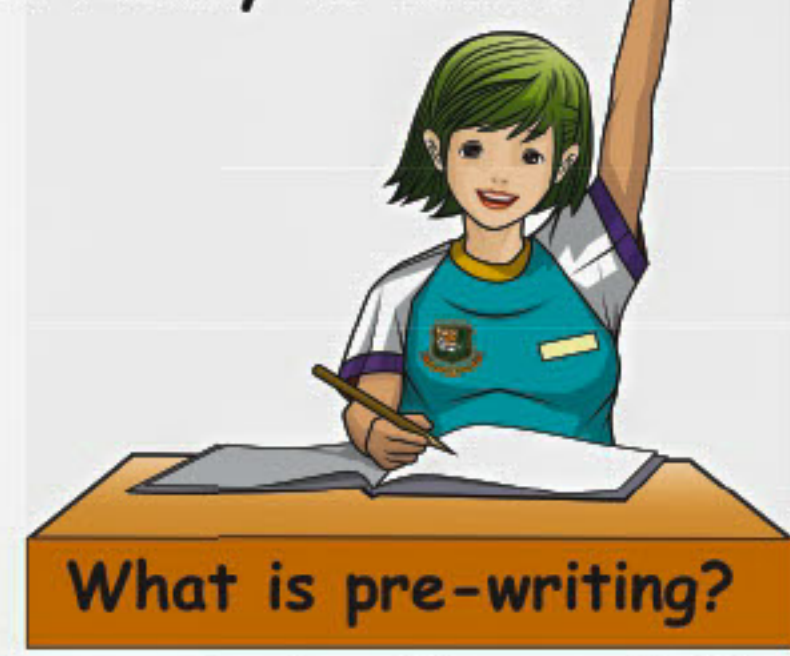




From Paragraph to Essay

Pre-Writing: Get Ready to Write



What is pre-writing?

Before you begin writing, you decide what you are going to write about. Then you plan what you are going to write. This process is called pre-writing.

Choosing and narrowing a topic

Notes for teachers to share with students in class.

How to choose a topic for a paragraph
A paragraph is a group of five to ten sentences that give information about a topic. Before you write, you must choose a topic for your paragraph.

- Choose a topic that isn't too narrow (limited, brief). A narrow topic will not have enough ideas to write about. *The ages of my brothers and sisters* is too narrow. You can't write very much about it.
- Choose a topic that isn't too broad (general). A broad topic will have too many ideas for just one paragraph. Most paragraphs are five to ten sentences long. *Schools* is too general. There are thousands of things you could say about it.

A student could narrow this topic by choosing one aspect of schools to discuss. *schools* → *high schools in my country* *popular school clubs* *university entrance exams*

Fun Activity

1. Choose three topics from the list. Narrow each of the three down to a paragraph topic. Then compare with a partner.
 - a. holidays
 - b. friends
 - c. my country
 - d. dancing
 - e. cars

Brainstorming Notes for teachers to share with students in class.

What is brainstorming?

Brainstorming is a way of gathering ideas about a topic. Think of a storm: thousands of drops of rain, all coming down together. Now, imagine thousands of ideas "raining" down onto your paper! When you brainstorm, write down every idea that comes to you. Don't worry now about whether the ideas are good or silly, useful or not. You can decide that later. Right now, you are gathering as many ideas as you can.



You will learn three types of brainstorming: **making a list**, **freewriting**, and **mapping**.

Fun Activity

2. Write single words, phrases, or sentences that are connected to your topic. Work with a partner or small group. Choose one of these topics. List as many ideas as you can in five minutes.

