kids tried to be nice to me, but I did not want to talk to them.
- _____ b. I learned the hard way how to make friends in a new school.

5. Topic: Cell Phones and Driving

- _____ a. When drivers talk on cell phones, they become distracted and do not pay enough attention to driving.
- _____ b. One of the recent developments of modern technology—cell phones—can be a danger to safe driving.

ACTIVITY 2 Ordering Sentences in a Paragraph

Put the sentences in a logical paragraph order. Then write the sentences in correct paragraph format on a separate piece of paper. Be sure to add an appropriate title.

- _____ a. Instead, breakfast for them often consists of eggs with toast and coffee.
- _____ b. People in Malaysia eat rice for breakfast, too, but their rice is cooked in coconut milk.
- _____ c. Breakfast foods vary from country to country.
- _____ d. However, people in most countries in Central and South America do not eat rice for breakfast.
- _____ e. People eat this sweet, flavored rice with a red paste that is made of ground chili peppers and other ingredients.
- _____ f. In Japan, for example, it is common to eat rice, soup, and fish for breakfast.
- _____ g. From these varied breakfast items, it is clear that breakfast foods are different around the world.

ACTIVITY 3 Writing Concluding Sentences

Choose three topic sentences from Activity 1. Write a concluding sentence for each one.

1. _____

2. _____

3. _____

ACTIVITY 4 Choosing the Correct Verb Tense

Underline the correct verbs. Then answer the questions.

Example Paragraph 68

An Important Invention

I (1. believe / believed) that the light bulb is one of the most important inventions of all time. In the past, people (2. used / are using) candles to see at night. This light was very weak and difficult to see with. However, the light bulb now (3. allowed / allows) us to see things easily in the dark. This invention also (4. help / helps) us to do more work in one day. Before the light bulb, most work (5. ends / ended) at sundown. Now people can continue to work outdoors or in their offices for much longer at night. In addition, people can do more fun things



ACTIVITY 6 Choosing the Correct Verb Tense

Underline the correct verbs. Then answer the questions.

Example Paragraph 69

A Busy Day

Tomorrow (1. is / is going to be) a busy day for me. Usually, I (2. get / am getting) up at seven o'clock in the morning. However, tomorrow I (3. get / am going to get) up at five o'clock because I am going to go to the gym. After I finish at the gym, I (4. go / am going to go) to work. I usually (5. start / am starting) work at nine o'clock. Tomorrow I (6. start / am going to start) work at eight o'clock. After work, I frequently (7. have / am having) dinner with my friends. However, tomorrow I (8. go / am going to go) directly to my mother's house because it is her birthday. We (9. have / are going to have) a big party for her. I know it will be a full but fun day for me.

Post-Reading

1. What is the topic sentence of the paragraph? _____

2. How many sentences does the paragraph have? _____
3. What reasons does the writer give to support the main idea? _____

4. What two tenses does the writer use? Why? _____

5. What ideas/words do the topic sentence and concluding sentence share?

The Greatest Invention Paragraph

An Important Invention

I (1. believe / believed) that the light bulb is one of the most important inventions of all time. In the past, people (2. used / are using) candles to see at night. This light was very weak and difficult to see with. However, the light bulb now (3. allowed / allows) us to see things easily in the dark. This invention also (4. help / helps) us to do more work in one day. Before the light bulb, most work (5. ends / ended) at sundown. Now people can continue to work outdoors or in their offices for much longer at night. In addition, people can do more fun things when it is dark. For example, sports fans (6. watch / watched) games at night on lighted fields, and music lovers (7. listen / are listening) to concerts in lighted stadiums. Without this incredible invention, people today would not have as many choices for work or play.



EDITING CIRCLE

Use a different color pen for editing.

<p>Round 1</p>	<ul style="list-style-type: none"> • Is there a title? • Is the first sentence indented? • Do the sentences follow each other? 	<p><i>(If there is no title, write an original title yourself.)</i></p>
<p>Round 2</p>	<ul style="list-style-type: none"> • Is there a topic sentence? • Is the topic sentence clear? • Is there a conclusion sentence? • Do the topic and conclusion sentences match? 	<p>1. Put a BOX around the topic and conclusion sentences.</p>
<p>Round 3</p>	<p>BODY SENTENCES</p> <ul style="list-style-type: none"> • Are three or more reasons/main points to support topic sentence? • Do all supporting sentences connect to topic? • Does every main point have example, details, or an explanation? • TRANSITION WORDS? 	<p>2. Number the main points. (#1, #2, #3, etc.)</p> <p>3. Next, circle the transition words.</p>
<p>Round 4</p>	<p>GRAMMAR/SPELLING</p> <ul style="list-style-type: none"> • Subjects/Verbs • Singular/Plural • Correct tense (past, present, future) • Punctuation • SPELLING!!! 	<p><i>(Work together with your group. Use a dictionary, and PLEASE ask the teacher if you have a question.)</i></p>

“Invention” Paragraph FINAL DRAFT

Rewrite your paragraph in the box below. Please correct any mistakes.

Name _____

Class _____

Word Count _____

Plan Your Paragraph

Name: _____

Class: _____

For each topic, write a topic sentence, give three or more reasons, and support each reason with examples, details, etc.

- A. Topic: If you were in a forest, ALONE, and you could have only ONE survival item, what would you choose? Give three reasons to support your answer.**

Topic Sentence: (EXAMPLE: <i>If I were alone in a forest, I would want to have (a) . . . as my one survival item.</i>)			
Reason:	1	2	3
Support:	• •	• •	• •

- B. Topic: If you could only choose to eat one food for the rest of your life, what would you choose and why?**

Topic Sentence:			
Reason:	1	2	3
Support:	• •	• •	• •

- C. Topic: What is your favorite day of the year? Give three reasons.**

Topic Sentence:			
Reason:	1	2	3
Support:	• •	• •	• •

D. Topic: If you could be any animal, which animal would you choose? Give three reasons to support your opinion.

<i>Topic Sentence:</i>			
<i>Reason:</i>	1	2	3
<i>Support:</i>	• •	• •	• •

E. Topic: What is the best country for studying abroad? Why do you think so?

<i>Topic Sentence:</i>			
<i>Reason:</i>	1	2	3
<i>Support:</i>	• •	• •	• •

F. Topic: Where would you like to spend your vacation, on a beach, in the mountains, in a big city, or in the country? Choose one and give three reasons to support your choice.

<i>Topic Sentence:</i>			
<i>Reason:</i>	1	2	3
<i>Support:</i>	• •	• •	• •

IN-CLASS Writing TEST

Choose Topic A or B or C. Write a paragraph about the topic you choose. (Words: 100—150)

TOPIC A: What is your favorite season of the year, spring, summer, winter, or fall?

TOPIC B: In your opinion, what is the best country for studying abroad?

TOPIC C: What is the best place to live, in a big city or a small town?

WORD COUNT:

Name:
Class:

SCORE:

/40

Scoring Rubric *(teacher)*

STYLE 1 2 3 4 5

- There is an appropriate title.
- The first sentence is indented.
- Sentences follow each other.

TOPIC SENTENCE 1 2 3 4 5

- There is a topic sentence.
- Topic is clear, general, and appropriate.

BODY SENTENCES 2 4 6 8 10

- 3 or more reasons properly support topic.
- Supporting sentences relate to topic.
- Reasons are supported: examples/details.
- Transition words used correctly.

CONCLUSION 1 2 3 4 5

- There is a concluding sentence.
- Topic and conclusion sentences match.

GRAMMAR 2 4 6 8 10

- Subject/Verb agreement
- Singular/Plural agreement
- Verb tense
- Punctuation
- Spelling

OVERALL FLUENCY 1 2 3 4 5

Opinion Paragraph

An **opinion** paragraph expresses the writer's thoughts and attitude toward something. The writer attempts to persuade the reader about a certain point of view. In other words, the writer presents an argument for or against something. This kind of writing is also referred to as persuasive or argumentative writing.

Good writers will include not only opinions but also facts to support their opinions. For example, if a writer says "Smoking should not be allowed anywhere," he or she must give reasons for this opinion. One reason could be a fact, such as, "Over 160,000 people died in the United States last year because of lung cancer as a known result of smoking." This fact clearly and strongly supports the writer's opinion.

A good opinion paragraph:

- is often about a controversial issue
- gives the writer's opinion or opinions about a topic
- explains facts to support the writer's opinions
- presents a strong case that makes the reader think about an issue seriously, perhaps even causing the reader to reconsider his or her own opinion about the issue
- considers both sides of an argument (although it gives much more attention to the writer's side of the issue)

ACTIVITY 1 Studying Example Opinion Paragraphs

Discuss the Preview Questions with your classmates. Then read the paragraphs on pages 182–186 and answer the questions that follow.

Opinion Paragraph 1

This paragraph is about cell phone use while driving, which has been a topic of much interest and debate in many countries for some time.

Preview Questions

1. Do you think that using a cell phone while driving is acceptable? Why or why not?
2. Should there be laws banning the use of cell phones while driving? Why or why not?

Example Paragraph

Driving and Cell Phones

Because cell phones and driving are a **deadly** mix, I am in favor of a ban on all cell phone use by drivers. The most **obvious** reason for this ban is to save lives. Each year thousands of drivers are killed or seriously injured because they are talking on cell phones or texting instead of watching the road while they are driving. This first reason should be

deadly: dangerous, able to cause death

obvious: evident, clear



enough to support a ban on cell phones when driving, but I have two other reasons. My second reason is that these drivers cause accidents that kill other people. Sometimes these drivers kill other drivers; sometimes they kill passengers or even pedestrians. These drivers certainly do not have the right to **endanger** others' lives! Finally, even in cases where there are no **injuries** or deaths, **damage** to cars from these accidents costs us millions of dollars as well as countless hours of lost work. To me, banning cell phones while driving is **common sense**. In fact, a **wide range of** countries has already put this ban into effect, including Australia, Brazil, Japan, Russia, and Turkey. Driving a car is a privilege, not a right. We must all be careful drivers, and talking or texting on a cell phone when driving is not safe. For the important reasons I have mentioned here, I support a complete ban on all cell phone use by drivers.

to endanger: to cause to be in a dangerous situation

an injury: harm or hurt done to a body (for example, a foot)

the damage: harm or hurt done to thing (for example, a building)

common sense: so obvious that everyone knows it

a (wide) range of: a (great) number of

Post-Reading

1. What is the topic sentence of the paragraph? _____

2. What is the author's opinion on cell phone usage by drivers? _____

3. List three reasons that the writer favors a ban on cell phones while driving.
 - a. _____
 - b. _____
 - c. _____
4. What is your reaction to this paragraph? Do you agree or disagree with the author's opinion? Why or why not?

Writer's Note

Advanced Opinion Writing

The most important way to persuade someone to agree with what you are writing is to include strong supporting facts. Your writing will always sound better when you support what you have just written with evidence or good examples.

A second way to persuade someone to agree with the ideas in your writing is to include at least one sentence with an opposing opinion (an opinion that disagrees with your point of view). At first, this might not seem like a good idea, but it is common to state one point of view that disagrees with your own point of view. This is called a **counterargument**. This counterargument is then followed by a statement that refutes, or reduces the counterargument. This is called a **refutation** because you refute the counterargument.

When you acknowledge this other opinion, you should downplay, or minimize, it. One way to do this is to use weak words, such as *some*, *may*, and *might*, as we can see in the following example:

Some people **might** say that uniforms take away personal freedom, but students still have many other ways to express themselves and their individuality.

In a good opinion paragraph, the writer:

- states an opinion about a topic
- provides supporting sentences with factual information
- briefly mentions one opposing point of view (the counterargument)
- refute the counterargument in one or two sentences (the refutation)
- finishes the paragraph with a concluding sentence that restates the topic sentence and / or offers a solution. Study this example:

State your opinion	→	Without a doubt, all high school students should be
Give a counterargument	→	required to volunteer in their community. While some
Refute it	→	may claim that students should focus solely on their
Give your Supporting Fact for your Opinion #1	→	studies during school hours, research has actually found
Give your Supporting Fact for your Opinion #2	→	that volunteering improves students' motivation both in
State your conclusion	→	and out of the classroom. In a recent poll by the student
	→	council, 71 percent of students who volunteered were
	→	better able to manage their time and grades. Furthermore,
	→	students at Western High School have overwhelmingly
	→	reported that they felt like they were part of something
	→	greater and could see how their efforts could truly help
	→	those around them. Based on all of the research and
	→	results, schools should require students to volunteer.

Opinion Paragraph 2

This paragraph is about a less serious topic than the topic that Example Paragraph 66 deals with. The subject of this paragraph is the question "Which is better, calling or texting?"

Preview Questions

1. How many phone calls do you make each day?
2. How many text messages do you send each day?
3. Do you prefer to call or text someone when you need to tell that person something? Why?

Example Paragraph

The Best Way to Communicate

No matter how much my friends try to convince me that I should text them more often, I prefer calling to texting. Yes, some people might say that using a telephone to make a call is **old-fashioned**, but I do not care. Texting is certainly very common now because it is convenient and fast. However, I really like to call my friends because I want to hear my friends' voices and interact with them. **Without a doubt**, calling is my preferred **mode of** communication.

no matter: it does not matter or make a difference

old-fashioned: old style, not modern

without a doubt: 100 percent, certainly

a mode: a method, manner



Post-Reading

1. What is the topic sentence of this paragraph? _____

2. What phrases from the paragraph show the reader that the writer is giving an opinion and not a fact?

3. Do you agree with the supporting statements that the writer makes about texting and calling? Why or why not?

4. Can you think of at least one other reason the writer could give for preferring calling to texting?

Opinion Paragraph 3

The paragraph on the next page deals with school uniforms, a current controversial issue.

Preview Questions

1. Have you ever worn a school uniform?
2. Do you think requiring students to wear a uniform is a good idea or a bad idea?

Example Paragraph

An A+ for School Uniforms

School uniforms should be **mandatory** for all students for a number of important reasons. First of all, uniforms make everyone equal. In this way, kids with a lot of nice things can be on the same level as those with fewer things. In addition, getting ready for school every morning can be much faster and easier. Many kids waste time choosing what to wear to school, and they and their parents are often unhappy with their final choice. Most important, some **studies** show that school uniforms make students **perform** better in school. Some people might say that uniforms take away personal freedom, but students still have many other ways to express themselves and their individuality. For all these reasons, I believe the benefits of mandatory school uniforms are so strong that we should require them immediately.

mandatory: obligatory, something that must be done

a study: a research report

to perform: to produce work; to do

Post-Reading

1. What is the author's opinion about school uniforms?

2. The author gives three reasons to support the opinion. Write them here.

3. The paragraph states that some people do not think that school uniforms should be required. What is their main reason?



Facts and Opinions

A **fact** is information that can be verified or proved. A fact is always true. In contrast, an **opinion** is what someone thinks or believes to be true. An opinion may be true or false.

Facts	Opinions
Orlando is located in central Florida.	Orlando is a great city for people of all ages.
Orlando is home to several large theme parks.	There are many fun places to visit in Orlando.
The University of Central Florida is located in Orlando.	The University of Central Florida is an excellent university.
The average annual temperature is 73° F.	I like the weather in Orlando very much.

When you write an opinion paragraph, it is very important to include facts. If you choose helpful supporting facts with examples that the reader can clearly relate to, your opinion paragraph will be stronger and you may even convince readers to agree with you. Readers will remember good, related supporting examples, so you should try to write the most convincing examples.

ACTIVITY 2 Identifying Facts and Opinions

Read the following statements and decide if they are facts or opinions. Write F for fact and O for opinion.

- O 1. Soccer is a much more interesting game to play and watch than golf.
- F 2. The Nile River splits into the White Nile and Blue Nile in Sudan.
3. The most beautiful city in the world is Paris.
4. Citrus fruits include oranges, lemons, and grapefruit.
5. Hawaii is the best place for a vacation.
6. The capital of Thailand is Bangkok.
7. Security alarms are the most effective way to protect homes from burglaries.
8. School uniforms should be mandatory for all students.
9. A glass of milk has more calcium in it than a glass of apple juice.
10. Apple juice tastes better than milk.

Topic Sentences for Opinion Paragraphs

A good topic sentence for an opinion paragraph must express an opinion that can be supported in some way. Therefore, this type of topic sentence cannot be a fact because a fact is not an opinion. A fact does not need to be proved or discussed. It is a fact. If you cannot think of at least two good reasons to support the idea in the topic sentence, then it is probably not a good topic sentence for an opinion paragraph.

Bad Topic Sentence: Paris is a large city in France.

Problem: This is a fact. Does anyone disagree that Paris is a large city and it is in France?

Bad Topic Sentence: There are several types of camels.

Problem: This is a fact. This topic sentence is going to produce a paragraph explaining the different kinds of camels, but it is not a good topic sentence for an opinion paragraph about camels.

ACTIVITY 4 Recognizing Good Topic Sentences for Opinion Paragraphs

Read the following sentences. Which ones are good topic sentences for opinion paragraphs? Put a check (✓) next to those sentences.

- _____ 1. A hospital volunteer usually has many duties.
- _____ 2. Soccer is a much more interesting game to play and watch than golf.
- _____ 3. The largest and best-known city in all of France is Paris.
- _____ 4. Eating a vegetarian diet is the best way to stay healthy.
- _____ 5. Hawaii is the best place for a vacation.
- _____ 6. The U.S. government uses a system of checks and balances.
- _____ 7. Although Ontario is the fourth largest of the thirteen provinces in Canada, it has about one-third of Canada's population and is therefore the most populated province in the entire country.
- _____ 8. Security alarms are the most effective way to protect homes from burglaries.

ACTIVITY 5 Sequencing Sentences in a Paragraph

The following sentences make up a paragraph. Read the sentences and number them from 1 to 6 to indicate the correct order. Then write O or F on the line after each sentence to indicate whether the sentence contains an opinion or a fact.

- _____ a. The damage of these rays may not be seen immediately in children, but adults who spent a lot of time in the sun when they were children have a much higher chance of developing skin cancer than adults who did not spend time in the sun. _____
- _____ b. Too much time in the sun can cause severe skin damage, especially in young children. _____
- _____ c. This disease, which can be deadly if it is not treated quickly, is a direct result of the sun's harmful ultraviolet rays. _____
- _____ d. In conclusion, the information in this paragraph is enough evidence to persuade parents not to let their children play outside in the sun without sunscreen. _____
- _____ e. Although many people enjoy playing in the sun, parents should make sure that their children put on sunscreen before going outside. _____
- _____ f. The most serious example of this is skin cancer. _____

Opinion Paragraph TEST

Rewrite your paragraph in the box below. As you write, be sure to use the Paragraph Checklist. [WORD COUNT: _____]

Title: _____

SCORING RUBRIC

STYLE

- Is there a **title**?
- Is proper paragraph style used?
- Transition words?

TOPIC SENTENCE

- Is there a **topic sentence**?
- Does the topic sentence state an **opinion**?

BODY SENTENCES

- Are there **3 reasons** to support the topic sentence?
- Does every supporting sentence relate to the topic?
- Is there enough detail (example, explanation)?
- Is there an **OPPOSITE** opinion?
- Do you **ATTACK** the opposite opinion?

CONCLUDING SENTENCE

- Is there a concluding sentence?
- Do the topic and the concluding sentences match?

GRAMMAR/SPELLING

- Do the subjects and verbs agree?
- Are singular and plural words used correctly?
- Is the correct tense used? (past, present, future)
- Is the punctuation correct? (periods, commas, etc.)
- Is every word spelled correctly?

CONTENT

- How strong is the opinion? **1 2 3 4 5**
- Overall writing fluency **1 2 3 4 5**

Score :

Opinion Paragraph TEST PREP

TOPICS:

- A) It is better to live on your own than with your family. E) Natural hair is better than getting a perm and using hair dye.
 B) Living in Tokyo is better than living in Osaka. F) Breakfast is the most important meal of the day.
 C) Public transportation is better than having a car. G) Japan is the best country in the world.
 D) The best way to learn English is to watch English movies. H) It is better to go to a game center than karaoke.

Choose FIVE of the topics above and use them to complete the following charts.

1. Topic:	
What are 3 reasons to support your opinion? (Try to use facts to make a stronger opinion.)	What are 2 opposite opinions against the topic? However, some people say:
a.	a.
b.	b.
c.	
Choose one of the opposite opinions that you think is weak. Why do you think it is a bad opinion?	

2. Topic:	
What are 3 reasons to support your opinion? (Try to use facts.)	What are 2 opposite opinions against the topic? However, some people say:
a.	a.
b.	b.
c.	
Choose one of the opposite opinions that you think is weak. Why do you think it is a bad opinion?	

3. Topic:	
What are 3 reasons to support your opinion? (Try to use facts.)	What are 2 opposite opinions against the topic? However, some people say:
a.	a.
b.	b.
c.	
Choose one of the opposite opinions that you think is not strong. Why do you think it is a bad opinion?	

4. Topic:	
What are 3 reasons to support your opinion? (Try to use facts.) a. b. c.	What are 2 opposite opinions against the topic? <p style="text-align: center;">However, some people say:</p> a. b.
Choose one of the opposite opinions that you think is weak. Why do you think it is a bad opinion?	

5. Topic:	
What are 3 reasons to support your opinion? (Try to use facts.) a. b. c.	What are 2 opposite opinions against the topic? <p style="text-align: center;">However, some people say:</p> a. b.
Choose one of the opposite opinions that you think is weak. Why do you think it is a bad opinion?	

OUTLINE

Choose one of the five topics that you chose. Use one of them to write the outline below.

I. Introduction Sentence: _____

II. Body Sentences:

A. First Reason: _____

 1. Support/Detail: _____

 2. Support/Detail: _____

B. Second Reason: _____

 1. Support/Detail: _____

 2. Support/Detail: _____

C. First Reason: _____

 1. Support/Detail: _____

 2. Support/Detail: _____

D. **OPPOSITE OPINION:** _____

E. **OPPOSITE OPINION ATTACK:** _____

III. Conclusion Sentence: _____

Name _____ Class _____

Opinion Paragraph TEST

Write an opinion paragraph about one of the following topics. Try to use facts to support your opinion.

- A. Living in Osaka is better than living in Tokyo. C. The best way to learn English is to study abroad.
B. Taking the train is better than having a car. D. Eating breakfast is the most important meal of the day.

Score : _____

Title: _____

SCORING RUBRIC

STYLE (20 points)

- Is there a **title**?
- Is the paragraph **indented**?
- Do the lines follow behind each other?
- Are **transition words** used well?

TOPIC SENTENCE (10 points)

- Is there a **topic sentence**?
- Does the topic sentence state an **opinion**?

BODY SENTENCES (3 points)

- Are there **3 reasons** to support the topic sentence?
- Do supporting sentences relate to the topic?
- Is there enough detail (examples, explanations)?
- Is there an **OPPOSITE** opinion?
- Do you **ATTACK** the opposite opinion?

CONCLUDING SENTENCE (10 points)

- Is there a **concluding sentence**?
- Do the topic and the concluding sentences match?

GRAMMAR/SPELLING (25 points overall)

- Subject and verb agreement, singular and plural words, tense, punctuation, spelling, etc.**

CONTENT (10 points)

- Strength of the opinion (facts) 1 2 3 4 5
- Overall writing fluency 1 2 3 4 5

Narrative Paragraph

Name: _____

Brainstorm: What is a challenging or embarrassing situation that has happened to you? Think about three events that happened in your life. What are they?

- 1.
- 2.
- 3.

Now, choose one event that you want to write about make an outline below:

Topic Sentence (Beginning Sentences)	
<p>Introduce the challenging situation, and tell when and where it took place.</p> <p>(Tip: Use interesting words to get the reader's attention.)</p>	
Supporting Sentences (Middle Sentences)	
<p>Background: Give brief background information about the challenging situation. (Tip: Tell how you got into the situation.)</p> <p>Details: Explain what happened first.</p> <p>Explain what happened next. (Tip: Give specific details, including sensory or emotional details.)</p> <p>Outcome: Explain how the situation ended.</p>	
Concluding Sentence (Ending Sentences)	
<p>Briefly summarize the story and tell what you learned from the experience.</p>	

Peer Editing a First Draft

Narrative Paragraphs

Writer: _____

Peer Editor: _____

Title: _____

1. What is your favorite part of the paragraph?

2. What challenge did the writer face?

3. When did the event occur?

4. Who was involved in the event?

5. Circle any details about what the writer heard, saw, felt, smelled, or tasted. Which of these details is clearest or most effective?

6. Which part of the event needs more details?

7. Underline the concluding sentence. What did the writer learn from the experience?

8. What suggestions or questions do you have for the writer?

9. Read the paragraph again and check for grammar or spelling mistakes.

Especially, subject-verb agreement, verb tense, capitalization, missing words, parts you don't understand (?), and spelling mistakes. Use your symbol guide.

Narrative Paragraph

Name:

Class:

Criteria	Points				
The paragraph effectively responds to the writing task. Paragraph format (indent, wrapped-lines, title) is correct.	1	2	3	4	5
Introduction sentence gives information about the event (when, where, why, who, what)	1	2	3	4	5
Supporting sentences explain the sequence of events and what happened.	2	4	6	8	10
Concluding sentences explain what the writer learned from the experience.	1	2	3	4	10
The writer uses proper grammar, spelling, and punctuation.	2	4	6	8	10
Paragraph is well organized (topic, support, conclusion). Overall English fluency.	1	2	3	4	10
Total Score:					/50

Narrative Paragraph

Name:

Class:

Criteria	Points				
The paragraph effectively responds to the writing task. Paragraph format (indent, wrapped-lines, title) is correct.	1	2	3	4	5
Introduction sentence gives information about the event (when, where, why, who, what)	1	2	3	4	5
Supporting sentences explain the sequence of events and what happened.	2	4	6	8	10
Concluding sentences explain what the writer learned from the experience.	1	2	3	4	10
The writer uses proper grammar, spelling, and punctuation.	2	4	6	8	10
Paragraph is well organized (topic, support, conclusion). Overall English fluency.	1	2	3	4	10
Total Score:					/50

Narrative Paragraph

Name:

Class:

Criteria	Points				
The paragraph effectively responds to the writing task. Paragraph format (indent, wrapped-lines, title) is correct.	1	2	3	4	5
Introduction sentence gives information about the event (when, where, why, who, what)	1	2	3	4	5
Supporting sentences explain the sequence of events and what happened.	2	4	6	8	10
Concluding sentences explain what the writer learned from the experience.	1	2	3	4	10
The writer uses proper grammar, spelling, and punctuation.	2	4	6	8	10
Paragraph is well organized (topic, support, conclusion). Overall English fluency.	1	2	3	4	10
Total Score:					/50

What Is a Process Paragraph?

At times, you are required to describe how to do something or how something works. In a process paragraph, you divide a process into separate steps. You list or explain the steps in chronological order—the order of events as they happen over time. Special time words or phrases allow you to tell the reader the sequence of the steps. The process paragraph ends with a specific result—something that happens at the end of the process.

A process paragraph:

- explains a sequence or process
- uses time words or phrases
- presents facts and details in chronological order
- ends with a specified result

ACTIVITY 1 Studying Example Process Paragraphs

The three paragraphs that follow are about different topics, and each one is an example of a process paragraph. Discuss the Preview Questions with your classmates. Then read the example paragraphs and answer the questions that follow.

Process Paragraph 1

The topic of this paragraph is a popular Mexican dish. People have to be careful when they eat this food because it can be messy.

Preview Questions

1. Do you know any Mexican food dishes? Do you know the ingredients? If so, what are they?
2. Are any of these dishes messy when you eat them? If so, what makes them messy?
3. Name a food that you have eaten that was very messy. How did you eat it?



Example Paragraph 1

Eating a Messy Food

Because eating a delicious, juicy **taco** is not easy, it requires following specific directions. First, you must be sure that you are wearing clothes that you do not mind getting dirty. Eating a taco while you are wearing an expensive shirt or suit is not a smart idea. The next thing that you should do is to decide if you want to eat the taco alone or in front of others. Eating a taco in front of someone you do not know well can be **embarrassing**. Finally, it is important to plan your attack! It is a good idea to pick up the taco gently and then carefully keep it in a **horizontal** position. As you raise the taco, slowly turn your head toward it and position your head at a 20-degree **angle**. The last step is to put the corner of the taco in your mouth and take a bite. By following these simple directions, eating a taco can be a less messy experience.

messy: not neat

a taco: a Mexican dish consisting of a tortilla wrapped around a mixture of meat, lettuce, tomato, cheese, and sauce

embarrassing: causing a self-conscious or uncomfortable feeling

horizontal: across, from side to side (opposite of *vertical*)

an angle: where two lines meet

Post-Reading

1. What is the topic sentence of this paragraph?

2. This paragraph discusses three directions for eating tacos. What are they?

a. *Do not wear expensive clothes because you might spill something on them.*

b.

c.

3. Do you think that the writer's tone in this paragraph is serious, angry, or humorous?

_____ Why? _____

4. Is there any information that you would like to add?

Example Paragraph 2

Keeping a Vocabulary Notebook

Keeping a vocabulary notebook for learning new English words is not complicated if you follow a few easy steps. First, you must buy a notebook with at least 100 lined pages. You should select the color and size notebook that you prefer. Second, you have to write down any important words that you find when reading or listening. This step requires you to decide whether a word is important enough for you to try to learn it by including it in your vocabulary list. Do not assume that you will remember the word later. The next step is a bit difficult because you need to decide what information about each word you will write down in your notebook. Some learners write only a translation of the word. Other people write an example phrase using the word. Some people write a synonym in English. Of course you can write all three pieces of information. When you are trying to decide what to write, you should remember that this notebook is yours, and you should include information that will help you remember the word. You can include information that matches your personality and your needs. Finally, the most important thing you can do to learn the words in your notebook is to practice these words several times. If the pages of your notebook are neat and inviting, you are more likely to review the words and their information multiple times. If you follow these important steps in keeping a good vocabulary notebook, you can improve your English greatly.

1. What is the topic sentence of the paragraph?

2. How many steps does the author give? _____

3. Why does the author say the third step is difficult?

4. What are the “three pieces of information” mentioned in the paragraph?

Example Paragraph 3

Impress for Success

1 When it is time to be evaluated by your professors, you want them to remember you—and remember you in a positive way. 2 As an experienced student, I know that it is easier to make a good impression on your course instructors if you follow these fundamental steps. 3 First, before you go to class, do all of the assigned reading and homework. 4 Good preparation will help you to follow the professor's lecture more easily, ask intelligent questions, and keep up with the class. 5 Second, arrive for class a few minutes early. 6 That way, you can get a good seat and have enough time to get organized. 7 You want to be ready so that you will not disturb the professor or your classmates while the class is going on. 8 For the same reason, you should also turn off your cell phone as you are getting ready. 9 Next, participate actively throughout the lesson. 10 Smile, nod, and make eye contact with your instructor. 11 Take notes. 12 If the professor asks a question, it is not necessary for you to jump at the chance to answer. 13 However, if no one else speaks up, show what you know. 14 If there is something that you do not understand, wait for an appropriate time to ask about it. 15 Finally, when the class meeting ends, remain seated. 16 Take a few minutes to collect your belongings and make last-minute additions to your notes. 17 If you still have questions, talk to your professor in the classroom. 18 Alternatively, you can send an email or clear up your confusion during the professor's office hours. 19 If you follow these steps in all of your courses, you will be better prepared for your tests, and your teachers will be ready to give you the good grades that you deserve.

1. Underline the first sentence. What word connects the reader to the topic? _____
2. Double underline the topic sentence. What words let you know that the paragraph will explain a process?

3. According to this paragraph, what are the fundamental steps in the process of doing well in class?

4. What kind of information does the last sentence of the paragraph contain? Why did the writer include this sentence?

ACTIVITY 2 Sequencing Sentences

The following sentences about tennis make up a paragraph. Number them from 1 to 8 to indicate the best order. Then underline all the words or phrases that show time order or sequence. (If you are not familiar with tennis, ask a person who plays tennis to explain how to serve or watch a video clip of a tennis player serving.)

- _____ a. Hit the ball into the small box on the opposite side of the net.
- _____ b. After you hit the ball, continue swinging your racket down and across the front of your body.
- _____ c. Just before the ball reaches its peak, begin to swing your racket forward as high as you can reach.
- _____ d. First, toss the ball with your left hand about three feet in the air. The best position for the ball is just to the right of your head.
- _____ e. At the same time, move your racket behind your shoulder with your right hand so that your elbow is pointed toward the sky.
- _____ f. After you have completed the serve, your racket should be near your left knee.
- _____ g. Many people think serving in tennis is difficult, but the following steps show that it is quite easy.
- _____ h. If you are left-handed, you should substitute the words *left* and *right* in the preceding directions.



TRANSITION WORDS/PHRASES

TIME-ORDER SIGNALS	EXAMPLES
Sentence Connectors	
First, (Second, etc.)	First, preheat the oven to 500 degrees Fahrenheit.
Then (no comma)	Then prepare the pizza sauce.
Now (no comma)	
Next,	
Finally,	
After that,	
Meanwhile,	
Others	
The first step . . . (no comma)	The next step is to mix the pizza dough.
The next step . . . (no comma)	After five minutes, check the pizza.
The final step . . . (no comma)	After you take the pizza out of the oven, cut it into eight pieces.
After five minutes,	
After you take the pizza out of the oven,	

SENTENCE STRUCTURE CHALLENGE

Good writers use a variety of sentence patterns. In their paragraphs, they sometimes use simple sentences because they are direct, clear, and easy to read. At other times, they combine simple sentences to show their readers the connection between ideas. Good writers also know that a mixture of sentence types can help to keep their readers interested.

CLAUSES AND COMPLEX SENTENCES

In Chapters 1 and 2, you learned about simple sentences and compound sentences. In this chapter, you will study a third kind of sentence called a **complex sentence**.

Clauses

First, let's learn about clauses. A **clause** is a group of words that contains at least one subject and one verb.

The student arrived late.

... because she wasn't feeling well

There are two kinds of clauses in English: independent and dependent. An **independent clause** can be a sentence by itself, or two independent clauses can be joined with the conjunctions *and*, *but*, *or*, *so*, *for*, *yet*, and *nor*.

This is a simple sentence that is also an independent clause.

The professor provided his email address.

This is a compound sentence with two independent clauses.

The professor provided his email address, but some students did not write it down.

A **dependent clause**, in contrast, cannot be a sentence by itself. A dependent clause "depends" on something else to complete its meaning.

... so that students could send him their compositions

... because they were not paying attention

Complex Sentences

A **complex sentence** is a combination of one independent clause and one (or more) dependent clause(s).

INDEP. CLAUSE DEP. CLAUSE
The student arrived late because she wasn't feeling well.

INDEP. CLAUSE
The professor gave the class his email address

DEP. CLAUSE
so that students could send him their compositions.

Usually, the independent and dependent clauses in complex sentences can be in any order. However, the punctuation is different depending on the order.

In a complex sentence, when the dependent adverb clause comes first, separate the clauses with a comma. When the independent clause comes first, do not separate them.

The students had a **problem** because they did not write down their professor's email address.

Because they did not write down their professor's email **address**, the students had a problem.

Subordinators

A dependent adverb clause always begins with a subordinating conjunction, or **subordinator**. There are different kinds of subordinators. Time subordinators begin a clause that tells *when* something happens. Reason subordinators begin a clause that tells *why* something happens. Purpose subordinators begin a clause that tells *the purpose* or objective of an event or action. Conditional subordinators begin a clause that tells *the condition* under which something can occur.

SUBORDINATORS	EXAMPLES
Time Subordinators	
after	He goes to school after he finishes work.
as*	I entered the classroom as the professor was beginning her lecture.
as soon as	The professor stopped talking as soon as I entered the room.
before	Before you attend college, you have to fill out an application.
since*	It has been an hour since the test started.
until	We can't leave the room until everyone has finished the test.
when	When you start college, you sometimes have to take a placement test.
whenever	Whenever I don't sleep well, I feel sick the next day.
while	I felt nervous while I was taking my first exam.
Reason Subordinators	
as*	As the number of scholarships is limited, it is important to submit your application as soon as possible.
because	I did well on my exam because I studied hard.
since*	Since this is a required course, you must take it.
Purpose Subordinator	
so that	I studied hard so that I would do well on the exam.
Condition Subordinators	
if	If your professor gives a list of class rules, you must be sure to follow them.
unless	Do not use a dictionary in class unless your professor allows you to do so.

*Notice that *as* can be either a time subordinator or a reason subordinator. Also notice that *since* can be both a time subordinator and a reason subordinator.

ACTIVITY 4 IDENTIFYING COMPLEX SENTENCES

Underline the independent clauses and double underline the dependent clauses. Circle the subordinators. Add a comma as needed.

1. When students email their professors, they often expect an immediate reply.
2. It is usually impossible to get a response right away because professors are very busy people.
3. If you have not received an answer within two business days you should send a second email.
4. After you have received a helpful response send a follow-up email to thank the professor.
5. Check your school email regularly since your instructors may send out important notices.
6. Whenever you see the word *test* in the subject line of an email you had better pay attention.
7. Do not be absent on the day of a test unless you have received permission from your instructor.
8. The students were silent as the professor handed out their test.
9. The students worked on the test problems until the teacher told them to stop.
10. As soon as the instructor told them to stop writing they put down their pencils.
11. After the teacher collected the tests she dismissed the class.
12. Before she left she promised to post their test scores in the grade book of their course website.

Writing Test 2 Preparation

Name: _____ Class: _____

- A) How to make a friend from a foreign country.
- B) How to improve your health and lose weight.
- C) How to travel from Sanda to Shinjuku.

- D) How to make a photo album OR sign board for a friend.
- E) How to cook okonomiyaki OR takoyaki.
- F) How to get a high score on the TOEIC test.

As a Group

1

2

<i>Topic Sentence:</i>	<i>Topic Sentence:</i>	<i>Topic Sentence:</i>
<i>Step 1</i>	<i>Step 1</i>	<i>Step 1</i>
<i>Step 2</i>	<i>Step 2</i>	<i>Step 2</i>
<i>Step 3</i>	<i>Step 3</i>	<i>Step 3</i>
<i>Step 4</i>	<i>Step 4</i>	<i>Step 4</i>
<i>Step 5</i>	<i>Step 5</i>	<i>Step 5</i>
<i>Step 6</i>	<i>Step 6</i>	<i>Step 6</i>
<i>Step 7</i>	<i>Step 7</i>	<i>Step 7</i>
<i>Concluding Sentence:</i>	<i>Concluding Sentence:</i>	<i>Concluding Sentence:</i>

List of helpful transition words or phrases:

- A) How to make a friend from a foreign country.
- B) How to improve your health and lose weight.
- C) How to travel from Sanda to Tokyo.
- D) Make a handmade photo album of your friends.
- E) How to cook okonomiyaki OR takoyaki.
- F) How to get a high score on the TOEIC test.

3

4

Original Topic

<i>Topic Sentence:</i>	<i>Topic Sentence:</i>	<i>Topic Sentence:</i>
<i>Step 1</i>	<i>Step 1</i>	<i>Step 1</i>
<i>Step 2</i>	<i>Step 2</i>	<i>Step 2</i>
<i>Step 3</i>	<i>Step 3</i>	<i>Step 3</i>
<i>Step 4</i>	<i>Step 4</i>	<i>Step 4</i>
<i>Step 5</i>	<i>Step 5</i>	<i>Step 5</i>
<i>Step 6</i>	<i>Step 6</i>	<i>Step 6</i>
<i>Step 7</i>	<i>Step 7</i>	<i>Step 7</i>
<i>Concluding Sentence:</i>	<i>Concluding Sentence:</i>	<i>Concluding Sentence:</i>

List of helpful transition words or phrases:

SELF-CHECK

Name: _____ Class: _____

The title of my process paragraph is _____

My word count is _____. It is 150 ~ 200 words.

Paragraph Style

- My paragraph looks like a paragraph. yes no
- My paragraph has an **indent** on the first line. yes no
- The sentences follow each other, not line-by-line. yes no

Content and Organization

- My paragraph is a process paragraph about one of the topics. yes no
- My paragraph begins with a good **introduction**.
It shows my connection to the topic or connects the reader to the topic. yes no
- My paragraph has a good **topic sentence**. yes no
- The steps in my process are complete and in order. yes no
- My paragraph uses **transition words** and phrases. yes no
- My paragraph has enough **details and examples** for anyone to understand. yes no
- The **concluding sentence** states the same idea as the topic sentence.
It also tells the purpose of the paragraph. yes no

Punctuation, Grammar, and Spelling

- Every sentences ends with correct punctuation (ex. period, question mark). yes no
- I used **commas** correctly. yes no
- I checked **subject-verb agreement**. yes no
- I used past, present, and future **tense** correctly. yes no
- All **singular and plural nouns** are used correctly. yes no
- I double-checked my **spelling** with a dictionary. yes no

Sentence Structure

- I used a mixture of long and short sentences to give my writing variety. yes no
- I used **complex sentences** (sentences with dependent and independent clauses.) This will improve your fluency. You can review complex sentences on pages 7-9. yes no

PEER-EDITING

Author: _____

Class: _____

PEER-EDITOR #1: Name: _____

Read this student's paragraph and answer the following peer-editing questions:

1. After you read your partner's paragraph, can you understand everything? **yes** **no**
If you can't understand something, underline that part of their paper and write question marks (???) on their paper.
2. Does the paragraph have a good **topic sentence**? **yes** **no** **needs improvement**
If yes, copy the topic sentence here. *Circle the words that tell you this is a process paragraph.*

3. Does the paragraph have a **concluding sentence**? **yes** **no** **needs improvement**
4. Does it match the topic sentence and tell the purpose of the paragraph? **yes** **no** **needs improvement**
5. What do you like best about this paragraph? Write positive comments below:

PEER-EDITOR #2: Name: _____

Read this student's paragraph and answer the following peer-editing questions:

1. How many steps are there? **Number:** _____
2. Does the paragraph have a **variety of transition words** or phrases? **yes** **no** **needs improvement**

Write the transition words the author uses here:

3. Would you like more information about any step? Or are some steps missing? **yes** **no**
If yes, make a comment to the author or ask questions about what you want to know:

4. Is the **subject-verb agreement** correct? *Underline and write the symbol.* **yes** **no** **needs improvement**
5. Are all **singular/plural** nouns used correctly? *Underline and write the symbol.* **yes** **no** **needs improvement**
6. What do you like best about this paragraph? Write positive comments below:

Give this paper back to the original person

Write your Second Draft:

To the original author, check all the comments and marks made by the peer-editors. Rewrite your paragraph on an attached loose-leaf paper.

DON'T FORGET:

- Write a **title**.
- Write the **new word count**.
- Write **neatly**.
- **Attach the Second Draft on top.**

Narrative Essay

Name:

Class:

A **narrative essay** tells a story. It uses descriptive language to tell the beginning, middle, and end of an event. It has an introduction that engages the reader's interest, details about the main event or action in the story, and a conclusion that describes the outcome.

Narrative Essay Organization

INTRODUCTION

Hook	The hook gets the reader's attention with an interesting or surprising fact .
Background	The background tells the history or what happened before the action.
Thesis	The thesis sentence prepares the reader for the main action of the story, but it doesn't tell the whole story (just a "hint" about the main action).

BODY PARAGRAPHS

The **body paragraphs** tell the main story. They use a lot of details to bring the story to life.

Situation	The situation paragraph describes the when, where, what happens in the story, and why the main event is happening, step by step. It often uses time order.
Rising Action	The rising action is the main events leading to the climax . It also uses time order and many details.
Climax	The climax is the main action , the surprise, or the height of the action.

CONCLUSION

The **conclusion** paragraph tells (1) what happened after the main event, (2) about a lesson the writer learned, and (3) how the writer's life is changed now.

ACTIVITY 1 Identifying Parts of a Narrative Essay

Match the parts of a narrative essay to the examples on the right.

- Hook**
 - I learned that many things in Japan look the same as in the U.K., but they are truly Japanese, and we should appreciate them. Now, travelling is more enjoyable.
- Background**
 - Getting off the airplane, and walking the streets of Tokyo, Japan was very exciting, but it also felt like home.
- Thesis Sentence**
 - Japan is known as "Land of the Rising Sun."
- Situation**
 - When I was young, I always thought Japan was an exotic country with interesting customs. I always wanted to go to Japan.
- Rising Action**
 - I didn't know that I was going to learn an important lesson because of a simple pastry.
- Climax**
 - I was hungry and I wanted something to eat. I found a bakery, and I saw a strawberry jam pastry.
- Conclusion**
 - I finally bit into the pastry and was shocked to find it was not strawberry.

Narrative Essay Organization: My First Japanese Pastry

Paragraph			
1	INTRO	Hook	<ul style="list-style-type: none"> Japan is known as “Land of the Rising Sun.”
		Background	<ul style="list-style-type: none"> I always thought Japan was an exotic country with interesting customs. I always wanted to go to Japan.
		Thesis	<ul style="list-style-type: none"> Eating a pastry taught me an important lesson.
2	BODY	Situation	<ul style="list-style-type: none"> Getting off the airplane, and walking the streets of Tokyo, Japan was very exciting, but it also felt the same as home.
3		Rising Action	<ul style="list-style-type: none"> I was hungry and I wanted something cheap and delicious I found a bakery. I saw a strawberry jam pastry like back home.
		Climax	<ul style="list-style-type: none"> I bit into the pastry and was surprised to find it was not strawberry jam.
4	CONCLUSION		<ul style="list-style-type: none"> I began to like sweet bean paste. I learned that many things in Japan look the same as in the U.K., but they are truly Japanese, and we should appreciate them. Now, travelling is more enjoyable.



My First Japanese Pastry

Japan is known as the “Land of the Rising Sun.” Ever since I was a child I always thought of Japan as an exotic country, filled with many strange and interesting customs. I had always wanted to travel to Japan and experience its old and unique culture. Luckily, it was my first year in university, and I was able to study abroad in Japan. I was so excited, but little did I know that I was about to learn an important lesson because of a simple pastry.

At first, everything was new and exciting for me. Getting off the airplane from the London and walking the streets of Tokyo for the first time was very exciting. Seeing old temples, shrines, and some people dressed in kimonos was exciting, and it fit my image of Japan exactly. I thought to myself, “My dream has come true!” However, after a while, the new buildings, the modern public transportations system, and the modern department stores with all the signs in English made me feel at home. I thought, “Basically, Japan is like the U. K.”

Walking around, I started to feel hungry. I started looking for something cheap and delicious. I didn’t know where I was, so I followed my nose and found a bakery. There were many breads and pastries everywhere. I really felt like I was back home. Suddenly, I spotted a delicious looking strawberry jam pastry. After I paid, I bit into the pastry. “What is this?” I thought. I was surprised to find that it was not filled with strawberry jam. It was filled with sweet bean paste, called “anko” in Japan. It was such a disappointment.

Although I didn’t like sweet bean pastry that day, I have since learned to love it. What I learned was that many things look the same in Japan as in my country. However, on the inside, they are pure Japanese, and they should be appreciated for what they are. Now, travelling is more enjoyable since I learned that lesson.

Read the essay. Respond to the essay by answering the following questions.

My First Foreign Friend

My first foreign friend broke my heart. However, before I could have a foreign friend, I needed to travel abroad first. I have always wanted to go abroad and make friends around the world. Last winter, I was able to study abroad for four weeks in Toronto. While I was studying in Toronto, I met a Canadian girl named Jem. She told me that she wanted to make Japanese friends, so I was happy to talk to her. I was also happy to talk to her because she is so beautiful. Jem is half white and half Filipino, and I had never seen anyone like her before. It is safe to say that I fell in love with her at first sight, but not everything is meant to be. (115)

In the beginning of our friendship, I was able to meet Jem often because we were language exchange partners. Jem helped me study English, and I helped her study Japanese. Gradually we became more and more friendly, so I invited her to go out to eat dinner with me. We went to a restaurant with her friends who also study Japanese. I talked a lot with her and her friends in English, and we ate katsudon. It is very delicious. Having dinner together made me very happy, and I think that my language skill improved. (100)

One day, I went to watch an American football game with my Kwansei Gakuin friends. At the game, I saw Jem with another student. I said hello, and I asked about her friend. She said “He is my boyfriend.” That is, she had a boyfriend. I was surprised, and I was disappointed in love. Furthermore, her boyfriend was also Japanese and was studying abroad like me. I was sad because of that unbelievable fact. At that moment, I thought that my experience in other country was sad. (95)

At last, the day I went back to Japan, I heard from Jem by email. In her email, she wrote, “thank you for being my friend. I want to meet you and speak in Japanese when I go to Japan this summer.” Her email really made me smile. I forgot about my feelings at the football game and remembered all the great times I had in Toronto. Overall, I learned that life is made up of good and bad memories, but it is most important to remember the good ones. (90)

Total Words: 400

1. Why is the background information in the introduction important to the story?
2. How did the writer and Jem become friends? (What is the situation?)
3. What happened before the writer’s heart was broken? (What is the rising action?)
4. What broke the writer’s heart? (What is the climax of the story?)
5. What did the writer learn? Was it a positive lesson or a negative lesson?

ACTIVITY 3

Writing a Great Hook

The **hook** is the first sentence of your essay. The purpose of a hook is to get the reader's attention. There are 5 types of hooks:

- Shocking statement
- Interesting fact
- Statistic
- Question
- Quote



A. Below is the introduction to a narrative essay. Read the paragraph and then underline the hook.

I cannot live without pizza. If I go very long without eating a hot delicious slice of pizza, I become sick. When I lived in the United States, I ate a whole pizza every week. But when I started living in Japan, I forgot about eating pizza. I was happy eating delicious Japanese foods at first, but I eventually began to crave a hot slice of bread, sauce, and cheese. After living in Japan for six months, I ordered Japanese pizza for the first time.

1. What type of hook do you think is used? _____
2. Why do you think a good hook is important?

B. Look at the examples of different types of hooks below. Work together in a small group to write your own hooks. The essay topic is "Japanese pizza."

Hooks	Examples	Write your own:
Shocking statement	<i>I love pizza more than my family.</i>	
Interesting Fact	<i>Pizza was first invented in Italy, but modern pizza has changed a lot.</i>	
Statistic	<i>The average American eats 27 pizzas a year.</i>	
Question	<i>What is your favorite food in the world? Mine is pizza.</i>	
Quote	<i>Einstein once said, "Pizza is the most perfect food."</i>	

Read the essay. Respond to the essay by answering the following questions.