- a. teenage fashions
- b. things to do in our school playground
- c. riding a bicycle

Homework:

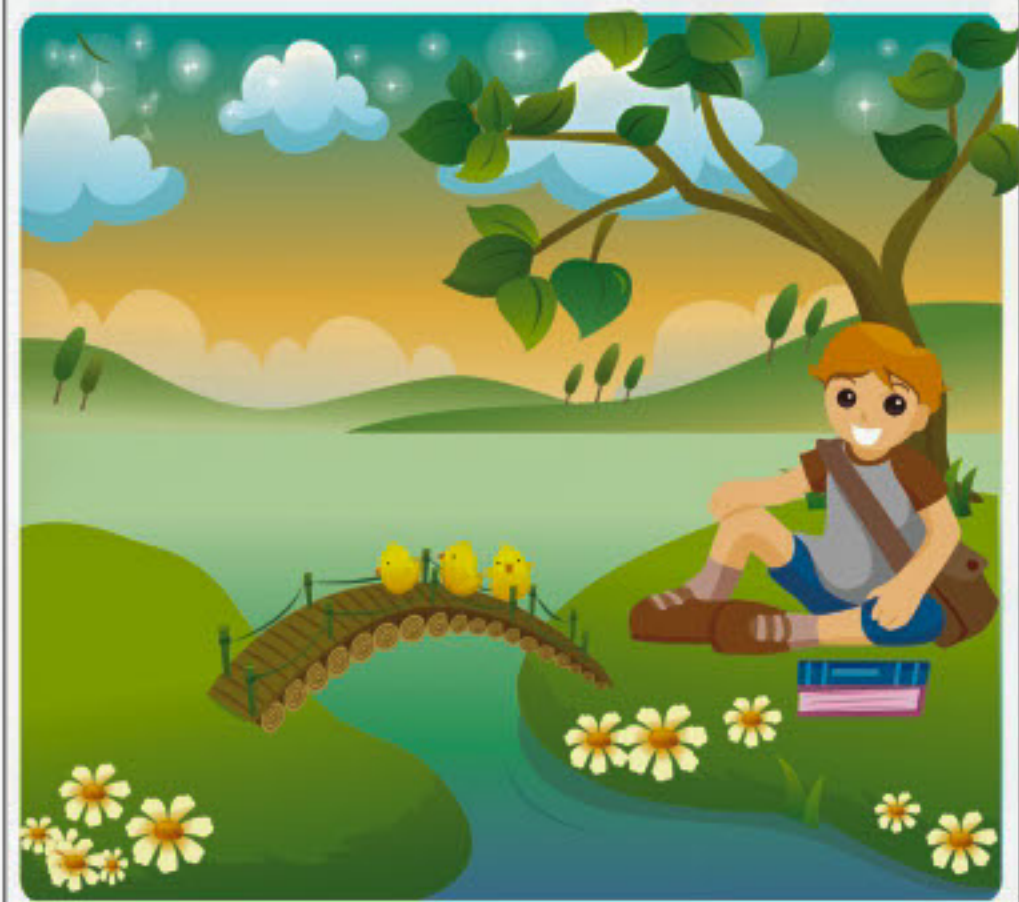
3. Work alone. Choose a topic: holidays, friends, my country, dancing or cars. List as many ideas as you can in five minutes.

Freewriting Notes for teachers to share with students in class.

When you freewrite, you write whatever comes into your head about your topic, without stopping. Most freewriting exercises are short - just five or ten minutes.

Freewriting helps you practise fluency (writing quickly and easily). When you freewrite, you do not need to worry about accuracy (having correct grammar and spelling). Don't check your dictionary when you freewrite. Don't stop if you make a mistake. Just keep writing!

Your ideas may jump around. When you make a mistake, just cross it out and continue writing. One thought may lead to another, and then to another. There may be some details that are not exactly about your topic, but that's OK in freewriting. You want to get as many ideas on paper as you can. You can take out unnecessary words and sentences later.



Fun Activity

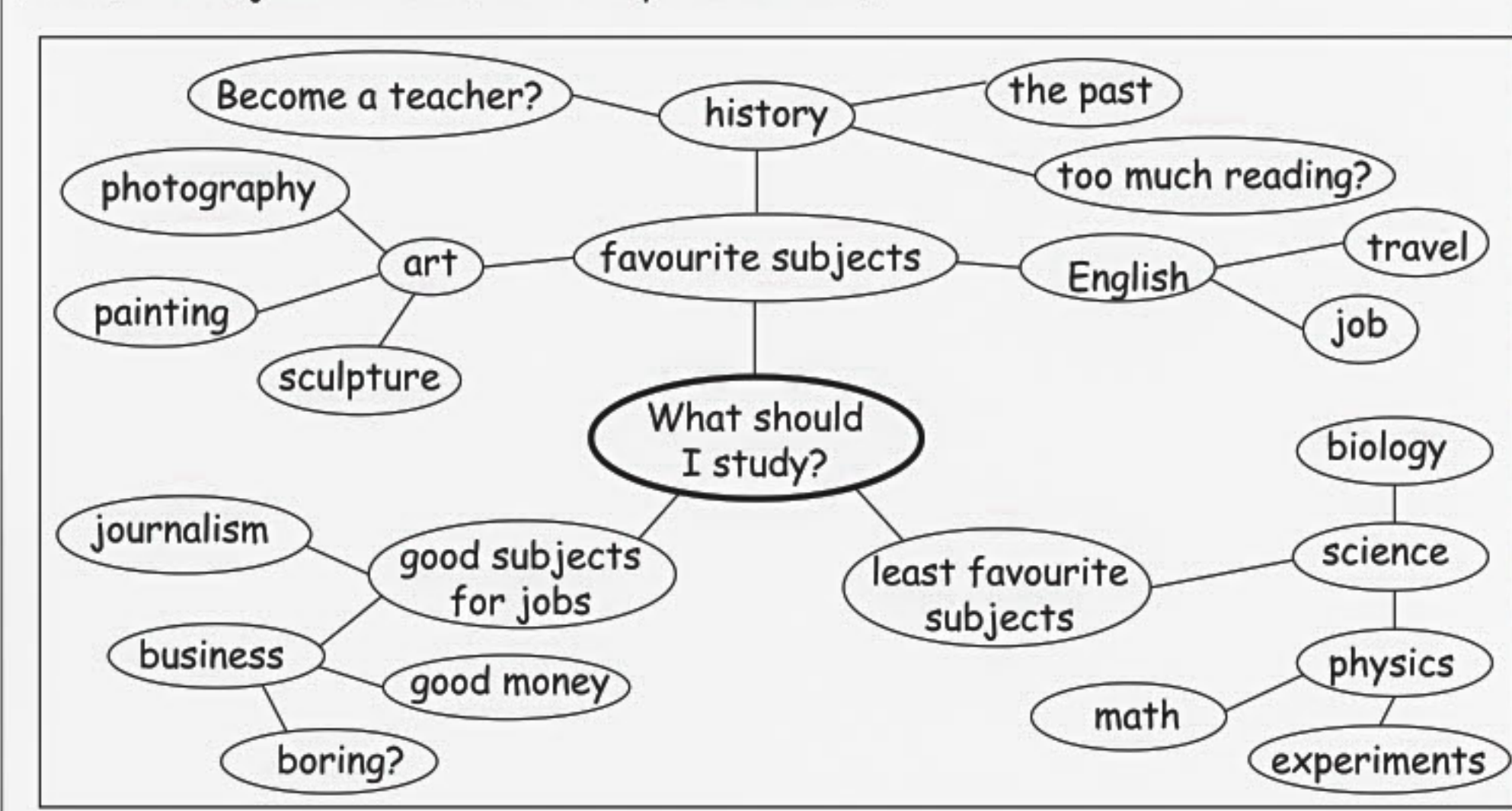
4. Choose one of the narrowed topics you thought of for holidays, friends, my country, dancing or cars. Practise freewriting for five minutes. Remember, do not stop, erase, or go back. Just write as much as you can.