My First Time Cooking

When I was ten years old, I almost died in the kitchen. One day, I was the only one home because my parents went to an elementary school to teach, and my big sister was staying at her friend's house. I was bored, and I played video games a whole lot. In the early evening, I became hungry, but there was nothing to eat. I looked in our refrigerator, but there was only some vegetables and medium spicy curry roux. When I saw that, I thought, "my mother can make curry easily, so I can make curry, too." I decided to make curry by myself, but it would be dangerous because I had never cooked anything until then. (115)

At first, I started to cook some rice. Second, I cut onions, but I couldn't stop crying for 20 minutes. After I stopped crying, I cut carrots. I did well partway, but I cut my middle finger because I didn't fold my fingers away from the knife. I felt foolish. I almost gave up, but I continued to cook. Next, I peeled potatoes with a peeler. I thought it was safe, but I was wrong. My nail was skinned a little by the peeler. After the vegetables, I prepared a deep pot and started to fry vegetables and chicken. However, another problem happened. Before I fried them, I forgot to grease the bottom of the pot and it burned. I moved them from the burned pot to another one, and I started to fry them again. There were a lot of problems, but I completed making curry at last. (150)

After I made curry, I looked at my hand, and it was all cut up. There was some adhesive tape on it, but my heart was full of accomplishment. When I ate MY curry, it was very tasty. Later, when my mother got home, she ate my curry and said, "this is so delicious." She looked so happy, and I was so happy, too. After that, my father came back home, and he ate my curry, too. He was surprised that I had made curry by myself. My parents were happy, so I wanted to cook again. (95)

These days, I often cook curry and rice by myself. Now that I know how to make it properly, I have become much better at it. I think it is good for us to try new things. Even if we are not perfect at first, we can become better and better. As they say, "practice makes perfect." In conclusion, while my first time cooking was terrible, it became an invaluable memory that I will never forget. (75)

Total Words: 435

1. Underline the hook? A. What type of hook is it? B. Write a new hook for the essay using a different type.
A.
B.
2. Why was the writer home alone? What is some other background information of the story?
3. How three problems did the writer have when making curry?
4. What was the climax of the story? (Why were the writer's parent's happy?)
5. What did the writer learn? Was it a positive lesson or a negative lesson?

ACTIVITY 5

Time Adverbs

To sequence events in a narrative essay, we use **time adverbs** such as *then, finally, eventually, after that, later, and then*. They usually appear at the beginning of the sentence and followed by a comma.

Then is an exception. It is not followed by a comma.

- Our train was running late. **Finally**, it arrived.
- We got on the train. **Then** we realized that we didn't have money for the ticket.

Identifying Time Adverbs

Reread the student essays, *My First Foreign Friend* and *My First Time Cooking*. List time adverbs that you find:

ACTIVITY 6

Subordinating Conjunctions

We also use **subordinating conjunctions** to sequence events such as *before, as soon as, after, when, and while* in complex sentences as connectors. Complex sentences contain a main clause (independent) and a dependent clause. The dependent clauses give extra information about the main clause, for example, where or when it happened.

Subordinating conjunctions tell when something happened. When a subordinating conjunction comes at the beginning of the sentences, we use a comma. No comma is needed if it comes at the end.

Time Clause

After our parents left the house,

Before my brother was born,

Main Clause

We had a party

I was an only child

Main Clause

we had a party.

I was an only child.

Time Clause

after our parents left the house.

before my brother was born.

Using Subordinating Conjunctions

Combine each pair of sentences into one complex sentence. Use the subordinating conjunctions in (parentheses) to clarify the sentence.

1. People harvested apples. They cooked and stored them in glass jars. (after)

2. I ate the main course. I ate my salad. (before)

3. She applied for the job. She was accepted. (As soon as)

WRITING

Narrative Essay: First Draft

Now its time to write your narrative essay. Use the following guidelines to help you write.

1. Write a narrative essay about something that you did for your first time in your life. Use many details to make the story come alive for the reader.
2. Use an interesting hook. (Try to catch a huge fish!)
3. Be sure to tell the reader what you learned at the end of your story. How has your life changed now?
4. Your title should be: "My First _____" (Use Title Style)
5. Your essay must be 4 paragraphs (Intro, Body Paragraphs x 2, Conclusion). You can use the *Narrative Essay Planner* below to help you write.
6. **Word Count: 350 - 450 words.**
7. **Type your essay. Follow the teacher's typing guide.**
8. **Don't forget to write your name, student ID, class, and date at the top of your paper.**

Narrative Essay Planner

Paragraph			
1	INTRO	Hook	
		Background	
		Thesis	
2	BODY	Situation	
3		Rising Action	
		Climax	
4	CONCLUSION		

PEER EDITING

This paper belongs to:

This paper is being checked by:

Exchange papers and answer the following questions about your classmate's essay.

1. Underline the hook? A. What type of hook is it? If there is no hook or you think it could be better, what is your suggestion?
2. What is the background information of the story? What happened before the beginning of the story?
3. Underline the thesis sentence. If there is no thesis or you think it could be better, what is your suggestion?
4. What happened at the beginning of the story? Where was the writer? What was the writer doing?
5. What transition words or time words does the author use? List them below. If they need more time words for clarity, please make a memo on their paper.

_____	_____	_____
_____	_____	_____
_____	_____	_____

6. What was the climax of the story?
7. What did the writer learn? How did the event change the writer's life?
8. Overall, how do you like the essay? Give a comment to the writer.
9. How can the writer make it better? Make a suggestion here.
10. **Grammar and Spelling.** *Work in a group to check the essay for mistakes. Underline and add a correction symbol if you find any mistakes. Write a question mark (?) if you don't understand something.*

Typing Guide

All Margins: 30mm

Font: Times New Roman, 12 point

Heading: Top Right. Include name, student ID number, class name/number/teacher, date

Title: Centered, **Bold**. Use title style capitalization.

Line Style: Essay must be DOUBLE-SPECED (行間: 2.0). *Use formatting icon, do not hit return between lines.*

Indent: Use "tab" key. The first line of each paragraph must be indented.

Word Count: At the end of the paper.

Shohei Yonemura
Student ID: 67923845
Writing 2-16, Barbee
June 26, 2016

My First Time Eating Japanese Pizza

I cannot live without pizza. If I go very long without eating a hot delicious slice of pizza pie, I become almost sick. When I lived in the United States, I ate a whole pizza every week. But when I started living in Japan, I forgot about eating pizza. I was happy eating delicious Japanese foods at first, but I eventually began to crave a hot slice of bread, sauce, and cheese. After living in Japan for six months, I ordered Japanese pizza for the first time.

It happened on a Friday night. I had to work until 9:00, and I was tired when I got home. To make matters worse, one of the other teachers in my office was eating pizza at lunch time. When I saw their pizza, I felt that old craving rise up in my stomach. "I must have some pizza tonight," I thought to myself. When I got home I called a nearby pizza delivery restaurant. I was not sure how to order pizza in Japan, and I didn't have a menu at my home, so I asked them for their suggestion for the most popular pizza. I ordered the pizza, but I had to wait 30 minutes for it to be ordered.

Finally, the doorbell rang. I jumped up, ran to the door, and gave the pizza man some money. The pizza man gave me a flat, hot, white cardboard box. I set the box carefully on my

That day, I learned that Japan has its own versions of foreign foods. Just like America created the California roll, Japan has also adapted western foods to suit Japanese tastes. Although I still don't understand why Japanese like to put mayonnaise on pizza, I have learned to be more careful when ordering western food in Japan. Since that surprising day, I always check all the toppings before ordering a pizza.

Total Words: 435

Name: _____ SID#: _____ Class: _____ Score: _____ /50

	☹ Below Expectations ☹		☺ Satisfactory ☺		☺ Excellent ☺	
	0	1	2	3	4	5
Hook	<input type="checkbox"/> Missing hook		<input type="checkbox"/> Hook is present		<input type="checkbox"/> Hook captures the reader's attention well	
Thesis statement	<input type="checkbox"/> Missing thesis		<input type="checkbox"/> Present but does not effectively introduce the contents of the essay		<input type="checkbox"/> Introduces the essay effectively	
Introduction (para 1)	<input type="checkbox"/> Few examples/details <input type="checkbox"/> Contains information not connected to the background		<input type="checkbox"/> Some examples/details <input type="checkbox"/> Background info is present		<input type="checkbox"/> Many thorough and clear details <input type="checkbox"/> Background info well prepares the reader for the story	
Rising Action (para 2)	<input type="checkbox"/> Paragraph does not describe the rising action well		<input type="checkbox"/> Describes the rising action <input type="checkbox"/> Introduces the climax too early		<input type="checkbox"/> Describes rising action with many details and leads into the climax	
Climax (para 3)	<input type="checkbox"/> No climax present		<input type="checkbox"/> Climax is present		<input type="checkbox"/> Climax is clear and effective with many details	
Conclusion	<input type="checkbox"/> Concluding sentences missing <input type="checkbox"/> Short and not appropriate		<input type="checkbox"/> Concluding sentences rephrases the thesis statement <input type="checkbox"/> Missing information		<input type="checkbox"/> Concluding sentences tell what the writer learned from this experience	
Grammar and Spelling	<input type="checkbox"/> Many grammar and spelling mistakes that make it difficult to understand the paragraph		<input type="checkbox"/> Some mistakes, but they don't impact the ability to understand the paragraph		<input type="checkbox"/> Few mistakes in grammar, spelling, and punctuation	
Clarity and Organization	<input type="checkbox"/> There are several problems with understanding and clarity <input type="checkbox"/> Ideas are not well organized <input type="checkbox"/> Few transition words		<input type="checkbox"/> There are some problems with understanding but overall the meaning is clear <input type="checkbox"/> Some transition words <input type="checkbox"/> Transition words are present, but not all specific or varied		<input type="checkbox"/> High level of fluency and clarity <input type="checkbox"/> Natural and expressive English <input type="checkbox"/> Good organization and varied transitions words	
Paragraph style	<input type="checkbox"/> Writing is cut into many smaller paragraphs <input type="checkbox"/> No indenting first line of paragraphs <input type="checkbox"/> Missing title or heading information <input type="checkbox"/> Typing guide not followed			<input type="checkbox"/> Writing is contained within 4 paragraphs <input type="checkbox"/> Paragraphs are indented <input type="checkbox"/> Appropriate title <input type="checkbox"/> Typing Guide followed		
Word count	<input type="checkbox"/> Less than 350 words total		<input type="checkbox"/> Total words: 350-400		<input type="checkbox"/> Total words: 400-450	

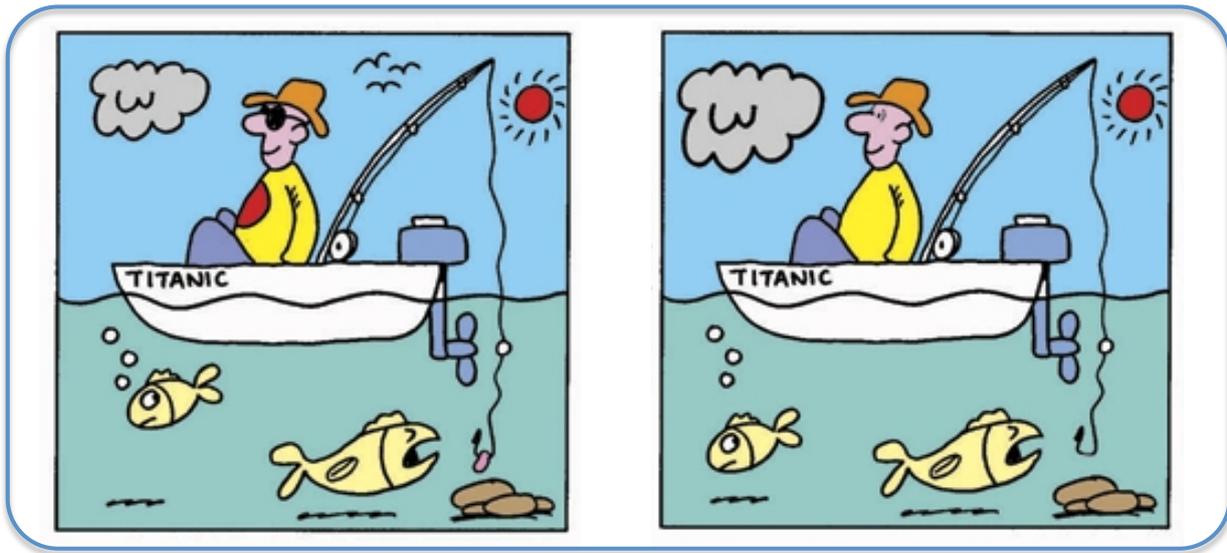
Name: _____ SID#: _____ Class: _____ Score: _____ /50

	☹ Below Expectations ☹		☺ Satisfactory ☺		☺ Excellent ☺	
	0	1	2	3	4	5
Hook	<input type="checkbox"/> Missing hook		<input type="checkbox"/> Hook is present		<input type="checkbox"/> Hook captures the reader's attention well	
Thesis statement	<input type="checkbox"/> Missing thesis		<input type="checkbox"/> Present but does not effectively introduce the contents of the essay		<input type="checkbox"/> Introduces the essay effectively	
Introduction (para 1)	<input type="checkbox"/> Few examples/details <input type="checkbox"/> Contains information not connected to the background		<input type="checkbox"/> Some examples/details <input type="checkbox"/> Background info is present		<input type="checkbox"/> Many thorough and clear details <input type="checkbox"/> Background info well prepares the reader for the story	
Rising Action (para 2)	<input type="checkbox"/> Paragraph does not describe the rising action well		<input type="checkbox"/> Describes the rising action <input type="checkbox"/> Introduces the climax too early		<input type="checkbox"/> Describes rising action with many details and leads into the climax	
Climax (para 3)	<input type="checkbox"/> No climax present		<input type="checkbox"/> Climax is present		<input type="checkbox"/> Climax is clear and effective with many details	
Conclusion	<input type="checkbox"/> Concluding sentences missing <input type="checkbox"/> Short and not appropriate		<input type="checkbox"/> Concluding sentences rephrases the thesis statement <input type="checkbox"/> Missing information		<input type="checkbox"/> Concluding sentences tell what the writer learned from this experience	
Grammar and Spelling	<input type="checkbox"/> Many grammar and spelling mistakes that make it difficult to understand the paragraph		<input type="checkbox"/> Some mistakes, but they don't impact the ability to understand the paragraph		<input type="checkbox"/> Few mistakes in grammar, spelling, and punctuation	
Clarity and Organization	<input type="checkbox"/> There are several problems with understanding and clarity <input type="checkbox"/> Ideas are not well organized <input type="checkbox"/> Few transition words		<input type="checkbox"/> There are some problems with understanding but overall the meaning is clear <input type="checkbox"/> Some transition words <input type="checkbox"/> Transition words are present, but not all specific or varied		<input type="checkbox"/> High level of fluency and clarity <input type="checkbox"/> Natural and expressive English <input type="checkbox"/> Good organization and varied transitions words	
Paragraph style	<input type="checkbox"/> Writing is cut into many smaller paragraphs <input type="checkbox"/> No indenting first line of paragraphs <input type="checkbox"/> Missing title or heading information <input type="checkbox"/> Typing guide not followed			<input type="checkbox"/> Writing is contained within 4 paragraphs <input type="checkbox"/> Paragraphs are indented <input type="checkbox"/> Appropriate title <input type="checkbox"/> Typing Guide followed		
Word count	<input type="checkbox"/> Less than 350 words total		<input type="checkbox"/> Total words: 350-400		<input type="checkbox"/> Total words: 400-450	

What Is a Comparison Essay?

In a **comparison essay**, you can compare ideas, people, different times in history, or other things. The subjects of this kind of essay are two items that are related in some way. You can focus on the **similarities** between the two items, on the **differences**, or on both the similarities and the differences. Your goal is to show your readers how these items are similar or different, what their strengths and weaknesses are, or what their advantages and disadvantages are.

Group Activity: Compare the two pictures below. How are they similar? How are they different?



Choosing a Topic : Here are example titles of good comparison essays:

- Going Out to See a Movie and Watching One at Home
- Two Types of Cars: Hybrid vs. Conventional
- Breakfast Dishes in Japan and China

- _____ 1. Why People Should Be Vegetarians
- _____ 2. Laptop Computers and Desktop Computers
- _____ 3. The Worst Day of My Professional or Academic Life
- _____ 4. Life as an Only Child and Life with Siblings
- _____ 5. Male Bosses and Female Bosses
- _____ 6. The Steps in Writing a Successful Resume
- _____ 7. Major Personality Types of Young Children
- _____ 8. Home Cooking vs. Restaurant Cooking



Organization of a Comparison Essay

Writers organize a comparison essay in two ways. In the **block method**, the writer discusses the points of comparison of the first and second subject separately. In the **point-by-point method**, the writer discusses one point of comparison of both subjects together.

Regardless of which method you use, you must choose **points of comparison** of the two subjects to compare and contrast. For example, if your two subjects are life in London in 1900 and life in London in 2000, you might include these three points of comparison in your essay: population, technology, and transportation.

Block Method

In this method, the writer discusses points of comparison about one subject first before discussing the same points about the second subject. It is important to discuss the points of comparison in the same order. Here is an example of an outline using the block method.

Title: Snapshots of London: 1900 and 2000

I. Introduction

- A. Hook
- B. Connection information
- C. Thesis statement: Though London in 1900 was quite different from London in 2000 in many ways, important similarities existed in population, technology, and transportation.

II. Body Paragraph 1 (Subject 1): London in 1900

- SUPPORT**
- A. Point of comparison 1: Population
 - B. Point of comparison 2: Technology
 - C. Point of comparison 3: Transportation

III. Body Paragraph 2 (Subject 2): London in 2000

- SUPPORT**
- A. Point of comparison 1: Population
 - B. Point of comparison 2: Technology
 - C. Point of comparison 3: Transportation

IV. Conclusion

Paragraphs

1

2

3

4

Point-by-Point Method

In the point-by-point method, information about the two subjects is contained within each paragraph, thus making the writer's comparison or contrast much easier for the reader to understand. In this method, the writer discusses one point of comparison about both subjects first before discussing the second point of comparison about both subjects and then the third point of comparison. (You must use at least two points of comparison.)

Be sure to discuss the subjects in the same order for each point of comparison. Here is an example of an outline using the point-by-point method.

Title: Snapshots of London: 1900 and 2000

I. Introduction

- A. Hook
- B. Connection information
- C. Thesis statement: Though London in 1900 was quite different from London in 2000 in many ways, important similarities existed in population, technology, and transportation.

Paragraphs

1

2

3

4

5

II. Body Paragraph 1 (Point of comparison 1): Population

SUPPORT

- A. Subject 1: London in 1900
- B. Subject 2: London in 2000

III. Body Paragraph 2 (Point of comparison 2): Technology

SUPPORT

- A. Subject 1: London in 1900
- B. Subject 2: London in 2000

IV. Body Paragraph 3 (Point of comparison 3): Transportation

SUPPORT

- A. Subject 1: London in 1900
- B. Subject 2: London in 2000

V. Conclusion

Block Method	Point-by-Point Method
Title: Snapshots of London: 1900 and 2000	Title: Snapshots of London: 1900 and 2000
I. Introduction	I. Introduction
II. London in 1900	II. Population
A. Population	A. London in 1900
B. Technology	B. London in 2000
1. lighting	III. Technology
2. heating	A. London in 1900
3. transatlantic communication systems	1. lighting
C. Transportation	2. heating
III. London in 2000	3. transatlantic communication systems
A. Population	B. London in 2000
B. Technology	1. lighting
1. lighting	2. heating
2. heating	3. transatlantic communication systems
3. transatlantic communication systems	IV. Transportation
C. Transportation	A. London in 1900
IV. Conclusion	B. London in 2000
	V. Conclusion

The Weather in Chicago and Miami

My cousin and I recently had a discussion about whether his hometown, Chicago, or my hometown, Miami, has better weather. Our discussion centered on three differences between the weather in our two hometowns. First, Chicago has all four distinct seasons, but Miami does not. Chicagoans enjoy summer, fall, winter, and spring weather. Miami, in contrast, has only two seasons: a very mild winter and a very long summer. Another major difference in the weather between our two cities is that Chicago's worst weather occurs in the winter. On average, the high temperature reaches only around 32 degrees Fahrenheit, and the low each night goes down to about 20 degrees. Unlike Chicago, the problem in Miami is not the cold but rather the heat. In the summer, the daytime temperature reaches 95 degrees and drops to only 75 or so at night. Finally, they worry about different weather problems. While a Chicagoan's biggest weather fear is a blizzard, the biggest weather problem for them is a hurricane. In the end, we learned that each of our hometowns has unique weather.

1 paragraph / 12 sentences / 179 words

The Weather in Chicago and Miami

1 People usually have very strong opinions about what **constitutes** good weather, and one person's idea of good weather may easily be another person's weather **nightmare**. In fact, my cousin and I recently had a discussion about whether his hometown, Chicago, or my hometown, Miami, has better weather. Our discussion **centered on** three differences between the weather in our two hometowns.

2 Our first point of discussion was the number of seasons. Chicago is located in the midwestern part of the United States. It is also much **farther** north than Miami is. **Chicago has four seasons: summer, fall, winter, and spring.** These four seasons are clearly marked by **distinct** weather changes. Miami, on the other hand, is in the southeastern corner of the United States. Because it is much farther south, near the Caribbean Sea and the Gulf of Mexico, Miami is much warmer. **Miami has two seasons: a very mild winter and a long, hot summer.**

3 We also considered the worst temperatures in both cities. The worst weather in Chicago occurs in the winter. On average, the high temperature only reaches around 32 degrees Fahrenheit, and the low each night goes down to about 20 degrees. In addition, frequent high winds drive the **perceived** temperature down even more. This combination of cold and wind, called the wind chill factor, can make life almost **unbearable** in Chicago during the winter months. The problem in Miami is not the cold but rather the heat. In the summer, the temperature reaches 95 degrees in the daytime and drops only to 75 or so at night. Combined with a constant **humidity** of 90 percent or more, the temperature actually feels **significantly** warmer.

4 Finally, our two hometowns have different kinds of severe weather. **Chicagoans' biggest weather fear is a blizzard.** Blizzards can occur frequently during the frigid winter months. When a blizzard hits the city, it can **dump up to** five or six feet of snow in certain areas. The cold and snow **paralyze** the city, making it impossible for people to go to school or work. While blizzards affect Chicago, the biggest weather problem for people in Miami is a **hurricane**. These powerful storms are possible from May through November. **While** hurricanes occur less frequently than blizzards, they can cause much more damage. For instance, Hurricane Andrew destroyed large parts of the city of Miami in 1992.

5 In the end, my cousin and I learned that each of our **climates** has its unique characteristics. Chicagoans have to live with extreme cold and frequent blizzards that can **upset** their daily routines. Conversely, Miami enjoys warm temperatures while having to **deal with** the **threat** of hurricanes. Deciding which city has better weather proved to be more difficult than we **anticipated**. My cousin does not like hot weather, and I cannot **stand** the cold. Thus, we believe that the definition of perfect weather depends largely on each person's preference.

5 paragraphs / 34 sentences / 481 words

Post-Reading

1. What points of comparison does the writer use in this essay?

2. What method of organization does the writer use: point-by-point or block?

3. Circle the writer's hook.
4. Underline the thesis statement. Is the thesis restated in the conclusion (Paragraph 5)?
_____ If yes, underline that sentence (or sentences).
5. Underline one supporting sentence in each body paragraph (Paragraphs 2, 3, and 4).

Essay 12

Not as Different as One Would Think

- 1 All countries in the world are unique. Obviously, countries are different from one another in location, size, culture, government, climate, and lifestyle. However, many countries share some surprising similarities. Some may think that these two nations have nothing in common because Brazil and the United States are in different **hemispheres**. On the contrary, they share many similarities.
- 2 One important similarity is their size. Both Brazil and the United States are large countries. Brazil covers almost half of the South American continent. Few Brazilians can say that they have traveled **extensively** within the country's borders. Because Brazil covers such a large geographic area, its weather varies greatly from one area to another. Like Brazil, the United States takes up a significant portion of its continent (North America), so most Americans have visited only a few of the 50 states. In addition, the United States has a wide range of **climates**. When the Northeast is experiencing snowstorms, cities like Miami, Florida, can have temperatures over 85 degrees Fahrenheit.
- 3 Another similarity between Brazil and the United States is the **diversity** of ethnic groups. Brazil was colonized by Europeans, and its culture has been greatly influenced by this fact. However, the identity of the Brazilian people is not **solely** a product of Western civilization. Brazil is a "melting pot" of many ethnic groups that immigrated there and mixed with the **indigenous** people. The United States also has a diversity of ethnic groups representing the early colonists from northern Europe as well as groups from Africa, the Mediterranean, Asia, and South America. The mixture of cultures and **customs** has worked to form ethnically rich cultures in both countries.
- 4 Finally, **individualism** is an important value for both Brazilians and Americans. Brazil works hard to defend the **concept** of freedom of choice. Citizens believe that they have the right to do and be whatever they desire as long as they do not hurt others. Individualism and freedom of choice also exist in the United States, where freedom is perhaps the highest value of the people. Some people may believe that the desire for individual expression is divisive and can make a country weak. However, the ability of people to be whatever they want makes both countries strong.
- 5 Although Brazil and the United States are unique countries, there are **remarkable** similarities in their size, ethnic diversity, and personal values. Some people tend to believe that their culture and country are without equal. Nevertheless, it is important to remember that people as a whole have more in common than they generally think they do.

a hemisphere: one half of the world

extensively: widely, over a large area

the climate: the usual weather of a region

diversity: variety

solely: exclusively

indigenous: native, original

a custom: a learned social or cultural behavior

individualism: uniqueness, independence

a concept: an idea

remarkable: amazing, extraordinary

Post-Reading

1. What two subjects does the writer compare in this essay?

2. What method of organization does the writer use—point-by-point or block?

3. What is the hook for this essay? Write it here.

4. Underline the thesis statement. Is the thesis restated in the conclusion (Paragraph 5)? If yes, underline the sentence in the conclusion that restates the thesis.

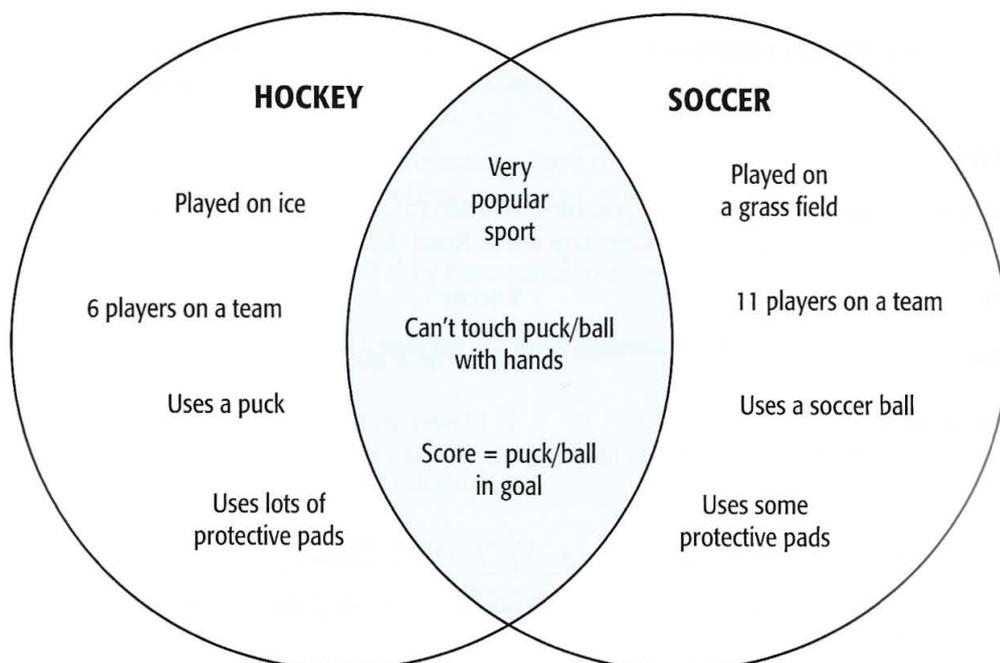
Developing Ideas for Writing

Brainstorming

You will be asked to write comparison essays in many of your classes. Often, you will be given the two subjects to be compared, such as two poems from a literature course, two political beliefs from a political science course, or an invention and a discovery from a history or science course. When you have to choose your own subjects for comparison, the following brainstorming tips will help you.

Make a Venn Diagram

Another way to brainstorm similarities and differences is to use a Venn diagram. A Venn diagram is a visual representation of the similarities and differences between two concepts. Here is a Venn diagram of the characteristics of hockey and soccer.



Original Student Writing: Comparison Essay

ACTIVITY 9 Working with a Topic

Complete the following steps to develop ideas for a comparison essay.

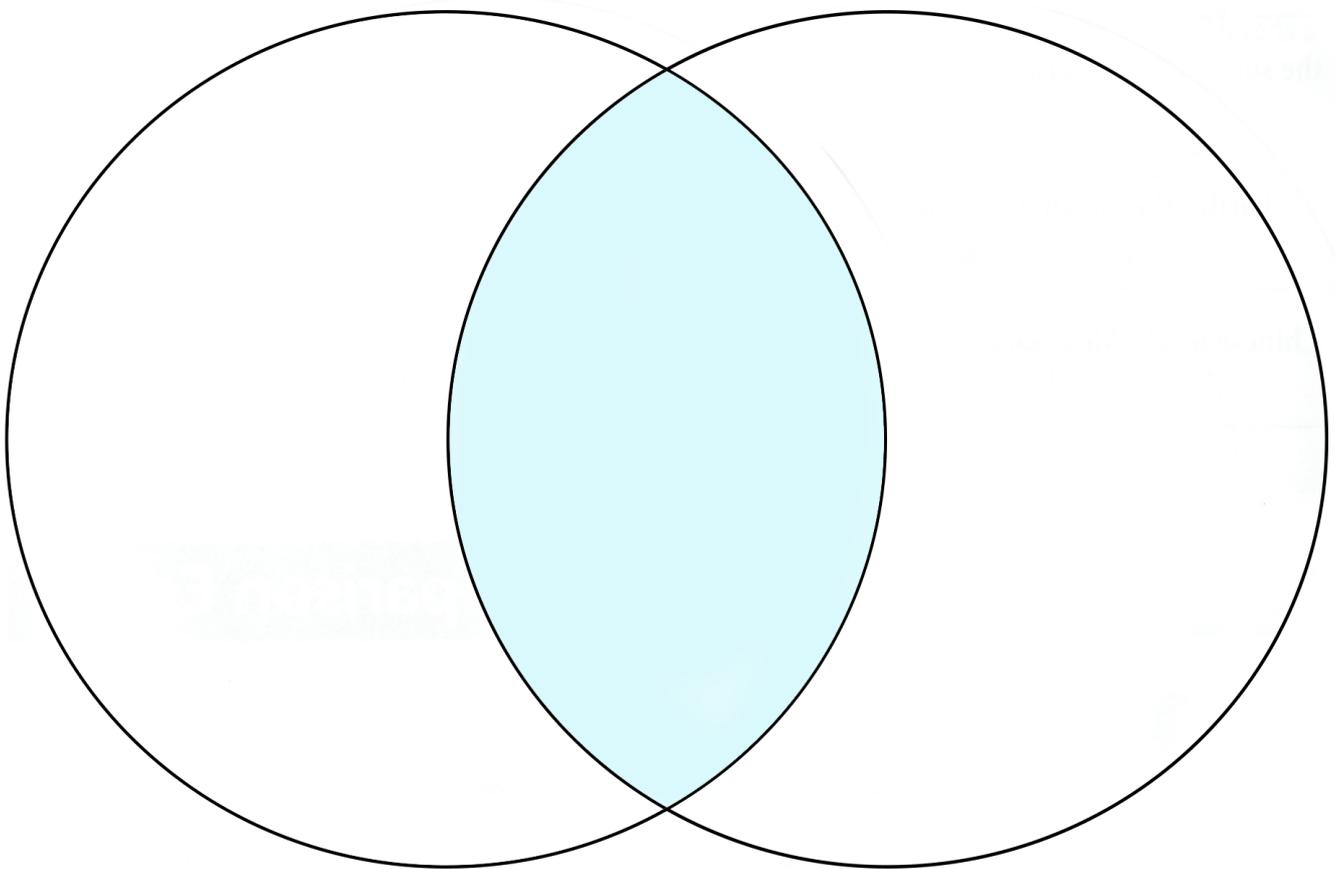
1. Choose one topic from the list below or use your own idea for a topic. If you want to use an original idea, talk to your teacher to see if it is appropriate for a comparison essay.

two sports
two places
two desserts

two movies
two machines
two famous people

two systems of education
two kinds of professions
two celebrations or holidays

3. Now fill in the Venn diagram using the information from the chart in Item 2 above.



4. Decide if you are going to focus on the similarities or the differences between the two subjects or both in your comparison essay. Then choose three or four main points of comparison that you will use and list them here. Circle one: **Similarities** or **Differences**

a. _____

b. _____

c. _____

(d.) _____

Planning with an Outline

Topic: _____

I. Introduction (Paragraph 1)

A. Hook: _____

B. Connecting information: _____

C. Thesis statement: _____

II. Body

A. Paragraph 2 (first point of comparison) topic sentence: _____

- SUPPORT**
- 1. _____
 - a. _____
 - b. _____
 - 2. _____
 - a. _____
 - b. _____

B. Paragraph 3 (second point of comparison) topic sentence: _____

- SUPPORT**
- 1. _____
 - a. _____
 - b. _____
 - 2. _____
 - a. _____
 - b. _____

C. Paragraph 4 (third point of comparison) topic sentence: _____

- SUPPORT**
- 1. _____
 - a. _____
 - b. _____
 - 2. _____
 - a. _____
 - b. _____

III. Conclusion (Paragraph 5)

A. Restated thesis: _____

B. Suggestion, opinion, or prediction: _____

All Margins: 30mm

Font: Times New Roman, 12 point

Heading: Top Right. Include name, student ID number, class name/number/teacher, date

Title: Centered, **Bold.** Use title style capitalization.

Line Style: Essay must be DOUBLE-SPECED (行間: 2.0). *Use formatting icon, do not hit return between lines.*

Indent: Use "tab" key. The first line of each paragraph must be indented.

Word Count: At the end of the paper. (400-450 words)

Yudai Miyazaki

Student ID: 568320143

Writing 2-16, Barbee

October 16, 20016

Comparison of Hamburgers and Pizza

People from every country love food. However, many countries have foods from many others countries. That is why you can easily find curry restaurants in Japan and many sushi restaurants in India. Hamburgers and pizza are two good examples of food that is popular in many countries. Of course hamburgers and pizza are different, but there are many differences between them as well.

are from Germany, they don't often look like their original versions. In Italy, pizza first began as flat bread with dried tomatoes only. Cheese was added later, and it wasn't until America that many, many toppings were added. Like pizza, hamburgers also don't look like they did in Germany in the beginning. Originally, hamburgers were just sausages without the casing. They were made like flat sausages. Now, Americans and Japanese eat hamburgers with many toppings and on hamburger buns.

Word Count: 418

Comparison Essay Writing

Write your Comparison Essay in the box below. Use the outline that you prepared to help you write. As you write, be sure to use the Checklist. **[Words: 400-450]**

Title: _____

CHECKLIST

STYLE

- Is there a **title**?
- Did you **indent** the first sentences of each paragraph?
- Do the sentences follow each other?

INTRODUCTION PARAGRAPH

- Is there a **hook**? Is it interesting?
- Is there a **thesis sentence**?

BODY PARAGRAPHS (How many? _____)

- Which essay style: **Block** or **Point-by-point**
- Does each paragraph have a **topic sentence**?
- Are there at least two **supporting sentences** in each paragraph?
- Are there enough **details, examples, explanations**?
- Are there transition words? (first, second, next, finally, therefore, etc.) Do they have correct punctuation?

CONCLUDING PARAGRAPH

- Is there a concluding paragraph?
- Is the thesis sentence repeated using different wording?
- Do you have a summary, an opinion, or a suggestion?

GRAMMAR/SPELLING

- Do the subjects and verbs agree?
- Are singular and plural words used correctly?
- Is the correct tense used? (past, present, future)
- Is the punctuation correct? (periods, commas, etc.)
- Is every word spelled correctly?

CONTENT

- Are the two subjects (A and B) properly compared?
- Do you show the similarities **OR** differences? _____
- Are there 3 points of comparison? What are they?
 - 1.
 - 2.
 - 3.

- WORD COUNT** _____

Comparison Essay Peer Checklist

STYLE

- Is there a **title**?
- Did you **indent** the first sentences of each paragraph?
- Do the sentences follow each other?

INTRODUCTION PARAGRAPH

- Is there a **hook**? Is it interesting?
- Is there a **thesis sentence**?

BODY PARAGRAPHS (How many? _____)

- Which essay style: **Block** or **Point-by-point**
- Does each paragraph have a **topic sentence**?
- Are there at least two **supporting sentences** in each paragraph?
- Are there enough **details, examples, explanations**?
- Are there transition words? (first, second, next, finally, therefore, etc.) Do they have correct punctuation?

CONCLUDING PARAGRAPH

- Is there a concluding paragraph?
- Is the thesis sentence repeated using different wording?
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- Do the subjects and verbs agree?
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- Is the punctuation correct? (periods, commas, etc.)
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CONTENT

- Are the two subjects (A and B) properly compared?
- Do you show the similarities **OR** differences? _____
- Are there 3 points of comparison? What are they?
 - 1.
 - 2.
 - 3.

WORD COUNT _____

1st CHECKED by _____

2st CHECKED by _____

Comparison Essay Peer Checklist

STYLE

- Is there a **title**?
- Did you **indent** the first sentences of each paragraph?
- Do the sentences follow each other?

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- Is there a **hook**? Is it interesting?
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- Which essay style: **Block** or **Point-by-point**
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- Do the subjects and verbs agree?
- Are singular and plural words used correctly?
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CONTENT

- Are the two subjects (A and B) properly compared?
- Do you show the similarities **OR** differences? _____
- Are there 3 points of comparison? What are they?
 - 1.
 - 2.
 - 3.

WORD COUNT _____

1st CHECKED by _____

2st CHECKED by _____

Name _____ Class _____

Comparison Essay FINAL (400-450)

Title: _____

Scoring Rubric

STYLE

- Is there a **title**?
- Did you **indent** the first sentences of each paragraph?
- Do the sentences follow each other?

INTRODUCTION PARAGRAPH

- Is there a **hook**?
- Is there a **thesis sentence**?

BODY PARAGRAPHS

- Does each paragraph have a **topic sentence**?
- Are there at least two **supporting sentences** in each paragraph?
- Are there enough **details, examples, explanations**?
- Are there transition words? (first, second, next, finally, therefore, etc.)

CONCLUDING PARAGRAPH

- Is there a **concluding paragraph**?
- Is the **thesis sentence repeated** using different wording?
- Do you have a summary, an opinion, or a suggestion?

GRAMMAR/SPELLING

- Do the subjects and verbs agree?
- Are singular and plural words used correctly?
- Is the correct tense used? (past, present, future)
- Is the punctuation correct? (periods, commas, etc.)
- Is every word spelled correctly?

CONTENT

- Are the two subjects (A and B) properly compared?
- Do you show the similarities **OR** differences? _____
- Are there 3 points of comparison?

SCORE:

Comparison Essay FINAL

Name _____ Class _____

CONTENT: (15 points) _____

- Clarity and fluency of comparison.
- The main focus is on either similarities or differences.
- There are 3 points of comparison.

STYLE: (15 points) _____

- There is a title.
- The first sentences of each paragraph are indented.
- Sentences follow one behind another.
- Formatting (heading, font, double space, title, word count)

INTRO: (10 points) _____

- There is a hook.
- There is a thesis sentence.

BODY: (20 points) _____

- Each paragraph has a topic sentence.
- There are at least two supporting sentences in each paragraph.
- There are enough details, examples, and explanations.
- Transition words

CONCL: (15 points) _____

- There is a concluding paragraph?
- The thesis sentence is repeated using different wording.
- Conclusion ends with a summary, an opinion, or a suggestion.

GRAMMAR/SPELL: (25 points) _____

- Subjects and verbs agree, Singular and plural words used correctly, Correct tense is used, Punctuation is correct, Spelling is correct.

SCORE: /100

Comparison Essay FINAL

Name _____ Class _____

CONTENT: (15 points) _____

- Clarity and fluency of comparison.
- The main focus is on either similarities or differences.
- There are 3 points of comparison.

STYLE: (15 points) _____

- There is a title.
- The first sentences of each paragraph are indented.
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- Conclusion ends with a summary, an opinion, or a suggestion.

GRAMMAR/SPELL: (25 points) _____

- Subjects and verbs agree, Singular and plural words used correctly, Correct tense is used, Punctuation is correct, Spelling is correct.

SCORE: /100

Comparison Essay FINAL

Name _____ Class _____

CONTENT: (15 points) _____

- Clarity and fluency of comparison.
- The main focus is on either similarities or differences.
- There are 3 points of comparison.

STYLE: (15 points) _____

- There is a title.
- The first sentences of each paragraph are indented.
- Sentences follow one behind another.
- Formatting (heading, font, double space, title, word count)

INTRO: (10 points) _____

- There is a hook.
- There is a thesis sentence.

BODY: (20 points) _____

- Each paragraph has a topic sentence.
- There are at least two supporting sentences in each paragraph.
- There are enough details, examples, and explanations.
- Transition words

CONCL: (15 points) _____

- There is a concluding paragraph?
- The thesis sentence is repeated using different wording.
- Conclusion ends with a summary, an opinion, or a suggestion.

GRAMMAR/SPELL: (25 points) _____

- Subjects and verbs agree, Singular and plural words used correctly, Correct tense is used, Punctuation is correct, Spelling is correct.

SCORE: /100

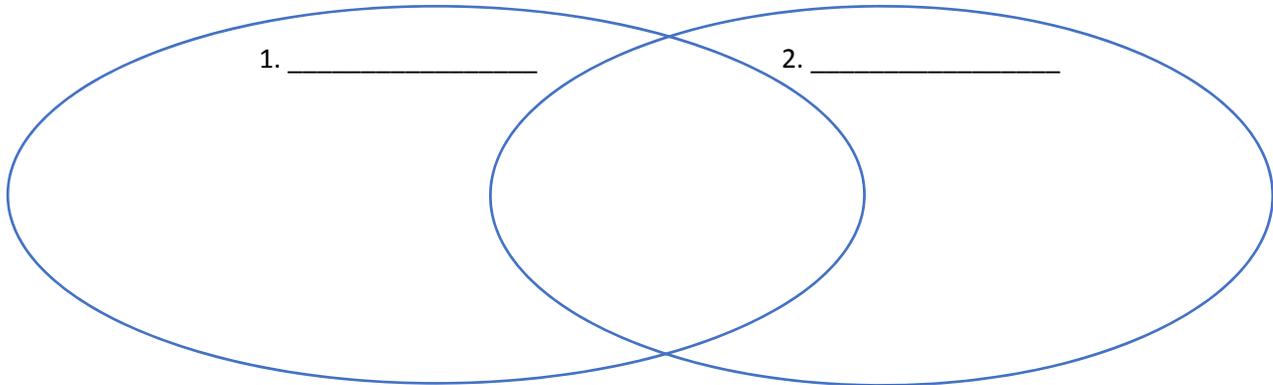
Comparison Essay TEST PREP

Use three pairs of the following subjects and compare them. **A.** Choose two subjects and compare them using a Venn diagram. **B.** Decide if you want to focus on their similarities or differences. **C.** What are your three points of comparison? Finally, **D.** Choose one of the three pairs that you compared and write an outline for a comparison essay on the back of this paper.

Subjects:

- | | | | | |
|--|-------------------------------------|---------------------------------------|-------------------------------------|--|
| <input type="checkbox"/> Heisei Period | <input type="checkbox"/> K Pop | <input type="checkbox"/> Cats | <input type="checkbox"/> Yakisoba | <input type="checkbox"/> Japanese Food |
| <input type="checkbox"/> Elephants | <input type="checkbox"/> Farmers | <input type="checkbox"/> Oshogatsu | <input type="checkbox"/> J Pop | <input type="checkbox"/> Halloween |
| <input type="checkbox"/> Western Food | <input type="checkbox"/> Ramen | <input type="checkbox"/> Ferry travel | <input type="checkbox"/> Whales | <input type="checkbox"/> Spring |
| <input type="checkbox"/> Police Officers | <input type="checkbox"/> Pasta | <input type="checkbox"/> Tokyo | <input type="checkbox"/> Enka | <input type="checkbox"/> Office Worker |
| <input type="checkbox"/> Sanda | <input type="checkbox"/> Edo Period | <input type="checkbox"/> Doctors | <input type="checkbox"/> Winter | <input type="checkbox"/> Summer |
| <input type="checkbox"/> Obon | <input type="checkbox"/> Kyoto | <input type="checkbox"/> Train travel | <input type="checkbox"/> Bus Travel | <input type="checkbox"/> Showa Period |

A. Create a Venn diagram using two subjects from above:

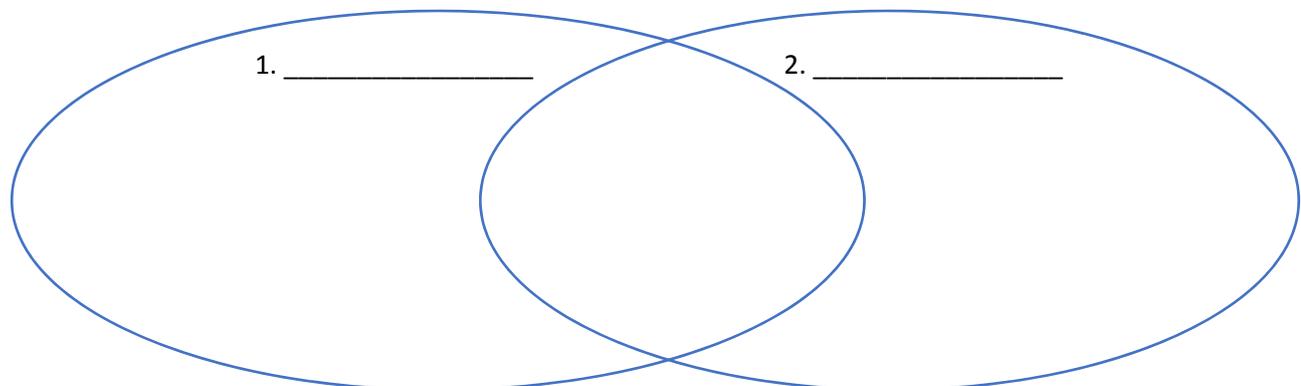


B. Will you focus on the subjects' DIFFERENCES or SIMILARITIES or BOTH? _____

C. What are your three Points of Comparison?

A. _____ B. _____ C. _____

A. Create a Venn diagram using two subjects from above:

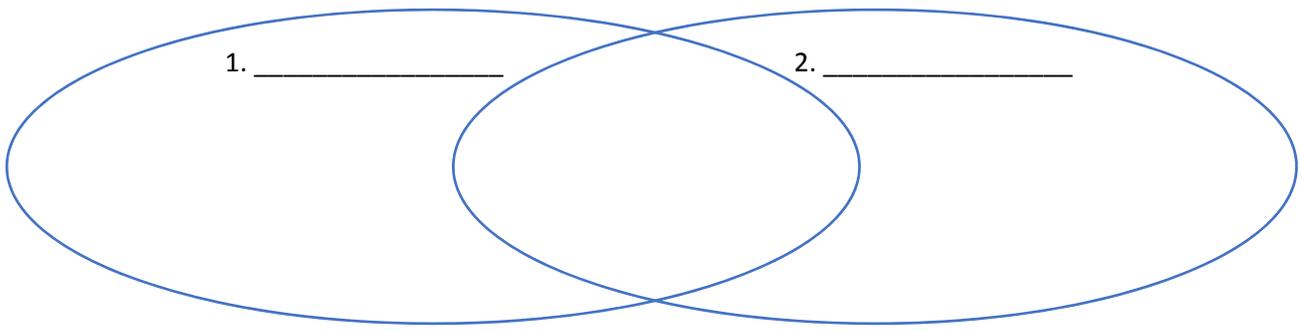


B. Will you focus on the subjects' DIFFERENCES or SIMILARITIES or BOTH? _____

C. What are your three Points of Comparison?

A. _____ B. _____ C. _____

A. Create a Venn diagram using two **ORIGINAL** subjects:



B. Will you focus on the subjects' DIFFERENCES or SIMILARITIES or BOTH? _____

C. What are your three Points of Comparison?

A. _____ B. _____ C. _____

TOPIC: _____

OUTLINE

I. Introduction (Paragraph 1)

A. Hook: _____

B. Thesis Statement: _____

II. Body

A. First Point of Comparison, Topic Sentence (Paragraph 2): _____

1. _____

a. _____

b. _____

2. _____

a. _____

b. _____

B. Second Point of Comparison, Topic Sentence (Paragraph 3): _____

1. _____

a. _____

b. _____

2. _____

a. _____

b. _____

C. Third Point of Comparison, Topic Sentence (Paragraph 4): _____

1. _____

a. _____

b. _____

2. _____

a. _____

b. _____

III. Conclusion (Paragraph 5)

A. Restated Thesis: _____

B. Suggestion, Opinion, or Prediction: _____

Comparison Essay TEST

Choose two of following subjects and compare their similarities or differences in an essay below. Your essay should use Point-by-Point organization and have five paragraphs. Word count should be between 150-300 words. Be sure to use proper paragraph style, transition words, and many details (examples or explanations).

A. Subjects (Choose two):

- | | | | | |
|--------------------------------------|------------------------------------|--------------------------------------|-------------------------------------|---|
| <input type="checkbox"/> Doctor | <input type="checkbox"/> Net Cafe | <input type="checkbox"/> Tokyo | <input type="checkbox"/> Teacher | <input type="checkbox"/> Police Officer |
| <input type="checkbox"/> Game Center | <input type="checkbox"/> Okinawa | <input type="checkbox"/> Elephant | <input type="checkbox"/> Basketball | <input type="checkbox"/> Train |
| <input type="checkbox"/> Pizza | <input type="checkbox"/> Oshogatsu | <input type="checkbox"/> Obon | <input type="checkbox"/> Horse | <input type="checkbox"/> J Pop |
| <input type="checkbox"/> Whale | <input type="checkbox"/> Ferry | <input type="checkbox"/> Nurse | <input type="checkbox"/> Bus | <input type="checkbox"/> Enka |
| <input type="checkbox"/> Ballet | <input type="checkbox"/> K Pop | <input type="checkbox"/> Okonomiyaki | <input type="checkbox"/> Halloween | <input type="checkbox"/> Karaoke |

B. Will you focus on the subjects' DIFFERENCES or SIMILARITIES? _____

C. What are your three Points of Comparison?

1. _____ 2. _____ 3. _____

Title: _____

Scoring Rubric

CONTENT: (15 points) _____

- Clarity and fluency of comparison.
- The main focus is on either similarities or differences.
- There are 3 points of comparison.