Mapping

To make a map, use a whole sheet of paper, and write your topic in the middle, with a circle around it. Then put the next idea in a circle above or below your topic, and connect the circles with lines. The lines show that the two ideas are related.

The example below shows a map of "What should I study at university?" The writer connected favourite subjects to the main idea. Art and English are connected to favourite subjects to show that they are related.



Fun Activity

5. Choose another narrowed topic you thought of for holidays, friends, my country, dancing or cars. Make a map in five minutes. Share your map with a partner. Explain how the circles are related to each other.

So, what's the best way to brainstorm?

There is no best method of brainstorming. Some writers like to use lists because they don't have to write complete sentences. Some writers like freewriting because they can write quickly and ideas come easily. Some writers prefer mapping because they can easily see the relationship between ideas. Experiment with all three methods, and then choose the one that works best for you.

Fun Activity

6. Brainstorm a list of pros (good things) and cons (bad things) about each of the three methods of brainstorming.

Editing

Notes for teachers to share with students in class.

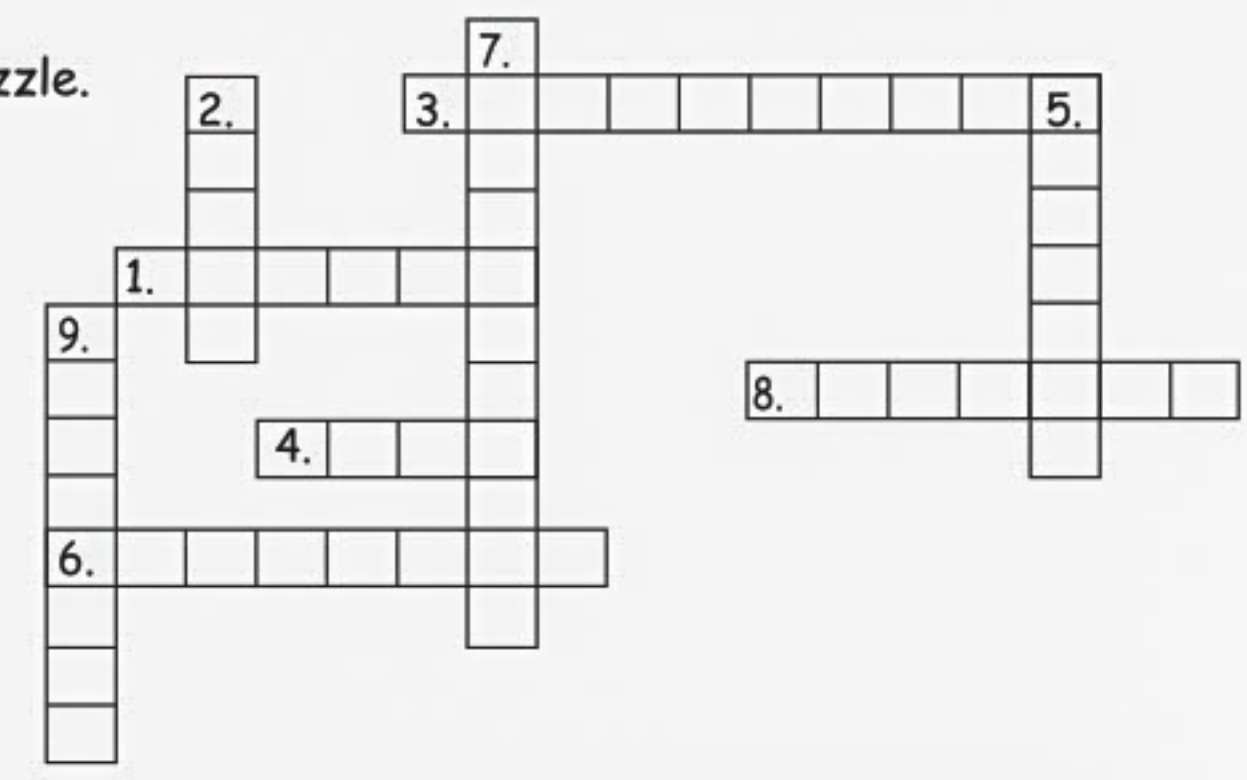
How to edit

After you have gathered plenty of ideas, you will need to go back and edit them. This is the time to choose which ideas are the most interesting, and which are the most relevant to (important or necessary for) your topic. Of course, you can still add new ideas if you think of something else while you are re-reading your list. To edit your list of ideas, cross out the ones you feel are not so relevant or interesting. To edit freewriting, cross out sentences or parts of sentences that are not related. You can add more ideas in the margin or add more sentences at the bottom. To edit a map, cross out circles that do not belong, add new ones if you get more ideas. You might also change the lines you have drawn.

Fun Activity

7. Go back to the list you made, the freewriting you did, or the map you made. Edit your brainstorming. Show your work to a partner. Explain how you edited your brainstorming.

8. Complete the crossword puzzle.



Fun Activity

Each paragraph has only one topic. If the topic is too 1. n___, you will not be able to write enough about it. On the other hand, if the topic is too 2. b___, you will have too many ideas for just one paragraph. After you choose a topic, you will need to 3. b___ some ideas to write about in your paragraph. One way to do this is to make a 4. l___. Another way of brainstorming is 5. m___. After you have written down many ideas, you can go back and decide which ones are the most interesting and the most 6. r___ to your topic. 7. F___ is a useful way to help you write more easily and naturally. In this kind of writing, you are working on 8. f___, and not 9. a___.