STYLE: (15 points) _____

- There is a **title**.
- The first sentences of each paragraph are indented.
- Sentences follow one behind another.

INTRODUCTION: (10 points) _____

- There is a **hook**.
- There is a **thesis sentence**.

BODY: (20 points) _____

- Each paragraph has a **topic sentence**.
- There are at least two **supporting sentences** in each paragraph.
- There are enough **details, examples, and explanations**.
- Transition words are used correctly.

CONCLUDING: (15 points) _____

- There is a **concluding paragraph**?
- The **thesis sentence** is **repeated** using different wording.
- Conclusion ends with a summary, an opinion, or a suggestion.

GRAMMAR/SPELLING: (25 points) _____

- Subjects and verbs agree, Singular and plural words used correctly, Correct tense is used, Punctuation is correct, Spelling is correct.

SCORE:

Comparison Essay TEST

SCORE: _____/100

Choose any two topics and compare their similarities or differences in an essay below. Word count should be between 280-350 words. Be sure to use proper paragraph style, transition words, and many details (examples or explanations).

A. What TWO topics will you compare? _____ & _____

B. Will you focus on the topics' DIFFERENCES, SIMILARITIES, or BOTH? _____

C. Points of Comparison?

1. _____ 2. _____ 3. _____

D. **WORD COUNT:** _____ (280-350)

CONTENT: (15 points) _____

- Clarity and fluency of comparison.
- The main focus is on either similarities or differences or both.
- There are 3 points of comparison.

INTRO: (10 points) _____

- There is a hook.
- Intro gives some background info.
- There is a thesis sentence.

CONCL: (15 points) _____

- There is a concluding paragraph?
- The thesis sentence is repeated using different wording.
- Conclusion ends with a summary, an opinion, or a suggestion.

STYLE: (15 points) _____

- There is a title.
- The first sentences of each paragraph are indented.
- Sentences follow one behind another.
- Formatting (heading, font, double space, title, word count)

BODY: (20 points) _____

- Each paragraph has a topic sentence.
- There are at least two supporting sentences in each paragraph.
- There are enough details, examples, and explanations.
- Transition words

GRAMMAR/SPELL: (25 points) _____

- Subjects and verbs agree, singular and plural words used correctly, correct tense is used, punctuation is correct, spelling is correct.
- Overall fluency

Comparison Essay TEST

SCORE: _____/100

Choose any two topics and compare their similarities or differences in an essay below. Word count should be between 280-350 words. Be sure to use proper paragraph style, transition words, and many details (examples or explanations).

A. What TWO topics will you compare? _____ & _____

B. Will you focus on the topics' DIFFERENCES, SIMILARITIES, or BOTH? _____

C. Points of Comparison?

1. _____ 2. _____ 3. _____

D. **WORD COUNT:** _____ (280-350)

CONTENT: (15 points) _____

- Clarity and fluency of comparison.
- The main focus is on either similarities or differences or both.
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INTRO: (10 points) _____

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- There is a thesis sentence.

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- Transition words

GRAMMAR/SPELL: (25 points) _____

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- Overall fluency

Argumentative Essay Writing

In an **argumentative essay**, your job is make the reader agree with your opinion about a controversial topic. You have to **(1)** state your opinion, **(2)** give reasons to support your opinion, and **(3)** argue against the opposite opinion. Overall, you must **convince** the audience that your side of the argument is correct. To convince the audience, your essay must be balanced—it must include your viewpoint and the opposing viewpoint, or **counterargument**.

Even though you are arguing only one side of an issue, you must think about what the other side would say about your opinion. After you give the counterargument, you must **refute** it by showing that it is wrong. If your essay is balanced, a reader is more likely to agree with you.



ORGANIZATION

The most common type of argumentative essay has six paragraphs. Like all essays, it begins with an introduction and ends with a conclusion. In between are the body paragraphs where you must do three things: support your opinion, present the opposing point of view, and tell why that viewpoint is wrong.

INTRODUCTION	Paragraph 1	Hook Connecting/Background Information Main idea Statement/Thesis Statement
BODY	Paragraph 2	Support 1 (first reason) <ul style="list-style-type: none"> • Explanation, detail, example • Explanation, detail, example
	Paragraph 3	Support 2 (second reason) <ul style="list-style-type: none"> • Explanation, detail, example • Explanation, detail, example
	Paragraph 4	Support 3 (third reason) <ul style="list-style-type: none"> • Explanation, detail, example • Explanation, detail, example
	Paragraph 5	Opposite Side <ul style="list-style-type: none"> • Counterargument 1 • Refutation (ATTACK) • Counterargument 2 • Refutation (ATTACK) 
CONCLUSION	Paragraph 6	Repeat your thesis statement in different words Suggestion/Opinion/Prediction for the future

Studying an Argumentative Essay

The following essay argues for the use of school uniforms. Discuss the Preview Questions with the class. Then read the example essay and answer the questions that follow.

Preview Questions

1. Did you wear a uniform when you went to school?
2. Some people believe that children are too materialistic these days. For example, they may be too interested in wearing expensive brand name clothes. What is your opinion?

The School Uniform Question

1 Individualism is a **fundamental** part of society in many countries. Most people believe in the right to express their own opinion without fear of punishment. This value, however, is coming under fire in an unlikely place—the **public school** classroom. The issue is school uniforms. Should public school students be allowed to make individual decisions about clothing, or should all students be required to wear a uniform? School uniforms are the better choice for three reasons.

2 First, wearing school uniforms would help make students' lives simpler. They would no longer have to decide what to wear every morning, sometimes trying on outfit after outfit in an effort to choose. Uniforms would not only save time but also would eliminate the stress often associated with this chore.

3 Second, school uniforms influence students to act responsibly in groups and as individuals. Uniforms give students the message that school is a special place for learning. In addition, uniforms create a feeling of unity among students. For example, when students do something as a group, such as attend meetings in the auditorium or eat lunch in the cafeteria, the fact that they all wear the same uniform gives them a sense of community. Even more important, statistics show the positive effects that school uniforms have on violence and **truancy**. According to a recent survey in a large school district in Florida, incidents of school violence dropped by 50 percent, attendance and test scores improved, and student suspensions declined approximately 30 percent after school uniforms were introduced.

4 Finally, school uniforms would help make all the students feel equal. Students' standards of living differ greatly from family to family, and some people are **well-off** while others are not. People sometimes forget that school is a place to get an education, not to promote a "fashion show." **Implementing** mandatory school uniforms would make all the students look the same regardless of their financial status. School uniforms would promote pride and help to raise the self-esteem of students who cannot afford to wear expensive clothing.

5 Opponents of mandatory uniforms say that students who wear school uniforms cannot express their individuality. This point has some merit on the surface. However, as stated previously, school is a place to learn, not to **flaunt** wealth and fashion. Society must decide if individual expression through clothing is more valuable than improved educational performance. It is important to remember that school uniforms would be worn only during school hours. Students can express their individuality in the way that they dress outside of the classroom.

6 In conclusion, there are many well-documented benefits of implementing mandatory school uniforms for students. Studies show that students learn better and act more responsibly when they wear uniforms. Public schools should require uniforms in order to benefit both the students and society as a whole.

a fundamental:
essential, basic

a public school: a school run by the state government and paid for by taxes

truancy: absence without permission

well-off: wealthy

to implement: to put into effect

to flaunt: to show off, display

Post-Reading

1. The topic of this essay is school uniforms. What is the hook in the first paragraph?

2. What is the thesis statement?

3. Paragraphs 2, 3, and 4 each give a reason for requiring school uniforms. These reasons can be found in the topic sentence of each paragraph. What are the reasons?

Paragraph 2: _____

Paragraph 3: _____

Paragraph 4: _____

4. In Paragraph 4, what supporting information does the writer give to show that uniforms make students equal?

5. Which paragraph presents a counterargument—an argument that is contrary to, or the opposite of, the writer’s opinion? _____ What is the counterargument?

6. The writer gives a refutation of the counterargument by showing that it is invalid. What is the writer’s refutation?

7. Write the sentence from the concluding paragraph that restates the thesis.

8. Reread the concluding paragraph. What is the writer’s opinion about this issue?

TOPICS FOR ARGUMENTATIVE ESSAYS

What is a great topic for an argumentative essay? Obviously, it should be an issue that you feel strongly about, know something about, and would like to share your opinion about. What is your opinion, why do you feel this way? Can you think of some reasons why people might disagree with you?

When you choose a topic, consider these two questions:

- **Does the topic have two sides?**
- **How much do you know about the topic?**

Look at the list of argumentative topics below. What is your opinion about each topic? Are there two sides of each topic?

Topics for Argument	
Banning cigarettes	Banning violent video games
Requiring school uniforms	Using animals for medical research
Mandating military service	Requiring a test for people who want children
Lowering the drinking age to 18	Banning cell phones in schools
Getting rid of zoos	Requiring a year of study abroad

ACTIVITY Identifying Topics for Argumentative Essays

Read these eight topics. Put a check mark (✓) next to the ones that could be good topics for argument essays.

- _____ 1. The first time I flew in a plane.
- _____ 2. University education should be free.
- _____ 3. How and why birds fly south for the winter.
- _____ 4. High school teachers need a higher salary.
- _____ 5. Steps needed to get a driver's license.
- _____ 6. Legalizing gay marriage.
- _____ 7. Increasing tax on imported food.
- _____ 8. How to become a karate master.

Can you think of three additional topics that would be excellent for an argumentative essay?

1. _____
2. _____
3. _____

TOPICS FOR ARGUMENTATIVE ESSAYS

After you choose a topic, think about what you know about it. What do you know about your side of the argument and what do you know about the opposite side of the argument? A good way to organize your ideas is to use a **Pro & Con T-chart**. [Pro = in favor of thesis statement, Con = against thesis statement]

If you cannot think of several ideas for one or both sides, you should do more research about that topic or choose a different topic.

Here is a Pro & Con T-Chart for an essay about cell-phones being allowed in classrooms.

Thesis statement: Cell phones should not be allowed in university classrooms.

PRO	CON
1. Cell phones distract students from learning if they send messages or play games in class.	1. Cell phones can easily be turned off and kept out of sight.
2. Cell phones might ring in class and disturb the teacher.	2. University students are not children and cellphones are important in an emergency.
3. Students could use cell phones to cheat on tests.	3. Cell phones can be useful tools for education such as being used as a dictionary or to make memos.

ACTIVITY Brainstorming Supporting Ideas

Read the thesis statements and complete the Pro & Con T-charts. Write three ideas to support each statement. Then write three ideas against each statement. Finally, choose an original topic and write a thesis statement of your own. Then fill in the pros and cons for your new topic.

1. *Thesis statement:* Adults should be required to pass a test before they can become parents.

PRO	CON
1.	1.
2.	2.
3.	3.

2. *Thesis statement:* The drinking age in Japan should be lowered to 18 years old.

PRO	CON
1.	1.
2.	2.
3.	3.

3. *ORIGINAL Thesis statement:* _____

PRO	CON
1.	1.
2.	2.
3.	3.

Original Student Writing: Argument Essay

Brainstorming will help you get started with your argumentative essay. In this section, you will choose a topic for your essay, write your thesis statement, think about several supporting ideas for your opinion, and think about the counterargument.

ACTIVITY Planning your Essay

Follow the steps below to develop ideas for an argument essay.

1. First, choose any other topic and thesis statement that you want to write about. Remember that the topic must have more than one point of view to qualify as an argument.

Essay topic: _____

Thesis statement: _____

2. Now brainstorm ideas about your topic. Fill out the Pro & Con T-Chart with as many ideas as you can.

PRO	CON
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

3. Look at your Pro & Con T-chart again. Choose three reasons from your PRO list that support your thesis most effectively and **circle** them. You now know what your major supporting information will be.
4. Now give attention to opposing points of view. In the box below, choose two counterarguments from your CON list and write a refutation for each.

Counterargument (from CON list)	Refutation (ATTACK - Why is it wrong?)
1.	
2.	

ACTIVITY**Planning with an Outline**

Try to complete the following outline before you begin writing your essay. You may use more support sentences if you need. And try to use complete sentences when it is possible.

1. Introduction (Paragraph 1)

A. Hook: _____

B. Connecting Information: _____

C. Thesis Statement: _____

2. Body

A. First Reason (Paragraph 2) topic sentence: _____

Support

1. _____
2. _____
3. _____

B. Second Reason (Paragraph 3) topic sentence: _____

Support

1. _____
2. _____
3. _____

C. Third Reason (Paragraph 4) topic sentence: _____

Support

1. _____
2. _____
3. _____

D. Counterargument (Paragraph 5)

1. Counterargument #1: _____

Refutation (attack): _____

2. Counterargument #2: _____

Refutation (attack): _____

3. Conclusion (Paragraph 6)

A. Restated Thesis: _____

B. Opinion/Suggestion/Prediction: _____

Argumentative Essay: PEER Checklist

This essay was CHECKED by

(If this essay is not checked correctly, the student who checked it may lose points on their essay.)

Name _____ Class _____

STYLE

- What is the **title** of the essay? (Do you think it could be a better title?)

- Each paragraph is **indented**?
- Did the writer follow the **typing guide** (heading, title, tab=indent, spacing, etc.)?
- WORD COUNT** (380-450) _____

INTRODUCTION PARAGRAPH

- Is there a **hook**? Is it relevant to many people?
- Is there **background information** about the topic?
- Is there a **THESIS STATEMENT** (main opinion or main idea)? What is the thesis statement of the essay?

BODY PARAGRAPHS

- Do paragraphs 2, 3, and 4 give **THREE REASONS** to support the main opinion? What are the reasons?
Paragraph 2: _____
Paragraph 3: _____
Paragraph 4: _____
- Does each paragraph have a **topic sentence**?
- Are there at least **two supporting sentences** in each paragraph?
- Are there enough **details, examples, explanations**?
- Are there **transition words**? (first, second, next, finally, however, therefore, etc.) Do they have correct punctuation?
- Does **Paragraph 5** give a **COUNTERARGUMENT** (opposite opinion)? What are the counterarguments?
1. _____
2. _____
- Does the writer **REFUTE** (attack) the counterarguments? How does the writer attack the counterarguments?

CONCLUDING PARAGRAPH

- Is there a **concluding** paragraph?
- Is the **thesis sentence repeated** using different wording?
- Does the writer **MAKE A SUGGESTION** or **GIVE AN OPINION** or **MAKE A PREDICTION** about the future?
What do they say? _____

GRAMMAR/SPELLING *(Read the essay again and add editing symbols, comments, and/questions.)*

If you don't understand something, please put a question mark (?).

Feel free to write comments or questions in English or Japanese.

- Do **subjects and verbs** agree?
- Are **singular and plural** words used correctly?
- Is the correct **tense** used? (past, present, future)
- Is the **punctuation** correct? (periods, commas, question mark, etc.)
- Is the **spelling** correct?

Argumentative Essay FINAL

Name _____ Class _____

STYLE (10 points)

- Title and title style
- Paragraphs are indented
- Format (heading, title, indent=tab, spacing 2.0)
- Word Count (450-500)

INTRODUCTION (20 points)

- Hook: has an interesting hook
- Background/connecting information
- Thesis statement clearly expresses main opinion

SUPPORTING PARAGRAPHS (20 points)

- Paragraphs 2, 3, & 4 give **three reasons** to support main opinion
- Each paragraph has a **topic sentence**
- Each paragraph has at least two **supporting sentences**
- There are enough **details, examples, and explanations**
- Transition words** are used correctly
- There is at least **one outside source**

COUNTERARGUMENTS (20 points)

- Two counter-arguments** are given against the main opinion
- The counter-arguments are **properly refuted**
- The counterarguments and refutations are **logical**

CONCLUSION (10 points)

- The **thesis statement is repeated** and rephrased
- There is an **opinion, suggestion, or prediction** about the future

OVERALL FLUENCY (20 points)

- Spelling and word choice
- Overall grammar and punctuation
- Overall, the writing is clear and easy to understand

SCORE:

_____ /100

Argumentative Essay FINAL

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_____ /10

Correction Symbols

SYMBOL	MEANING	SYMBOL	MEANING
p	punctuation	wf	wrong form
∧	missing word	ww	wrong word
cap	capitalization	wo	wrong word order
vt	verb tense	prep	preposition
s/v	subject-verb agreement	art	article
∩	combine	pron	pronoun agreement
sp	spelling	con	connector
s/pl	singular or plural	rep	repetition
X	unnecessary word	?	I don't understand!

	Indent paragraph		Connect to previous sentence		Start new paragraph
---	------------------	---	------------------------------	---	---------------------

(A)

Symbol	Meaning	Example of error	Corrected sentence
^	1. missing word	He <u>r</u> reading a book now.	
cap	2. capitalization	I went to H is house on Saturday.	
vt	3. verb tense	I g o to Kyoto last month.	
s/v	4. subject-verb agreement	a. She l ike him. b. There a re some milk.	

(B)

Symbol	Meaning	Example of error	Corrected sentence
)	1. make one word or sentence	a. Yes, s ome t imes I do. b. He stayed up <u>l</u> ate. <u>S</u> o he is tired today.	
sp	2. spelling	London is the k apital city of England.	
s/pl	3. singular or plural	She has five pet c at.	
X	4. unnecessary word	The bullet train i t is very fast.	

(C)

Symbol	Meaning	Example of error	Corrected sentence
wf	1. wrong form	The Olympics is on soon, so I am exc iting.	
ww	2. wrong word	I f un golf. O ther sport I like is tennis.	
wo	3. wrong word order	I went <u>a</u> t <u>t</u> he <u>b</u> each <u>s</u> wimming.	
prep	4. preposition	The game starts <u>9</u> :30.	

(D)

Symbol	Meaning	Example of error	Corrected sentence
art	1. article	You should bring <u>b</u> ook and <u>p</u> en to every class.	
pron	2. pronoun agreement	My brother bought h er own car.	
con	3. connection	I like red <u>w</u> ine. <u>I</u> don't like white.	
rep	4. repetition	Junko is friendly and everyone likes J unko.	

Correction Symbols

1.	Im happy youre here	p	I'm happy you're here.
2.	i love english.	cap	I love English.
3.	When did you up this morning?	^	When did you get up this morning?
4.	I rike cats.	sp	I like cats.
5.	My birthday is on June.	prep	My birthday is in June.
6.	He likes play tennis.	wf	He likes playing tennis.
7.	I love chocolate. I don't like white chocolate.	con	I love chocolate, but I don't like...
8.	Shibuya is fun and I often go to Shibuya.	rep	Shibuya is fun and I often go there.
9.	I buy a new shirt yesterday.	vt	I bought a new shirt yesterday.
10.	He go to university on Saturday.	s/v	He goes to university on Saturday.
11.	I went to Disneyland with all my friend.	pl	I went to Disneyland with all my friends.
12.	I visited to my grandparents.	X	I visited my grandparents.
13.	She name is Michelle.	pron	Her name is Michelle.
14.	I live in theTokyo.	art.	I live in Tokyo.
15.	My father every day beer drinks.	wo	My father drinks beer every day.
16.	I work on Sun day.	⌒	I work on Sunday.
17.	My favourite dish is watermelon.	ww	My favourite food is watermelon.

EXAMPLE PARAGRAPH: 14 errors

Scotland is country in europe. its famus for whiskey and and Nessie. If you go to Scotland, you shuold visit Edinburgh. The best way to get Scotland is to flew to london, then tak the Train. Go you should in summer, because it is warmmer.

Scotland is **a** country in **E**urope. It's fam**o**us for whiskey and ~~and~~ Nessie. If you go to Scotland, you **sho**uld visit Edinburgh. The best way to get **to** Scotland is to **flew** to **L**ondon, then **take** the Train. **You should go** in summer, because it is **warm**er.

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3. When did you up this morning?

4. I rike cats.

5. My birthday is on June.
6. He likes play tennis.
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8. Shibuya is fun and I often go to Shibuya.
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11. I went to Disneyland with all my friend.
12. I visited to my grandparents.
13. She name is Michelle.
14. I live in the Tokyo.
15. My father every day beer drinks.
16. I work on Sun day.
17. My favourite dish is watermelon.

Group Members:

SENTENCE EDITING GAME

1.

2.

3.

4.

5.

6.

7.

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16.

17.

Editing Symbols Review

Name _____

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Correct the Paragraph:

Scotland is country in europe. Its famus for whiskey and and Nessie. If you go to Scotland, you shuold visit Edinburgh. The best way to get on Scot land is to flew to london, then take the Train. Go you should in summer because it is warmmer.

Editing Symbols Review (Answer Key)

1.	Im happy youre here	p	I'm happy you're here.
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Correct the Paragraph: (12 Mistakes)

Scotland is **a** country in **europe**. **Its famus** for whiskey and and Nessie. If you go to Scotland, you **shuold** visit Edinburgh. The best way to get **on Scot land** is to **flew** to london, then take the **Train**. **Go you should** in summer because it is **warmmer**.

GRAMMAR WORDS

(1) Use the words on the board to complete the examples in the chart below:

GRAMMAR WORD	EXAMPLES	DESCRIPTION
Adjective	slow, red, ...	describes a noun
Adverb		tells how, where, or when
Article		makes a noun specific or general (only 3 in English!)
Connector		words to join ideas
Noun		names a person, place or thing
Preposition		shows direction, place, or time
Punctuation		a symbol used to divide the parts of the sentence
Pronoun		replaces a noun
Verb		tells action, feeling or condition

(2) Put the following words or phrases in the example column above:

green	around	magazine	she	however	yours
next to	education	easily	of	could	people
wrote	American	Elizabeth	often	later	those
“ ”	will want	noisily	old	angrily	them

(3) Add some more examples yourself!

(4) Which parts are missing from these sentences?

- a) I _____ penguins. → **verb**
- b) _____ don't play tennis. →
- c) Yokohama is a _____ city. →
- d) I have lunch _____ the classroom. →
- e) _____ sister's name is Elizabeth. →
- f) I _____ a dog at Shibuya yesterday. →

(5) Now write your idea for the missing word in the space.

ANSWER KEY

GRAMMAR WORD	EXAMPLES	DESCRIPTION
Adjective	boring, slow, red, excited green, American, old	describes a noun
Adverb	happily, slowly, loudly, quickly, easily, often, later, noisily, angrily	tells how, where, or when
Article	a, an, the	makes a noun specific or general (only 3 in English!)
Connector	because, and, so, but, however	words to join ideas
Noun	New York, teacher, pumpkins, peace, magazine, education, people, Elizabeth,	names a person, place or thing
Preposition	in, by, at, on, around, next to, of	shows direction, place, or time
Punctuation	. , ? ! “ ”	a symbol used to divide the parts of the sentence
Pronoun	he, I, you, this, she, yours, those, them	replaces a noun
Verb	want, think, dance, play, could, wrote, will want,	tells action, feeling or condition

A

A POSTCARD FROM _____

(noun – a place)

Dear _____,

(your partner's name)

Hi! How are you? I'm having a _____ time on vacation. I'm here with my

(adjective)

_____ and my _____. Every day we go _____ the _____ and

(noun)

(noun)

(preposition)

(noun)

_____. For lunch we go to a local _____ and eat delicious _____.

(verb)

(noun)

(noun – plural)

Last night, we went to a/an _____ dance show. The dancers were all

(noun)

_____ and they danced _____.

(adjective)

(adverb)

See you soon!

Your friend,

(your teacher's name)

B

MY FAVORITE SPORT

I'm learning a new sport. It's called _____.

(noun)

(adjective)

It's a / an _____ sport to learn, and

it's _____, too. I love it! You _____ this sport with a big _____.

(adjective)

(verb)

(noun)

also have to wear _____ shoes. You have to run _____ and kick _____

(adjective)

(adverb)

(adverb)

to be a good player. I was a very _____ player at first, but now I'm _____.

(adjective)

(adjective)

Someday I hope to play as _____ as _____. On weekends we play together

(adverb)

(noun)

_____ the _____.

(preposition)

(noun)

Comma Practice Worksheet

Rule: Commas are used with coordinating conjunctions (FANBOYS) to combine two Independent Clauses together: IC, and IC.

DIRECTIONS:

- Add commas where necessary in the following sentences based on the rule above.
- If the sentence is correct, circle the number.
- Highlight both Independent Clauses for each compound sentence.

Example: I like coffee ,and Robert likes iced tea.

1. I am a wife and I am a mother.
2. I am fervently against discrimination of any kind to any group but I believe we're going just a bit overboard when the Bible is called sexist and rewritten.
3. All major religions have as their Almighty a paternal figure and I suggest that this state of affairs in no way diminishes the status of women.
4. The test doesn't seem too difficult but it may get harder.
5. I want a wife who will have arranged that the children are fed and ready for bed before my guests arrive so that the children do not bother us.
6. Glen refused to visit his sister because she was rude to him.
7. Teens watch movies at the theater or they rent movies and watch them at home.
8. We now have Tropical Storm Tommy and Hurricane Hilda and meteorologists can no longer be accused of casting aspersions on the feminine temperament.
9. I would like to go back to school so that I can become economically independent support myself and support those dependent upon me.
10. It may mean a cut in my wife's income from time to time but I guess I can tolerate that.

Rule: Commas are used between items in a series, including between the next-to-last item and the last item: . . . item 1, item 2, and item 3 . . .

DIRECTIONS:

- Add commas where necessary in the following sentences based on the rule above.
- If the sentence is correct, circle the number

Example: I like hot chocolate, hot coffee, or hot tea on winter evenings.
Item 1 item 2 item 3

1. Death itself must be embellished or satirized or deep-frozen in order to catch the public's attention.
2. Jerry loves apple pie french fries and cherries but will not buy them.
3. Teens watch movies at the theater or rent them and watch them at home.
4. I'm all for the women's movement and its primary goals of equality of opportunity in the work place shared responsibilities in the home political power financial independence and so forth.
5. I want a wife who will keep my clothes clean ironed mended and replaced when needed.

Rule: Commas are used to separate an introductory element from the Independent Clause that follows it.

DIRECTIONS:

- Add commas where necessary in the following sentences based on the rule above.
- If the sentence is correct, circle the number.
- Highlight each Independent Clause.

Example: Since we left the house, I keep wondering if I turned off the oven.

1. When someone dies in the convalescent home where my grandmother lives the nurses rush to close all the patient's doors.
2. Having lost everything in the war my grandmother can offer me only her distant memories.
3. If agony and pain are part of Vietnamese culture pleasure is at the center of America's culture.
4. Even though I wanted to tell her that I wanted to die anywhere but in a convalescent home the soft moaning of a patient next door and the smell of alcohol wafting from the sterile corridor brought be back to reality.
5. After Heather sorted the laundry she realized that she needed detergent.
6. His fears creeping up on him Jordan looked nervous.
7. Studying for the comma quiz helped Jasmine improve her class grade.
8. When the sun sets people like to walk along the bike path.
9. Ann refused to visit her brother because he was rude to her.
10. Because of the traffic delays we may be late to dinner.

Rule: Commas are used to surround non-restrictive elements (interrupters) that land in the middle of an Independent Clause.

DIRECTIONS:

- Add commas where necessary in the following sentences based on the rule above.
- If the sentence is correct, circle the number.
- Highlight the Independent Clause of each item (not the interrupter).

Example: I saw Mrs. Boyles, my English teacher, working in her office.

1. She talks now mainly of her hometown Bac-Lieu with its river and green rice fields.
2. That single stroke which paralyzed her forced my grandmother into a convalescent home.
3. That America relies upon the pleasure principal and happy endings in its entertainment does not however assist us when we face the reality of the convalescent home.
4. People who invest their money wisely can retire without much fear.
5. Fish as far as we know breathe only underwater.
6. Calcium of course is very important in a woman's diet.
7. Dave Frickle who coaches track and field at BC is also the cross country coach.
8. Wasco a small town off of the 99 highway is Pedro's place of birth.
9. The possibility that physical or psychological differences of any sort exist strikes the particular fear that this will be equated with superiority or inferiority of certain groups.
10. You can buy tickets for the *Cirque du Soleil* a dramatic mix of circus arts and street entertainment at any Las Vegas ticket master.

Rule: Commas are used between coordinate adjectives

DIRECTIONS:

- Add commas where necessary in the following sentences based on the rule above.
- If the sentence is correct, circle the number.

Example: The dirty, stinky socks need to be washed.
adj adj noun

1. That man's old golden retriever may not live through the winter.
2. The once gentle connected world of the past is now just the language of dreams.
3. Those mindless bedridden bodies of the convalescent home are kept alive through a series of tubes and pulsating machines.
4. The five American teenagers wanted to go to Mexico for spring break.
5. The mother fed and then put to bed the tired cranky child.

Round Robin

Suspense

Writing Activity

Students will work in cooperative writing groups to develop a variety of possible stories around a single prompt.

What You Need

Suspense Writing Prompts (next page)
Timing device

What to Do

- Divide the class into writing groups of about 5 students. Allow each group to select one prompt from the Suspense Writing Prompts list. Tell them that they will be writing 5 different stories using the prompt. At the end of the timed writing, they will select the version they like best to share with the class.
- Instruct the students to begin by writing the prompt as an opening. Then give them exactly 2 minutes to write. At the end of the 2 minutes, they must stop, even if they are in a middle of a sentence.
- They pass their papers to the right. This time you give them 3 minutes. During that time, they must read what the previous author has written and continue that story. At the end of the 3 minute segment, they again stop and pass their papers. The third writer has 4 minutes to write, the fourth writer has 5 minutes, and the fifth writer has 6 minutes. The final writing session should return the paper to its original owner for 7 minutes, where the story is ended.
- The stories are then shared within the small groups. After they read them, each group may select one version to share with the class.

Teaching Options

- Each group may collaborate to combine, revise, and edit a final version of the story using the best plot, images, and details from all their stories. Remind students to review the elements of suspense stories, and to incorporate this framework into their finished piece.
- Have students illustrate their stories and post them on a bulletin board for all to share and enjoy.

Suspense Writing Prompts

- 1. It was a dark and stormy night . . .**
- 2. I knew there was something funny about that house when I entered. . .**
- 3. She seemed like such a sweet old lady. Who would ever believe that she was really . . .**
- 4. It was odd. One day our teacher just . . . disappeared!**
- 5. It looked like a plain old milkshake to me . . .**
- 6. It was the road to nowhere . . .**
- 7. If they weren't in such a hurry, they wouldn't have taken that short cut through the cemetery . . .**
- 8. No one was ever really sure what was going on down in the new kid's basement . . .**
- 9. It was the strangest thing I ever heard. And it was the last thing my uncle said before he died . . .**
- 10. I thought it was just a glitch in my computer. But that was yesterday, before I discovered that . . .**

Typing Guide

All Margins: 30mm

Font: Times New Roman, 12 point

Heading: Top Right. Include name, student ID number, class name/number/teacher, date

Title: Centered, **Bold**. Use title style capitalization.

Line Style: Essay must be DOUBLE-SPECED (行間: 2.0). *Use formatting icon, do not hit return between lines.*

Indent: Use "tab" key. The first line of each paragraph must be indented.

Word Count: At the end of the paper.

Shohei Yonemura
Student ID: 67923845
Writing 2-16, Barbee
June 26, 2016

My First Time Eating Japanese Pizza

I cannot live without pizza. If I go very long without eating a hot delicious slice of pizza pie, I become almost sick. When I lived in the United States, I ate a whole pizza every week. But when I started living in Japan, I forgot about eating pizza. I was happy eating delicious Japanese foods at first, but I eventually began to crave a hot slice of bread, sauce, and cheese. After living in Japan for six months, I ordered Japanese pizza for the first time.

It happened on a Friday night. I had to work until 9:00, and I was tired when I got home. To make matters worse, one of the other teachers in my office was eating pizza at lunch time. When I saw their pizza, I felt that old craving rise up in my stomach. "I must have some pizza tonight," I thought to myself. When I got home I called a nearby pizza delivery restaurant. I was not sure how to order pizza in Japan, and I didn't have a menu at my home, so I asked them for their suggestion for the most popular pizza. I ordered the pizza, but I had to wait 30 minutes for it to be ordered.

Finally, the doorbell rang. I jumped up, ran to the door, and gave the pizza man some money. The pizza man gave me a flat, hot, white cardboard box. I set the box carefully on my

That day, I learned that Japan has its own versions of foreign foods. Just like America created the California roll, Japan has also adapted western foods to suit Japanese tastes. Although I still don't understand why Japanese like to put mayonnaise on pizza, I have learned to be more careful when ordering western food in Japan. Since that surprising day, I always check all the toppings before ordering a pizza.

Total Words: 435



Kwansei Gakuin University
Department of Science and Technology
Instructor: Matthew Barbee

WRITING PORTFOLIO

1A

NAME:

CLASS:

CORRECTION SYMBOLS

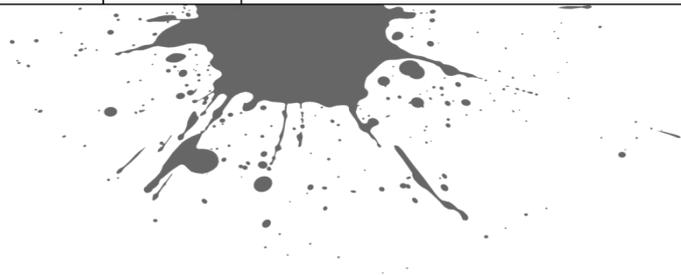
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↔	Indent paragraph	↶	Connect to previous sentence	¶	Start new paragraph
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INCORRECT SENTENCE

CORRECT SENTENCE

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WRITING PORTFOLIO

Name: _____

Class: _____

Table of Contents

Title	Peer-edited by:	Rewrite Check	Word Count
1.			
2.			
3.			
4.			
5.			

Teacher Comments:



Score:

Title	Peer-edited by:	Rewrite Check	Word Count
6.			
7.			
8.			
9.			
10.			

Teacher Comments:



Score:

TOTAL Word Count 1-10:



REWRITE #1

TITLE

Word Count:

WRITING PORTFOLIO

WRITING 1A

PORTFOLIO ENTRY #1

Choose one topic and write about it. Be sure to use complete sentences and use paragraph style.

- A. Describe an amazing place in your country. Explain why this place is so unusual and important to you.
- B. Write about your favorite type of pet. Why do you like this animal? Do you have one at home? What does the animal look like? What is its name? How old is it?
- C. Write about a place that you want to live. What is the name of the city? Where is it? Explain why you want to live in this city.



Matthew Barbee, Kwame Gakuin, 2014

PEER EDITED BY _____



REWRITE #2

TITLE

Word Count:



PORTFOLIO ENTRY #2

- A. Write about your experience learning English? How do you feel about English? What is easy for you to understand in English? What are some difficulties you have in English?
- B. What do you do in your free time? Who do you spend the time with? What activities do you do? How much time do you spend doing these activities? Are your free-time activities the same during the week and on the weekend?



REWRITE #3

TITLE

Word Count:

PORTFOLIO ENTRY #3

A. Answer the questions about an **interesting person** that you know. Use complete sentences to answer the questions.

A. Who is the most interesting person you know? _____

B. How do you know this person? _____

C. Why is this person interesting? List 3 reasons why this person is so interesting. Give an example to support each reason. (Use adjectives)

i. Reason: _____

Support: _____

ii. Reason: _____

Support: _____

iii. Reason: _____

Support: _____

B. Answer the questions about your **best friend**. Use complete sentences to answer the questions.

A. Who is your best friend? _____

B. When and where did you meet this person? _____

C. Why is this person a good friend? List 3 reasons why he/she is a good friend. Give an example to support each reason. (Use adjectives)

i. Reason: _____

Support: _____

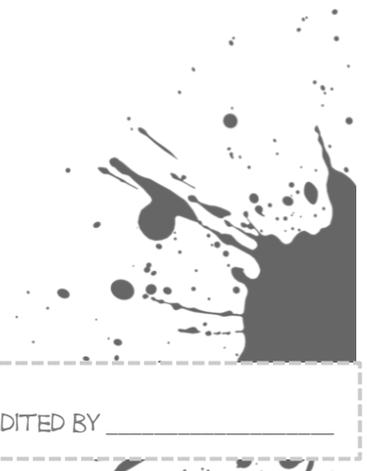
ii. Reason: _____

Support: _____

iii. Reason: _____

Support: _____

● Choose A or B. Copy your sentences into a paragraph below. Don't forget to indent the first line.



REWRITE #4

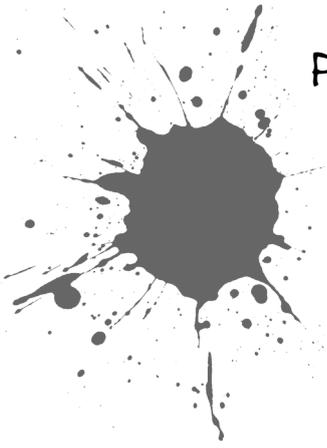
TITLE

Word Count:

REWRITE #5

TITLE

Word Count:



PORTFOLIO ENTRY #4

- A. Write about an activity or sport that you enjoy. Do you like to practice? How often? Why do you enjoy this activity or sport?
- B. Write about an interesting city. What do you know about it? Do you want to visit that city? Why?

PEER EDITED BY _____



PORTFOLIO ENTRY #5

- A. Write about a famous person that you like. Who is this person? What is this person's job? Give three reasons why you like this person?
- B. Write about something that you do not like. Give three reasons why you don't like this thing. How does this thing make you feel?

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REWRITE #6

TITLE

Word Count:

PORTFOLIO ENTRY #6

- A. Write about one day in the week. What is your daily routine for that day? What time do you wake up? What do you eat for breakfast? What activities do you do? What do you do to enjoy the day? What time do you sleep?
- B. Write a paragraph about a member of your family. Give general information like name, age, nationality, job, hobbies, etc.?
- C. Which do you prefer: Dogs or cats? Why? Give three reasons.



REWRITE #7

TITLE

Word Count:

REWRITE #8

TITLE

Word Count:

PORTFOLIO ENTRY #7

- A. Write about a restaurant that you like. What is the name of this restaurant? Why do you like it? What kind of food does it serve? What is the price range? How is it decorated?
- B. Write about your favorite movie. What is the title? Who are the main actors in the movie? What is the story about? Why do you like this movie?

PEER EDITED BY _____

PORTFOLIO ENTRY #8

- A. Write about a book you read. What was the title? Who was the author? Did you like it? Who was your favorite character? What was the story about? What was your favorite part of the book?
- B. Write about a friend from junior high school or high school. Who was this person? Where/How did you meet this person? What was special about this person?

PEER EDITED BY _____

REWRITE #9

TITLE

Word Count:

PORTFOLIO ENTRY #9

- A. Describe a vacation that you and your family spent together. Where did you go? Which family members were there? What did you do together?
- B. Write about something embarrassing that happened to you. How old were you? What happened? Why were you embarrassed? Who saw this happen? How did you feel afterwards?



REWRITE #10

TITLE

Word Count:



PORTFOLIO ENTRY #10

- A. Describe the perfect girlfriend/boyfriend. What does he/she look like? What are three good points about them? What advice can you give someone who wants to be a better boyfriend/girlfriend?
- B. What object can you not live without? What is this object? How does it improve your life? What would happen if you didn't have it? Do you suggest that other people buy it?



Name: _____

Class: _____

Unit Focus Chart

Unit	1A	1B	2A	2B
1	Punctuation. Run-on sentences. Sentence fragments. Missing Words.	Misplaced commas. Independent /dependent clauses. Comma splices.	Commas. "Because." Contractions. Sentence fragments.	Commas. "Because." Contractions. Sentence fragments.
2	Singular/plural nouns. Quantifier + s/es. Subject-verb agreement.	Irregular plural nouns. Common mistakes with nouns.	Irregular singular and plural nouns. Subject-verb agreement.	Singular/plural nouns. Subject-verb agreement.
3	Word choice. Word form.	Word choice. Word form. Articles (a, an, the)	Word choice. Word form. Word order.	Word choice. Word form. Infinitives vs. Gerunds
4	Pronoun agreement. Verb tense (simple past, present, future)	Verb tense (present vs. present continuous).	Pronoun agreement. Articles (a, an, the).	Verb tense (passive). Irregular verb forms.
5	Prepositions (location /transportation).	Review of all editing symbols.	Verb tense (irregular). Prepositions (time).	Review of all editing symbols.

Correction Symbols

SYMBOL	MEANING	SYMBOL	MEANING
p	punctuation	wf	wrong form
∧	missing word	ww	wrong word
cap	capitalization	wo	wrong word order
vt	verb tense	prep	preposition
s/v	subject-verb agreement	art	article
∩	combine	pron	pronoun agreement
sp	spelling	con	connector
s/pl	singular or plural	rep	repetition
X	unnecessary word	?	I don't understand!

	Indent paragraph		Connect to previous sentence		Start new paragraph
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A. Sentence Activity

Correct the sentences below. Underline and place correction symbols above each mistake. Use the correction symbols in the box to the right. Symbols may be used more than once.



1. My father brother, and sister came to watch my baseball game. (1 mistakes)
2. I love science. Because it is interesting. (2 mistake)
3. Because I disobeyed my mom I cant go to the summer festival on Saturday. (2 mistakes)
4. First Harry Potter is my favorite character, because he has magical powers. (2 mistakes)
5. Snakes and turtles are both reptiles but only turtles have legs. (1 mistake)
6. I often go to karaoke, but never when its a school night. (2 mistakes)

B. Paragraph Editing (12 mistakes)

Correct the paragraph below. First, underline and place correction symbols above the mistakes, then rewrite the paragraph to correct any mistakes. Use the correction symbols in the box to the right. Symbols may be used more than once.



Well, its another rainy day. First, I think I will take a walk around the neyborhood to stretch my legs. Second I will cook a big breakfast with toast eggs and bacon. After that, I might mow my lawn, because the grass is getting pretty long. Next, maybe I will visit my grand mother. I think she wants me to go grocery shoping with her. I will ask my brother to come with us but I doubt he will go. Because he doesnt like going to the grocery store as much as I do.

FOCUS: Singular/plural nouns. Quantifier + s/es. Subject-verb agreement.

A. Sentence Activity

Correct the sentences below. Fill in the blanks with the singular or plural nouns and the correct verb agreement.

1. Please hand me two forks and two _____. (knife)
2. Two _____ is a long time to live in another _____. (year, country)
3. We need to walk a few _____ to get to the train station. (kilometer)
4. My family _____ near the beach in Miyazaki. (live)
5. The _____ of Germany _____ very friendly. (person, *be* verb)

B. Paragraph Editing (11 mistakes)

Correct the paragraph below. First, underline and place correction symbols above the mistakes, then rewrite the paragraph to correct any mistakes. Use the correction symbols in the box to the right. Symbols may be used more than once.



My girlfriend had a terrible cold for several day. She blew her nose sneezed, and coughed. Yesterday, I made her chicken soup, and told her to drink orange juice. Because they is good for a cold. After that, she went to the docter. There were many persons in the waiting room, but we could see the doctor quickly. The doctor gave her some medicines, and she has been in bed since then. Today, she is feeling much better. She was even able to visit the park for two hour. I really hope she doesn't get sick again soon. We is very tired of the sneezing and coughing.

FOCUS: Word choice. Word form

A. Sentence Activity

Correct the sentences below. Choose the correct words to complete the sentences.

1. I am (interested / interesting) in the (exited / exciting) rides at Universal Studios.
2. As the (entered children / children entered), the room was filled with (happy / happiness).
3. The (scary / scared) part of the story really (scary / scared) the children in library.
4. As the temperature (rows / rose / roze), the amount of snow also (decreased / increased).
5. I often buy (close / clothes) at the mall because it is (convenient / useful).

B. Paragraph Editing (13 mistakes)

Correct the paragraph below. First, underline and place correction symbols above the mistakes, then rewrite the paragraph to correct any mistakes. Use the correction symbols in the box to the right. Symbols may be used more than once.



If you want to have an amazed time at Disney World, I will give you some advices. First, you should arrive as early as possible. You want to have much as time in the park as you can because there are many interested rides and things to do, For example, Space Mountain, the monorail, and the merry-go-round. Number too, you should go to the most exciting attractions first. That is because they is the most populer, and many persons will be in line. It is very convenient to make a list. Last, make sure you meet the Disney characters. You will forget never your time, if you have a piksure with Mickey Mouse. I hope you enjoy your visit.

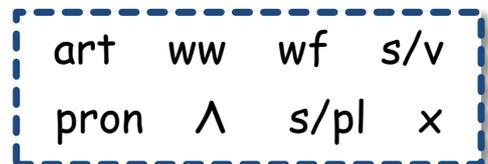
FOCUS: Pronoun agreement, Verb tense (simple past, present, future)
A. Sentence Activity

Correct the sentences below. Choose the correct pronoun or article to complete the sentence.

1. My mother cooks dinner three nights a week. (**She / Her / His**) best dish is chicken *nanban*.
2. Next, you will see (**a / an**) large tree. When you arrive at (**a / the / none**) tree, turn left.
3. Mr. Ayano loves (**he / him / his**) two dogs. (**His / They / Their**) names are Pochi and Koro.
4. The audience had (**a / an / none**) hour before the concert. So, (**it / they**) all went to eat first.
5. Ms. Ann told me to put (**her / some / the**) boxes by the door. (**She / He**) said (**it / they**) are heavy.

B. Paragraph Editing (12 mistakes)

Correct the paragraph below. First, underline and place correction symbols above the mistakes, then rewrite the paragraph to correct any mistakes. Use the correction symbols in the box to the right. Symbols may be used more than once.



My best friends are Hiro and Ayaka. This does not mean that them are alike. In fact, they is very different. One difference is their personality. For example, Hiro is very funny, while Ayaka is more serious. Another difference is there hobbies. Hiro loves sing, and Ayaka loves a video games. Hiro and me often go to karaoke together, while Ayaka and he often spend time at game center. Even though Hiro and Ayaka are different, them have big similarity. That is, they both love scared movies. The three of us often watch horror movies together.

FOCUS: Prepositions (location/transportation)

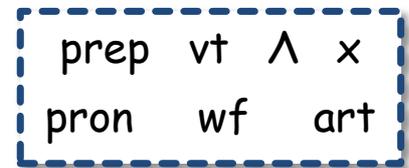
A. Sentence Activity

Correct the sentences below. Choose the correct verb or preposition to complete the sentences.

1. I want to have the party (**in / on / at**) May, but I am busy (**in / on / at**) May 5th.
2. My sister was born (**in / on / at**) June 13, 1995. I was born ten years later (**in / on / at**) 2005.
3. Last week, my bus (**leaved / left /**) (**in / on / at**) 12:30 (**in / on / at**) Friday.
4. Lisa has not (**ride / rode / ridden**) a horse before, but her son (**ride / rode / ridden**) yesterday.
5. I (**buyed / bought / have bought**) flowers two days ago, but now they are (**died / dead / dying**).

B. Paragraph Editing (13 mistakes)

Correct the paragraph below. First, underline and place correction symbols above the mistakes, then rewrite the paragraph to correct any mistakes. Use the correction symbols in the box to the right. Symbols may be used more than once.



It is always a good idea to plan a vacation before you go. At April I will go to California next month. My airplane left Tokyo at midnight in April 2nd, and it will arrive in San Francisco on noon the next day. The first day of my trip, I planning to visit a San Francisco Bay Aquarium. On the afternoon of the second day, my plan is to go skydiving. That night, I want to made a reservation on seven o'clock at the Old Bay Restaurant. At the last day of the trip, I took a cruise around the Bay. I'm sure they will be beautiful. With careful planning, I thought my vacation will be great.

WRITING PORTFOLIO

1B



Kwansei Gakuin University
Department of Science and Technology
Instructor: Matthew Barbee

NAME:

CLASS:

CORRECTION SYMBOLS

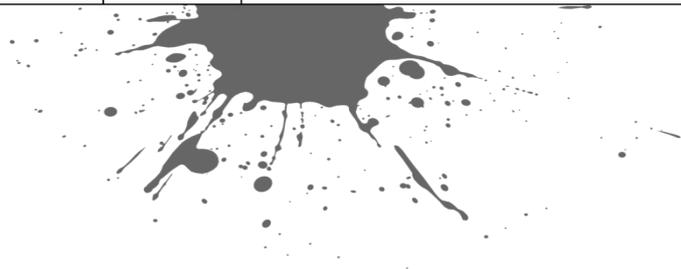
SYMBOL	MEANING	SYMBOL	MEANING
p	punctuation	wf	wrong form
^	missing word	ww	wrong word
cap	capitalization	wo	wrong word order
vt	verb tense	prep	preposition
s/v	subject-verb agreement	art	article
⌋	combine	pron	pronoun agreement
sp	spelling	con	connector
s/pl	singular or plural	rep	repetition
X	unnecessary word	?	I don't understand!

↔	Indent paragraph	↶	Connect to previous sentence	¶	Start new paragraph
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INCORRECT SENTENCE

CORRECT SENTENCE

1.	Im happy youre here	p	I'm happy you're here.
2.	i love english.	cap	I love English.
3.	When did you up this morning?	^	When did you get up this morning?
4.	I rike cats.	sp	I like cats.
5.	My birthday is on June.	prep	My birthday is in June.
6.	He likes play tennis.	wf	He likes playing tennis.
7.	I love chocolate. I don't like white chocolate.	con	I love chocolate, but I don't like...
8.	Shibuya is fun and I often go to Shibuya.	rep	Shibuya is fun and I often go there.
9.	I buy a new shirt yesterday.	vt	I bought a new shirt yesterday.
10.	He go to university on Saturday.	s/v	He goes to university on Saturday.
11.	I went to Disneyland with all my friend.	pl	I went to Disneyland with all my friends.
12.	I visited to my grandparents.	X	I visited my grandparents.
13.	She name is Michelle.	pron	Her name is Michelle.
14.	I live in theTokyo.	art.	I live in Tokyo.
15.	My father every day beer drinks.	wo	My father drinks beer every day.
16.	I work on Sun day.	⌋	I work on Sunday.
17.	My favourite dish is watermelon.	ww	My favourite food is watermelon.



WRITING PORTFOLIO

Name: _____

Class: _____

Table of Contents

Title	Peer-edited by:	Rewrite Check	Word Count
1.			
2.			
3.			
4.			
5.			

Teacher Comments:



Score:

Title	Peer-edited by:	Rewrite Check	Word Count
6.			
7.			
8.			
9.			
10.			

Teacher Comments:



Score:

TOTAL Word Count 1-10:



REWRITE #1

TITLE

Word Count:

WRITING PORTFOLIO

WRITING 1B

PORTFOLIO ENTRY #1

Choose one topic and write about it. Be sure to use complete sentences and use paragraph style.

- A. What did you do over summer break? Where did you go? Who did you go with? What was your best memory?
- B. What do you wish you did over summer break? What plans would you have made if you could have done anything? Where would you have gone? Who would you want to go with?
- C. Is it better to work during summer break or have a lot of free time? Give reasons for your answer.



Matthew Barbee, Kwansai Gakuin, 2014

PEER EDITED BY _____



REWRITE #2

TITLE

Word Count:



PORTFOLIO ENTRY #2

- A. Do you think professional athletes receive too much money? Why or why not?
- B. A year of high school in America lasts from September to May with a 3-month summer, while a Japanese school year starts in April and ends in March. Which do you prefer, starting school in September or in April?
- C. Have you ever had an argument with your parents? Write about a time when you disagreed with an older family member. What was the argument about? What happened? In the end, did you win the argument?



PEER EDITED BY _____

REWRITE #3

TITLE

Word Count:

PORTFOLIO ENTRY #3

Answer the questions below in complete sentences. When you finish, combine your sentences into a paragraph below.

1. Do you think Japan should allow more immigrants into the country? Why or why not?

2. Why do you believe your opinion? Give 3 reasons why or why not Japan should allow more immigrants. Also, provide support for each reason.

i. Reason: _____

Support: _____

i. Reason: _____

Support: _____

i. Reason: _____

Support: _____

3. Your friend disagrees with you! What might your friend say? (Give one reason AGAINST your own opinion.)

はんたいいけん
「反対意見」 _____

4. How would you reply to your friend in #3? (Tell why the opposite opinion is weak or not good? はんろん 「反論する」)

5. Overall, what is your main opinion again? (RESTATE your original opinion from #1)



PEER EDITED BY _____

REWRITE #4

TITLE

Word Count:

REWRITE #5

TITLE

Word Count:



PORTFOLIO ENTRY #4 (100 WORDS)

- A. Have you heard of “herbivore men”? Herbivore men (草食(系)男子, *Sōshoku(-kei) danshi*) or grass-eaters are a social phenomenon in Japan of men who shun marriage or gaining a girlfriend. What is your opinion about them? Have Japanese men changed over time? Give three reasons for your opinion.
- B. J-pop and *Enka* are the major types of music genres in Japan. Which genre do you think better represents Japanese culture? What are three reasons for your opinion?

PEER EDITED BY _____



PORTFOLIO ENTRY #5 (100 WORDS)

FREEWRTING. Write a paragraph about any topic that you want.

PEER EDITED BY _____



REWRITE #6

TITLE

Word Count:

PORTFOLIO ENTRY #6 (150 WORDS)

- A. What is the best age to get married? Do you think that there is a different standard for men and women? Has the average age of marriage in Japan changed over time? What do you think about it and what age do you think you will get married? Why? (If you don't think about marriage or don't want to get married, please tell why?) *(Give three reasons for your opinion.)*
- B. Same-sex marriage is a controversial topic around the world. While gay couples can get married in England, Canada, most of Europe, and some states in America, other countries forbid gay marriage and even punish or kill gay people. First, what is same-sex marriage? Do you agree or disagree with it? Should same-sex marriage be allowed in Japan? *(Give three reasons for your opinion.)*

REWRITE #7

TITLE

Word Count:

REWRITE #8

TITLE

Word Count:

PORTFOLIO ENTRY #7 (100 WORDS)

Choose one topic and write a paragraph. Use the topic as your first sentence. Give three causes OR effects for the topic that you choose.

- A. Smart phones have had several important effects on society.
- B. The typhoon caused several problems in our town.
- C. American culture has spread around the world. There are many causes for this.

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PORTFOLIO ENTRY #8 (100 WORDS)

FREEWITING!

PEER EDITED BY _____

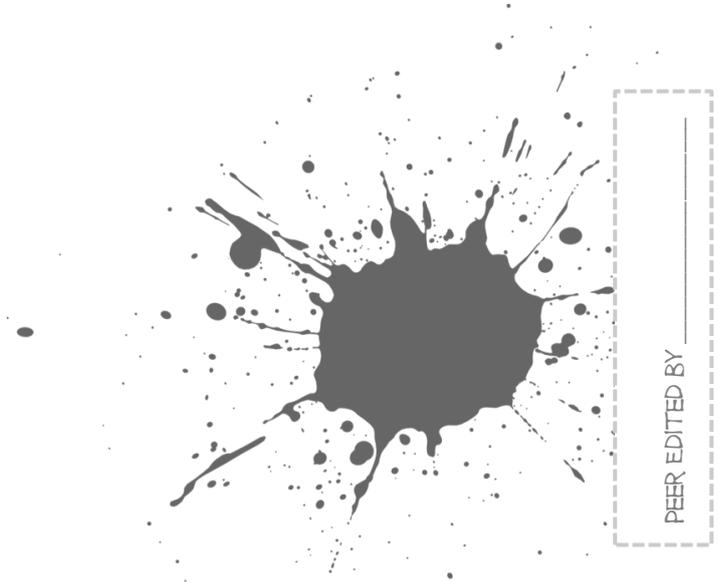
REWRITE #9

TITLE

Word Count:

PORTFOLIO ENTRY #9 (200 WORDS)

- A. Bullying is a serious problem in Japan. Sometimes it leads to depression and sometimes it leads to suicide. First, what is bullying? Have you seen or do you know examples of bullying from your school life? How does a person who is being bullied feel? Last, what are ways that we can stop bullying? (200 words)
- B. Have you ever bullied or helped friends bully someone? Why did you do it? What actions did you do? What did other people do when they saw the bullying happen? How do you think the bullied person felt? If you could apologize to that person, what would you say?



REWRITE #10

TITLE

Word Count:



PORTFOLIO ENTRY #10 (200 WORDS)

Complete the sentence and write a paragraph about the topic. Tell me as much information about the topic as you know.

Unique and Mysterious Japan

“Japan has many unique points. It is an ancient country with a unique culture. There is one part of Japanese culture that is unknown and very mysterious to foreigners. This part of Japanese culture is called _____ in Japanese. In English, it means _____.”

[Rewrite the Introduction above]



Name: _____

Class: _____

Unit Focus Chart

Unit	1A	1B	2A	2B
1	Punctuation. Run-on sentences. Sentence fragments. Missing Words.	Misplaced commas. Independent /dependent clauses. Comma splices.	Commas. "Because." Contractions. Sentence fragments.	Commas. "Because." Contractions. Sentence fragments.
2	Singular/plural nouns. Quantifier + s/es. Subject-verb agreement.	Irregular plural nouns. Common mistakes with nouns.	Irregular singular and plural nouns. Subject-verb agreement.	Singular/plural nouns. Subject-verb agreement.
3	Word choice. Word form.	Word choice. Word form. Articles (a, an, the)	Word choice. Word form. Word order.	Word choice. Word form. Infinitives vs. Gerunds
4	Pronoun agreement. Verb tense (simple past, present, future)	Verb tense (present vs. present continuous).	Pronoun agreement. Articles (a, an, the).	Verb tense (passive). Irregular verb forms.
5	Prepositions (location /transportation).	Review of all editing symbols.	Verb tense (irregular). Prepositions (time).	Review of all editing symbols.

Correction Symbols

SYMBOL	MEANING	SYMBOL	MEANING
p	punctuation	wf	wrong form
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sp	spelling	con	connector
s/pl	singular or plural	rep	repetition
X	unnecessary word	?	I don't understand!

	Indent paragraph		Connect to previous sentence		Start new paragraph
---	------------------	---	------------------------------	---	---------------------

A. Sentence Activity

Correct the sentences below. Underline and place correction symbols above each mistake. Use the correction symbols in the box to the right. Symbols may be used more than once.



1. Its not polite to eat with your mouth open. (1 mistake)
2. Because it's a holiday, she will go to the bakery get a haircut and go to the park. (2 mistakes)
3. The dog played with it's toys all morning. For example, a ball and a rope. (3 mistakes)
4. I often like to read at a café. Because its quiet and the atmosphere is comfortable. (4 mistakes)
5. Second Asuka loves to go to the park because she can run free, and play on the swing set. (2 mistakes)

B. Paragraph Editing (10 mistakes)

Correct the paragraph below. First, underline and place correction symbols above the mistakes, then rewrite the paragraph to correct any mistakes. Use the correction symbols in the box to the right. Symbols may be used more than once.



Daisuke has been applying for full-time jobs in Osaka, and Kyoto. Last week, he received a call from a computer company in tokyo. They asked Daisuke to fry to Tokyo for a job interview. Daisuke agreed to go to the interview. Because the company offered to pay for Daisuke's airplane ticket. Since then, Daisuke has been busy collecting informaton about the company. Next he also went shopping for a new suite. Also, Daisuke has been rehearsing for the interview, because he wants to do his best, impress the company and get a job. Hes looking forward to working at a new place.

<hr/>

FOCUS: Irregular plural nouns. Common mistakes with nouns.**A. Sentence Activity**

Correct the sentences below. Fill in the blanks with the singular or plural nouns and the correct verb agreement.

1. The animals (**was / were**) taken to the farm in two (**vehicle / vehicles**).
2. In the summer, I love eating (**fruit / fruits**), but in the winter I prefer (**vegetable / vegetables**).
3. I must win two (**match / matches**) before I can get a trophy.
4. Three years (**is / are**) a long time to not buy new (**cloths / clothes**).
5. She (**like / likes**) Aoto and Mari. They are very generous (**person / persons / people**).

B. Paragraph Editing (12 mistakes)

Correct the paragraph below. First, underline and place correction symbols above the mistakes, then rewrite the paragraph to correct any mistakes. Use the correction symbols in the box to the right. Symbols may be used more than once.



Since I was a little girl, I have always loved science-fiction movie. There are several reason that I likes them. First I have always been interested in the future. I love to imagine what the future will be like. Will it be a wonderful utopia or a nightmare filled with scary alien? My second reason is, because I love technologies. Sci-fi is full of robots, spaceships, and computer. Finally, I think sci-fi is great because it is full of imagination. Of course, all movies and TV shows is creative. But I love seeing lives and worlds that only ekzist in the imagination. To me, science-fiction is the best movie genre.

FOCUS: Word choice. Word form. Articles (a, an, the)

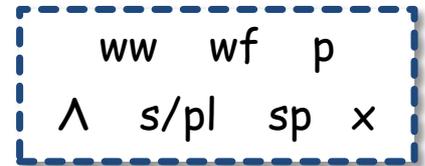
A. Sentence Activity

Correct the sentences below. Choose the correct words to complete the sentences OR correct the underlined words.

1. I like to walking in the park because it helps me clear my mind. (_____)
2. The (**scary / scared**) part of the ride (**scary / scared**) all the children at the party.
3. My friends and I love ride the roller coasters at the theme park. (_____)
4. The students were (**exited / exciting**) about the (**interested / interesting**) events at the festival.
5. Eat onions, to watching scary movies, and bugs are the things I hate. (_____ / _____)

B. Paragraph Editing (10 mistakes)

Correct the paragraph below. First, underline and place correction symbols above the mistakes, then rewrite the paragraph to correct any mistakes. Use the correction symbols in the box to the right. Symbols may be used more than once.



I have travelled to many interested countries around the world. While all of them are exciting to visit, I have three favorite country. The first country, is Thailand. It is one of my favorites because of the beaches and the mountains. I like to swimming at the beach and ride elephants in the mountains. Besides Thailand I also like India. The food in India is my favorite cuisine. Everything is dericious, for example, the curries, the breads, and the yogurt lassies. Last, I love go to Jordan. Besides the nature and the food, I am amazing at the landmarks and the desserts. Petra is my favorite World Heritage Site. That is why I love Thailand, India, and Jordan.

FOCUS: Verb tense (present vs. present continuous)

A. Sentence Activity

Correct the sentences below. Write the correct form of the verb in the blanks to complete the sentences.

1. The house _____ 100 years ago. (build)
2. After all the goals _____, the game was _____. (miss, lose)
3. Hundreds of languages _____ at the United Nations every day. (speak)
4. You can't enter now; the office _____ at the moment. (clean)
5. Don't worry about the money, the car _____ now. (sell)
6. My favorite coffee cup _____ by the dog yesterday. (broke)

B. Paragraph Editing (11 mistakes)

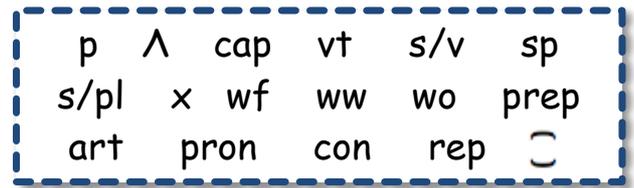
Correct the paragraph below. First, underline and place correction symbols above the mistakes, then rewrite the paragraph to correct any mistakes. Use the correction symbols in the box to the right. Symbols may be used more than once.

vt	^	wf	con
x	pron	s/pl	art

The best experience of my life happen last summer. For three months, I studied abroad in Florida, U.S.A. I really had a great time in Florida, I did many amazed things. One of the thing I did was to swimming with dolphins. It was very cute. Next, I really enjoyed my host family. A family consisted of a father, a mother, and two twin girls. My breakfast and dinner maked everyday by father. Everyone were so kind. Another good experience was seeing the original Florida State Capitol Building. It was build in 1845. Overall, I had a great time in Florida.

FOCUS: Review of all the symbols

Correct the paragraphs below. First, underline and place correction symbols above the mistakes, then correct the mistakes. Use any of the correction symbols in the box to the right. Some symbols may be used more than once or not at all.

**A. Paragraph 1** (15 mistakes)

My trip to the United States were big shock. One day, my mother said, "Go and pack your cloths. We are going to New York tomorrow, and they are going to live there." The news was a complete surprise to me. I went to my room and sit on the bed for a long time. After that I called my best friend and telled him a news. The next morning, my mother and I got on a airplane in eight 0'clock. I remember sitting next to the window, and looking down on my City. I was scared. Because I didn't know my future. My life charged overnight. I never forget that trip.

B. Paragraph 2 (14 mistakes)

In my opinion, violent video games is harmful to young children. First studies show that playing these games cause changes in the behavior of young people. According to researchers, playing these games after, young people have more more angry feelings. In addition, players get into fights at school. Players have arguments with they teachers. Second reason is that violent video games make young people less sensitive too violence in the world. I beleive that games make it entertaining to shoot and kill. Childs may forget the line between fantasy and reality. Lastly, these types of games teach children that it is ok to use vilence to solve their problem. Violence is never the solution. Therefore, violent games are not for young people, and it should be banned.

WRITING PORTFOLIO

2A



NAME:

CLASS:

Kwansei Gakuin University

Department of Science and Technology

Instructor: Matthew Barbee

CORRECTION SYMBOLS

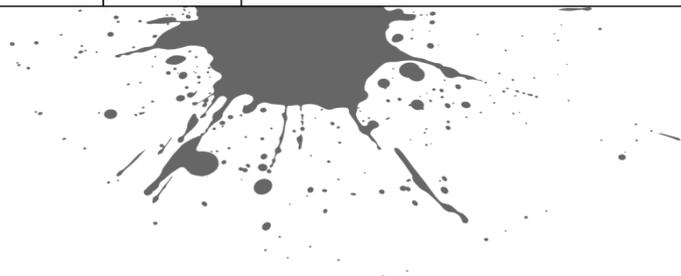
SYMBOL	MEANING	SYMBOL	MEANING
p	punctuation	wf	wrong form
^	missing word	ww	wrong word
cap	capitalization	wo	wrong word order
vt	verb tense	prep	preposition
s/v	subject-verb agreement	art	article
⌋	combine	pron	pronoun agreement
sp	spelling	con	connector
s/pl	singular or plural	rep	repetition
X	unnecessary word	?	I don't understand!

↔	Indent paragraph	↶	Connect to previous sentence	¶	Start new paragraph
---	------------------	---	------------------------------	---	---------------------

INCORRECT SENTENCE

CORRECT SENTENCE

1.	Im happy youre here	p	I'm happy you're here.
2.	i love english.	cap	I love English.
3.	When did you up this morning?	^	When did you get up this morning?
4.	I rike cats.	sp	I like cats.
5.	My birthday is on June.	prep	My birthday is in June.
6.	He likes play tennis.	wf	He likes playing tennis.
7.	I love chocolate. I don't like white chocolate.	con	I love chocolate, but I don't like...
8.	Shibuya is fun and I often go to Shibuya.	rep	Shibuya is fun and I often go there.
9.	I buy a new shirt yesterday.	vt	I bought a new shirt yesterday.
10.	He go to university on Saturday.	s/v	He goes to university on Saturday.
11.	I went to Disneyland with all my friend.	pl	I went to Disneyland with all my friends.
12.	I visited to my grandparents.	X	I visited my grandparents.
13.	She name is Michelle.	pron	Her name is Michelle.
14.	I live in theTokyo.	art.	I live in Tokyo.
15.	My father every day beer drinks.	wo	My father drinks beer every day.
16.	I work on Sun day.	⌋	I work on Sunday.
17.	My favourite dish is watermelon.	ww	My favourite food is watermelon.





WRITING PORTFOLIO

Name: _____

Class: _____

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4.			
5.			

Teacher Comments:



Score:

Title	Peer-edited by:	Rewrite Check	Word Count
6.			
7.			
8.			
9.			
10.			

Teacher Comments:



Score:

TOTAL Word Count 1-10:



REWRITE #1

TITLE

Word Count:

WRITING PORTFOLIO

WRITING 2A

PORTFOLIO ENTRY #1

Choose one topic and write about it. Be sure to use complete sentences and use paragraph style.

- A. Write about learning something new. What would you like to learn? Why do you want to learn it? What would you do with the new information or skill?
- B. Write about what you did during the break. What did you do and when? Where did you go and who did you go with? What is the best part of your break?
- C. Write about a famous person you would like to meet. What has this person done that is interesting to you? What would you talk about? What would you like to learn from meeting him or her?



Matthew Barbee, Kwamei Gakuin, 2014

PEER EDITED BY _____



REWRITE #2

TITLE

Word Count:



PORTFOLIO ENTRY #2

- A. Write about a place that you have visited on vacation or for a school trip. Where is it? Why did you want to go there? What activities did you do there? What is the best thing about this place?
- B. Write about your favorite relative. Who is this person? What job does he/she have? What qualities make this person special? How do you feel when you are around this person?
- C. In your opinion, is English a good second language to learn? Why or why not? Give three reasons for your opinion.

PEER EDITED BY _____

REWRITE #3

TITLE

Word Count:

PORTFOLIO ENTRY #3

A. Answer the questions about **two large cities** that you have visited. Use complete sentences to answer the questions.

A. What two large cities have you visited? _____

B. Where are the two cities? _____

C. Which city is better? List 3 reasons why one is better than the other. Give an example to support each reason. _____ is a better city than _____.

i. Reason: _____

Support: _____

ii. Reason: _____

Support: _____

iii. Reason: _____

Support: _____

B. Answer the questions about **two different restaurants** that you have eaten at. Use complete sentences to answer the questions.

A. Which two fast food restaurants have you eaten at? _____

B. What type of food do they serve? _____

C. Which restaurant is better? List 3 reasons why one is better than the other. Give an example to support each reason. _____ is better than _____.

i. Reason: _____

Support: _____

ii. Reason: _____

Support: _____

iii. Reason: _____

Support: _____

● Choose A or B. Copy your sentences into a paragraph below. Don't forget to indent the first line.



PEER EDITED BY _____

REWRITE #4

TITLE

Word Count:

REWRITE #5

TITLE

Word Count:



PORTFOLIO ENTRY #4 (100 WORDS)

- A. Write about an interesting place to visit in your hometown or prefecture. Where is it? What is special about this place? What is the history? What should a visitor do or try there?
- B. Write about a great job that you want or you think you be interesting to do. What kind of job is it? What skills would someone need? What are the benefits of doing this kind of job?

PEER EDITED BY _____



PORTFOLIO ENTRY #5 (100 WORDS)

- A. Give some advice about doing something, such as choosing a cellphone, buying a car, or choosing a university. What should a person know when making that choice? What steps should a person follow?
- B. Write about your perfect travel destination. Where would it be? Why is this a good place? What would you do there?
- C. If you could have super powers, which powers would you have? Why would you choose those powers? What would you do with your powers? Would you be good or bad? What would your name be?

PEER EDITED BY _____



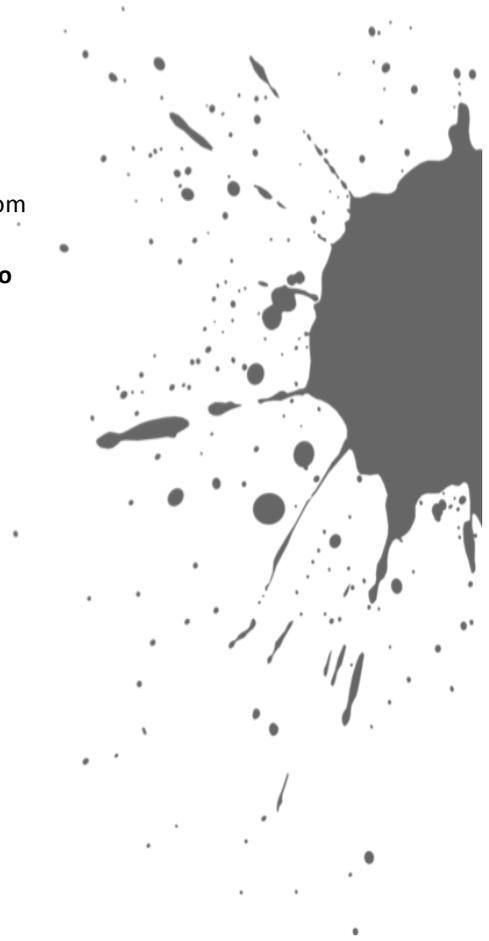
REWRITE #6

TITLE

Word Count:

PORTFOLIO ENTRY #6 (150 WORDS)

- A. In your opinion, is it a good idea to make students wear school uniforms? Give **three reasons** to support your opinion.
- B. What do you think will be the highest paying job in 50 years from now? Give **three reasons** to support your opinion.
- C. What are the best snack foods? Choose **two foods** and give **two reasons each** why each food is a good choice.



REWRITE #7

TITLE

Word Count:

REWRITE #8

TITLE

Word Count:

PORTFOLIO ENTRY #7 (100 WORDS)

- A. What is the definition of a perfect parent? What are the characteristics of such a person? Give examples and details of each characteristic.
- B. Choose a mechanical device, such as a watch, a coffee maker, a smart phone, or an MP3 player? How does it work? Explain the process step by step.
- C. Killing whales is a controversial activity in the world. Do you think it is right or wrong to kill whales? Give three reasons for your opinion.

PEER EDITED BY _____

PORTFOLIO ENTRY #8 (100 WORDS)

- A. Choose one: love, jealousy, fear. How does the dictionary define this emotion? Is it a good emotion or a bad emotion? Who usually feels this emotion and why? Give some examples when you feel this way.
- B. What is the definition of *stereotype*? How does a stereotypical boy act? How does a stereotypical girl act? Do you think that boys and girls are different? Do you think it is fair that society has different expectations for the boys and girls? Explain.
- C. What is laughter? What makes you laugh? What are the effects of laughter in a person's life?

PEER EDITED BY _____

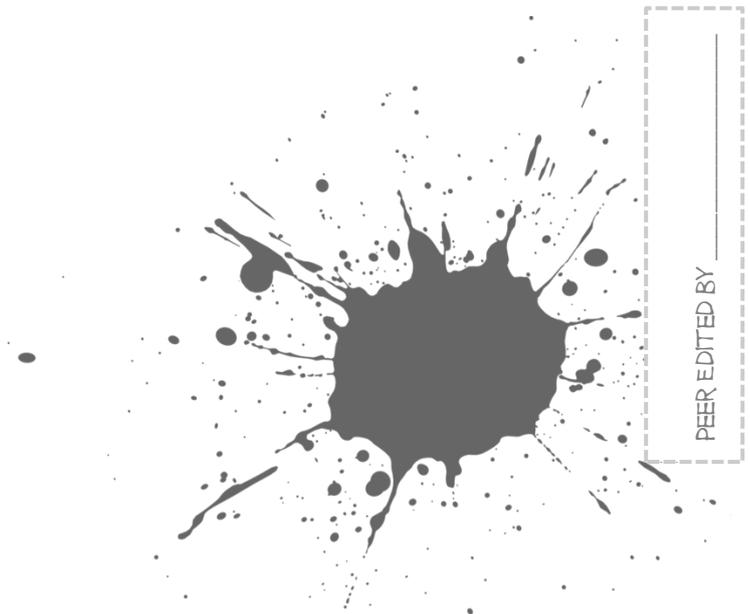
REWRITE #9

TITLE

Word Count:

PORTFOLIO ENTRY #9 (200 WORDS)

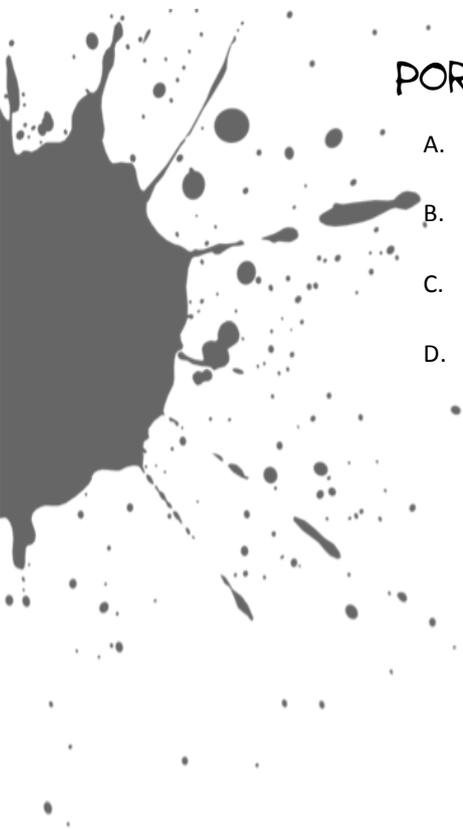
- A. Write a paragraph in which you define the word *pride*. What is it? What is its purpose? When should people feel pride? Can pride be negative? When can a person have too much pride?
- B. Same-sex marriage is a controversial topic in America and Japan these days. While gay people can get married in England and Canada, only some parts of America allow it and it is still illegal in Japan. What is same-sex marriage? Do you agree or disagree with it? What are three reasons that it should be allowed or not allowed in Japan?
- C. Compare two countries. [For example, America versus England, Japan versus Korea, China versus _____, etc.] How are the two countries the same? How are they different? Finally, which do you think is a better country to visit?



REWRITE #10

TITLE

Word Count:



PORTFOLIO ENTRY #10 (200 WORDS)

- A. Write about what you need to do to get a driver's license. What are the steps involved? (6 steps)
- B. What is the best way to make new friends? What can you do to make more friends? Please give examples and details. (7 steps)
- C. What is obesity? What causes obesity in children? What are the effects of obesity? (5 steps)
- D. What is the best way to get a girlfriend/boyfriend? What is the process? (5 steps)



Name:

Class:

Unit Focus Chart

Unit	1A	1B	2A	2B
1	Punctuation. Run-on sentences. Sentence fragments. Missing Words.	Misplaced commas. Independent /dependent clauses. Comma splices.	Commas. "Because." Contractions. Sentence fragments.	Commas. "Because." Contractions. Sentence fragments.
2	Singular/plural nouns. Quantifier + s/es. Subject-verb agreement.	Irregular plural nouns. Common mistakes with nouns.	Irregular singular and plural nouns. Subject-verb agreement.	Singular/plural nouns. Subject-verb agreement.
3	Word choice. Word form.	Word choice. Word form. Articles (a, an, the)	Word choice. Word form. Word order.	Word choice. Word form. Infinitives vs. Gerunds
4	Pronoun agreement. Verb tense (simple past, present, future)	Verb tense (present vs. present continuous).	Pronoun agreement. Articles (a, an, the).	Verb tense (passive). Irregular verb forms.
5	Prepositions (location /transportation).	Review of all editing symbols.	Verb tense (irregular). Prepositions (time).	Review of all editing symbols.

Correction Symbols

SYMBOL	MEANING	SYMBOL	MEANING
p	punctuation	wf	wrong form
∧	missing word	ww	wrong word
cap	capitalization	wo	wrong word order
vt	verb tense	prep	preposition
s/v	subject-verb agreement	art	article
∩	combine	pron	pronoun agreement
sp	spelling	con	connector
s/pl	singular or plural	rep	repetition
X	unnecessary word	?	I don't understand!

	Indent paragraph		Connect to previous sentence		Start new paragraph
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A. Sentence Activity

Correct the sentences below. Underline and place correction symbols above each mistake. Use the correction symbols in the box to the right. Symbols may be used more than once.



1. My father brother, and sister came to watch my baseball game (2 mistakes)
2. I love science. Because it is interesting. (2 mistakes)
3. Because I disobeyed my mom I cant go to the summer festival on Saturday. (2 mistakes)
4. First Harry Potter is my favorite character, because he has magical powers. (2 mistakes)
5. snakes and turtles are both reptiles but only turtles have legs. (2 mistakes)
6. I often go to karaoke, but never when its a school night. (2 mistakes)

B. Paragraph Editing (12 mistakes)

Correct the paragraph below. First, underline and place correction symbols above the mistakes, then rewrite the paragraph to correct any mistakes. Use the correction symbols in the box to the right. Symbols may be used more than once.



Well, its another rainy day. First, I think I will take a walk around the neyborhood to stretch my legs. Second I will cook a big breakfast with toast eggs and bacon. After that, I might mow my lawn, because the grass is getting pretty long. Next, maybe I will visit my grand mother. I think she wants me to go grocery shoping with her. I will ask my brother to come with us but I doubt he will go. Because he doesnt like going to the grocery store as much as I do.

FOCUS: Irregular singular/plural nouns, subject-verb agreement

A. Sentence Activity

Correct the sentences below. Fill in the blanks with the singular or plural nouns and the correct verb agreement.

1. Please hand me two forks and two _____. (knife)
2. Two _____ is a long time to live in another _____. (year, country)
3. We need to walk a few _____ to get to the train station. (kilometer)
4. My family _____ near the beach in Miyazaki. (live)
5. The _____ of Germany _____ very friendly. (person, be verb)

B. Paragraph Editing (11 mistakes)

Correct the paragraph below. First, underline and place correction symbols above the mistakes, then rewrite the paragraph to correct any mistakes. Use the correction symbols in the box to the right. Symbols may be used more than once.



My girlfriend had a terrible cold for several day. She blew her nose sneezed, and coughed. Yesterday, I made her chicken soup, and told her to drink orange juice. Because they is good for a cold. After that, she went to the doctor. There were many persons in the waiting room, but we could see the doctor quickly. The doctor gave her some medicines, and she has been in bed since then. Today, she is feeling much better. She was even able to visit the park for two hour. I really hope she doesn't get sick again soon. We is very tired of the sneezing and coughing.

FOCUS: Word choice, word form, word order

A. Sentence Activity

Correct the sentences below. Choose the correct words to complete the sentences.

- 1. I am (interested / interesting) in the (exited / exciting) rides at Universal Studios.
- 2. As the (entered children / children entered), the room was filled with (happy / happiness).
- 3. The (scary / scared) part of the story really (scary / scared) the children in library.
- 4. As the temperature (rows / rose / roze), the amount of snow also (decreased / increased).
- 5. I often buy (close / clothes) at the mall because it is (convenient / useful).

B. Paragraph Editing (13 mistakes)

Correct the paragraph below. First, underline and place correction symbols above the mistakes, then rewrite the paragraph to correct any mistakes. Use the correction symbols in the box to the right. Symbols may be used more than once.



If you want to have an amazed time at Disney World, I will give you some advices. First, you should arrive as early as possible. You want to have much as time in the park as you can because there are many interested rides and things to do, For example, Space Mountain, the monorail, and the merry-go-round. Number too, you should go to the most exciting attractions first. That is because they is the most populer, and many persons will be in line. It is very convenient to make a list. Last, make sure you meet the Disney characters. You will forget never your time, if you have a piksure with Mickey Mouse. I hope you enjoy your visit.

FOCUS: Pronoun agreement, articles (a, an, the)

A. Sentence Activity

Correct the sentences below. Choose the correct pronoun or article to complete the sentence.

1. My mother cooks dinner three nights a week. (**She / Her / His**) best dish is chicken *nanban*.
2. Next, you will see (**a / an**) large tree. When you arrive at (**a / the / none**) tree, turn left.
3. Mr. Ayano loves (**he / him / his**) two dogs. (**His / They / Their**) names are Pochi and Koro.
4. The audience had (**a / an / none**) hour before the concert. So, (**it / they**) all went to eat first.
5. Ms. Ann told me to put (**her / some / the**) boxes by the door. (**She / He**) said (**it / they**) are heavy.

B. Paragraph Editing (12 mistakes)

Correct the paragraph below. First, underline and place correction symbols above the mistakes, then rewrite the paragraph to correct any mistakes. Use the correction symbols in the box to the right. Symbols may be used more than once.

art	ww	wf	s/v
pron	^	s/pl	x

My best friends are Hiro and Ayaka. This does not mean that them are alike. In fact, they is very different. One difference is their personality. For example, Hiro is very funny, while Ayaka is more serious. Another difference is there hobbies. Hiro loves sing, and Ayaka loves a video games. Hiro and me often go to karaoke together, while Ayaka and he often spend time at game center. Even though Hiro and Ayaka are different, them have big similarity. That is, they both love scared movies. The three of us often watch horror movies together.

FOCUS: Verb tense (irregular forms), prepositions (time)

A. Sentence Activity

Correct the sentences below. Choose the correct verb or preposition to complete the sentences.

1. I want to have the party (in / on / at) May, but I am busy (in / on / at) May 5th.
2. My sister was born (in / on / at) June 13, 1995. I was born ten years later (in / on / at) 2005.
3. Last week, my bus (leaved / left /) (in / on / at) 12:30 (in / on / at) Friday.
4. Lisa has not (ride / rode / ridden) a horse before, but her son (ride / rode / ridden) yesterday.
5. I (buyed / bought / have bought) flowers two days ago, but now they are (died / dead / dying).

B. Paragraph Editing (13 mistakes)

Correct the paragraph below. First, underline and place correction symbols above the mistakes, then rewrite the paragraph to correct any mistakes. Use the correction symbols in the box to the right. Symbols may be used more than once.

prep	vt	Λ	x
pron	wf	art	

It is always a good idea to plan a vacation before you go. At April I will go to California next month. My airplane left Tokyo at midnight in April 2nd, and it will arrive in San Francisco on noon the next day. The first day of my trip, I planning to visit a San Francisco Bay Aquarium. On the afternoon of the second day, my plan is to go skydiving. That night, I want to made a reservation on seven o'clock at the Old Bay Restaurant. At the last day of the trip, I took a cruise around the Bay. I'm sure they will be beautiful. With careful planning, I thought my vacation will be great.

WRITING PORTFOLIO

2B

Kwansei Gakuin University
Department of Science and Technology
Instructor: Matthew Barbee



NAME:

CLASS:

CORRECTION SYMBOLS

SYMBOL	MEANING	SYMBOL	MEANING
p	punctuation	wf	wrong form
^	missing word	ww	wrong word
cap	capitalization	wo	wrong word order
vt	verb tense	prep	preposition
s/v	subject-verb agreement	art	article
∩	combine	pron	pronoun agreement
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s/pl	singular or plural	rep	repetition
X	unnecessary word	?	I don't understand!

	Indent paragraph		Connect to previous sentence		Start new paragraph
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INCORRECT SENTENCE

CORRECT SENTENCE

1.	Im happy youre here	p	I'm happy you're here.
2.	i love english.	cap	I love English.
3.	When did you up this morning?	^	When did you get up this morning?
4.	I rike cats.	sp	I like cats.
5.	My birthday is on June.	prep	My birthday is in June.
6.	He likes play tennis.	wf	He likes playing tennis.
7.	I love chocolate. I don't like white chocolate.	con	I love chocolate, but I don't like...
8.	Shibuya is fun and I often go to Shibuya.	rep	Shibuya is fun and I often go there.
9.	I buy a new shirt yesterday.	vt	I bought a new shirt yesterday.
10.	He go to university on Saturday.	s/v	He goes to university on Saturday.
11.	I went to Disneyland with all my friend.	pl	I went to Disneyland with all my friends.
12.	I visited to my grandparents.	X	I visited my grandparents.
13.	She name is Michelle.	pron	Her name is Michelle.
14.	I live in theTokyo.	art.	I live in Tokyo.
15.	My father every day beer drinks.	wo	My father drinks beer every day.
16.	I work on Sun day.	∩	I work on Sunday.
17.	My favourite dish is watermelon.	ww	My favourite food is watermelon.



WRITING PORTFOLIO

Name: _____

Class: _____

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Teacher Comments:



Score:

Title	Peer-edited by:	Rewrite Check	Word Count
6.			
7.			
8.			
9.			
10.			

Teacher Comments:



Score:

TOTAL Word Count 1-10:



REWRITE #1

TITLE

Word Count:

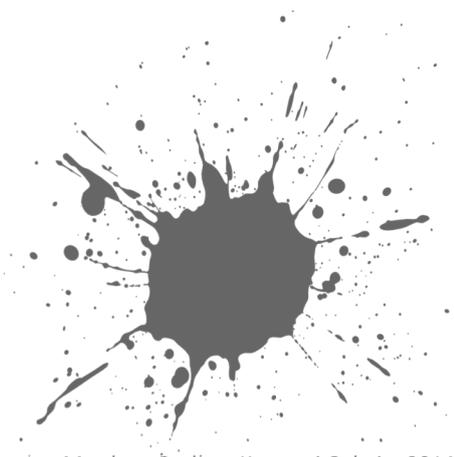
WRITING PORTFOLIO

WRITING 2B

PORTFOLIO ENTRY #1 (100 WORDS)

Choose one topic and write about it. Be sure to use complete sentences and use paragraph style.

- A. What did you do over summer break? Where did you go? Who did you go with? What was the best and worst part of your summer break?
- B. What do you *wish* you did over summer break? What plans would have made if you could have done anything? Where would you have gone? Who would you have gone with?
- C. Is it better for university students to work during the summer or have a lot free time?



Matthew Barbee, Kwansai Gakuin, 2014

PEER EDITED BY _____



REWRITE #2

TITLE

Word Count:



PORTFOLIO ENTRY #2 (150 WORDS)

- A. How does your college life differ from high school? Write about similarities and differences between the two.
- B. Modern smart phones became popular in 2007 with the introduction of the iPhone. How does today's world with smart phones differ from the world in 2006, when most people only had feature phones (gara-kei)?
- C. Even though they are both part of the same country, Osaka and Tokyo have distinct features. What are some similarities and differences between Osaka and Tokyo?



PEER EDITED BY _____

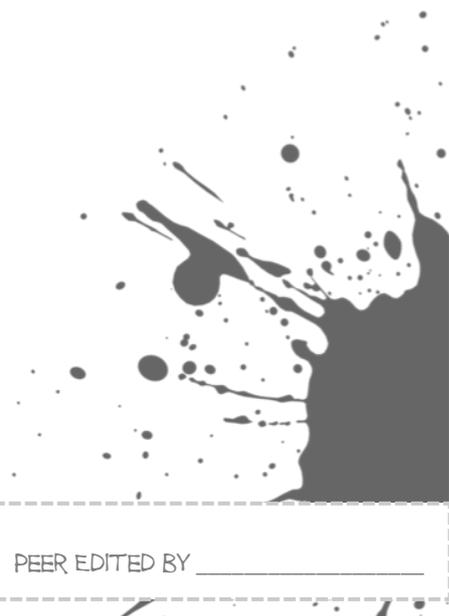
REWRITE #3

TITLE

Word Count:

PORTFOLIO ENTRY #3 (150-200 WORDS)

- A. Declining birth rate in Japan is causing many problems. What are the problems that are caused? What can Japan do to solve the problems? (Give three problems, and write about how to fix each problem.)
- B. If Japan allowed more immigrants to come into the country, what would be some of the social benefits and problems that might cause? (Give two positive effects and two negative effects.)



PEER EDITED BY _____

REWRITE #4

TITLE

Word Count:

REWRITE #5

TITLE

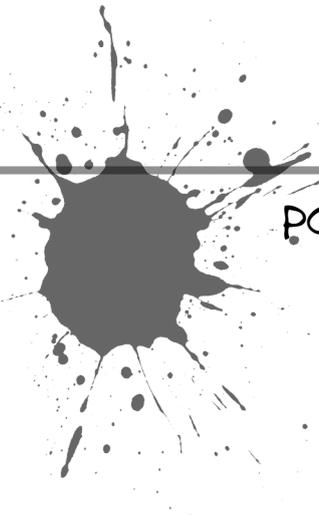
Word Count:



PORTFOLIO ENTRY #4 (100 WORDS)

- A. Japanese universities begin in April and end in January. In almost every other country in the world, university begins in September and ends in May. Do you think Japan should convert to the Western university calendar? Why or why not?
- B. All Japanese university students must study abroad for a year. Do you agree or disagree? Give three reasons for your opinion.

PEER EDITED BY _____



PORTFOLIO ENTRY #5 (100 WORDS)

FREEWRITING!

PEER EDITED BY _____



REWRITE #6

TITLE

Word Count:

PORTFOLIO ENTRY #6 (150 WORDS)

- A. Are women treated the same as men in Japan? Why do/don't you think so?
- B. If a woman gets a really good job, is it okay for her to work while the husband stays at home and takes care of the children? Why or why not?
- C. Now, the majority of government leaders is overwhelmingly male. Do you think this should change? What do you think would happen if women ruled the world?



REWRITE #7

TITLE

Word Count:

REWRITE #8

TITLE

Word Count:

PORTFOLIO ENTRY #7

Describe an element of Japanese culture that is “hidden” or “unknown” to most foreigners.
Write a paragraph teaching a foreigner about a secret part of Japanese culture.

PEER EDITED BY _____

PORTFOLIO ENTRY #8 (100 WORDS)

FREEWRTING!

PEER EDITED BY _____

REWRITE #9

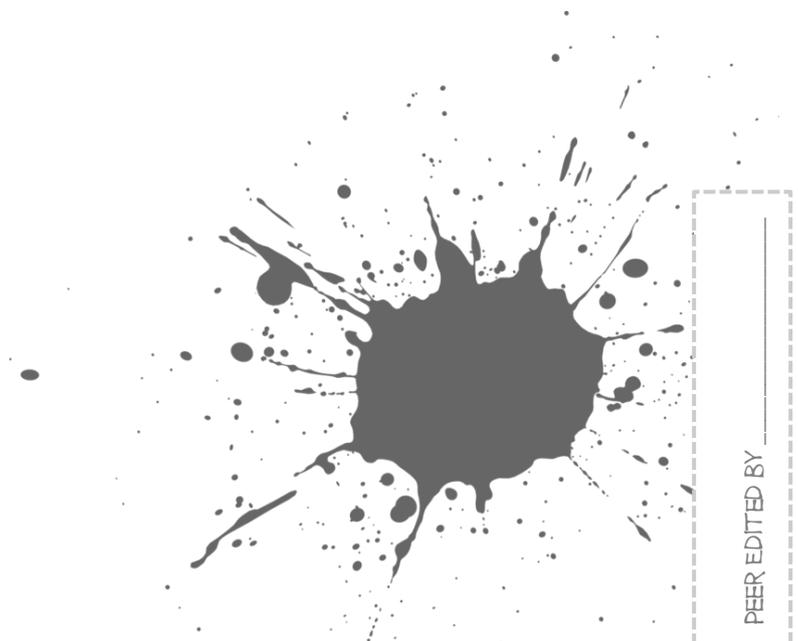
TITLE

Word Count:

PORTFOLIO ENTRY #9 (200 WORDS)

Choose one of the following topics. Use it as your first sentence. Write three to four paragraphs.

- A. Global warming is caused by many different things. . .
- B. There are a number of consequences of global warming. . .
- C. Several things have contributed to my success as a student. . .
- D. Moving to a big city has changed my life in many ways. . .



REWRITE #10

TITLE

Word Count:



PORTFOLIO ENTRY #10 (150 WORDS)

- A. Think about your first two years at Kwansei Gakuin. Reflect on your experiences as a student. Did you have fun? Did you succeed? Did you find your path to the future? Write about some positive experiences and some negative experiences you have had at KG. Last, if you could start again as a freshman, would you change anything about your university life? *(Write at least three paragraphs with an introduction.)*
- B. If you were the President of Kwansei Gakuin University, what changes would you make to the school? Be creative. Imagine that you had the power and money to make a real change. Give at least three examples of what you would change and why. *(Write at least three paragraphs with an introduction.)*



Name:

Class:

Unit Focus Chart

Unit	1A	1B	2A	2B
1	Punctuation. Run-on sentences. Sentence fragments. Missing Words.	Misplaced commas. Independent /dependent clauses. Comma splices.	Commas. "Because." Contractions. Sentence fragments.	Commas. "Because." Contractions. Sentence fragments.
2	Singular/plural nouns. Quantifier + s/es. Subject-verb agreement.	Irregular plural nouns. Common mistakes with nouns.	Irregular singular and plural nouns. Subject-verb agreement.	Singular/plural nouns. Subject-verb agreement.
3	Word choice. Word form.	Word choice. Word form. Articles (a, an, the)	Word choice. Word form. Word order.	Word choice. Word form. Infinitives vs. Gerunds
4	Pronoun agreement. Verb tense (simple past, present, future)	Verb tense (present vs. present continuous).	Pronoun agreement. Articles (a, an, the).	Verb tense (passive). Irregular verb forms.
5	Prepositions (location /transportation).	Review of all editing symbols.	Verb tense (irregular). Prepositions (time).	Review of all editing symbols.

Correction Symbols

SYMBOL	MEANING	SYMBOL	MEANING
p	punctuation	wf	wrong form
∧	missing word	ww	wrong word
cap	capitalization	wo	wrong word order
vt	verb tense	prep	preposition
s/v	subject-verb agreement	art	article
∪	combine	pron	pronoun agreement
sp	spelling	con	connector
s/pl	singular or plural	rep	repetition
X	unnecessary word	?	I don't understand!

	Indent paragraph		Connect to previous sentence		Start new paragraph
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FOCUS: Singular/plural nouns, subject-verb agreement

A. Sentence Activity

Correct the sentences below. Fill in the blanks with the singular or plural nouns and the correct verb agreement.

1. The animals (**was / were**) taken to the farm in two (**vehicle / vehicles**).
2. In the summer, I love eating (**fruit / fruits**), but in the winter I prefer (**vegetable / vegetables**).
3. I must win two (**match / matches**) before I can get a trophy.
4. Three years (**is / are**) a long time to not buy new (**cloths / clothes**).
5. She (**like / likes**) Aoto and Mari. They are very generous (**person / persons / people**).

B. Paragraph Editing (12 mistakes)

Correct the paragraph below. First, underline and place correction symbols above the mistakes, then rewrite the paragraph to correct any mistakes. Use the correction symbols in the box to the right. Symbols may be used more than once.



Since I was a little girl, I have always loved science-fiction movie. There are several reason that I likes them. First I have always been interested in the future. I love to imagine what the future will be like. Will it be a wonderful utopia or a nightmare filled with scary alien? My second reason is, because I love technologies. Sci-fi is full of robots, spaceships, and computer. Finally, I think sci-fi is great because it is full of imagination. Of course, all movies and TV shows is creative. But I love seeing lives and worlds that only ekzist in the imagination. To me, science-fiction is the best movie genre.

FOCUS: Word choice, word form, infinitives, and gerunds

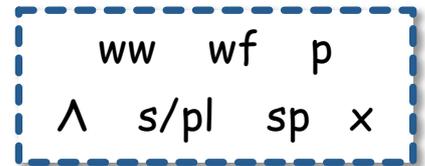
A. Sentence Activity

Correct the sentences below. Choose the correct words to complete the sentences OR correct the underlined words.

1. I like to walking in the park because it helps me clear my mind. (_____)
2. The (**scary / scared**) part of the ride (**scary / scared**) all the children at the party.
3. My friends and I love ride the roller coasters at the theme park. (_____)
4. The students were (**exited / exciting**) about the (**interested / interesting**) events at the festival.
5. Eat onions, to watching scary movies, and bugs are the things I hate. (_____ / _____)

B. Paragraph Editing (10 mistakes)

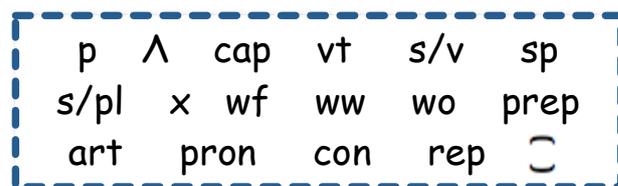
Correct the paragraph below. First, underline and place correction symbols above the mistakes, then rewrite the paragraph to correct any mistakes. Use the correction symbols in the box to the right. Symbols may be used more than once.



I have travelled to many interested countries around the world. While all of them are exciting to visit, I have three favorite country. The first country, is Thailand. It is one of my favorites because of the beaches and the mountains. I like to swimming at the beach and ride elephants in the mountains. Besides Thailand I also like India. The food in India is my favorite cuisine. Everything is dericious, for example, the curries, the breads, and the yogurt lassies. Last, I love go to Jordan. Besides the nature and the food, I am amazing at the landmarks and the desserts. Petra is my favorite World Heritage Site. That is why I love Thailand, India, and Jordan.

FOCUS: Review of all the symbols

Correct the paragraphs below. First, underline and place correction symbols above the mistakes, then correct the mistakes. Use any of the correction symbols in the box to the right. Some symbols may be used more than once or not at all.



A. Paragraph 1 (15 mistakes)

My trip to the United States were big shock. One day, my mother said, "Go and pack your cloths. We are going to New York tomorrow, and they are going to live there." The news was a complete surprise to me. I went to my room and sit on the bed for a long time. After that I called my best friend and telled him a news. The next morning, my mother and I got on a airplane in eight 0'clock. I remember sitting next to the window, and looking down on my City. I was scared. Because I didn't know my future. My life charged overnight. I never forget that trip.

B. Paragraph 2 (14 mistakes)

In my opinion, violent video games is harmful to young children. First studies show that playing these games cause changes in the behavior of young people. According to researchers, playing these games after, young people have more more angry feelings. In addition, players get into fights at school. Players have arguments with they teachers.

Second reason is that violent video games make young people less sensitive too violence in the world. I beleive that games make it entertaining to shoot and kill. Childs may forget the line between fantasy and reality. Lastly, these types of games teach children that it is ok to use vilence to solve their problem. Violence is never the solution.

Therefore, violent games are not for young people, and it should be banned.