the next Monday issue - The Structure of a Paragraph

E TEST YOUR WORD POWER!

Match the words in the grid with the right group of synonyms. There is ONE word, you don't need.

a comfortable	d believe	g quarrel	j admire	m couch
b cuisine	e magazine	h tease	k fan	n disgusted
c subject	f tolerance	i instructor	l endless	o patience

1. periodical, journal _____
2. branch of learning, field of study _____
3. relaxing, restful _____
4. acceptance _____
5. settee, sofa _____
6. sickened, appalled, shocked _____
7. to argue, to fight _____
8. marvel at, like _____
9. kid, make fun of, laugh at _____
10. trainer, coach, teacher _____
11. fanatic, supporter, follower, admirer _____
12. trust, have faith in, accept as true _____
13. particular style of cooking _____
14. nonstop, continual _____

A Time for some comparison!

adjective
A word that describes a noun

Use suitable adjectives to complete the story. More than one answer is possible. People say that teenagers today are (1) than their parents were, but I do not think so. It's true that people now have (2) lives and are (3) and (4) to live longer, but as things are also (5) and hurried, there is (6) time for leisure. Parents today are (7) in what their children do, and worry about their homework and studies. The (8) parents may hire tutors for their children, while (9) parents may teach their children themselves. Even the (10) youngsters are not given much time for leisure.

B



Rewrite the story putting the verbs in *italics* into the active voice. Add words to link the ideas properly. Change verb forms accordingly.

This book is *written* by a blind girl. Her sight *was lost* in a car accident when she was three years old. Both her eyes *were pierced* by glass splinters and her sight *could not be saved*, even by the best doctors. She *was not sent* to school, but *was taught* by a British woman to read and write from the age of six. More importantly, she *was instructed* on how to live well and purposefully by that kind and persevering woman. Now her life with this remarkable teacher *has been described* in a book and she, the author, *has been made* famous by it. The book *has been translated* into many languages and *read* by millions. Recently, it *was turned* into a very successful film.

To start off, the first two sentences are done for you:

A blind girl *wrote* this book. She *lost* her sight in a car accident when she was three years old.

C Can you say which parts of speech are the following *italics*?

- a) The ceremony came to a *close*. [.....]
- b) He is a *close* friend of mine. [.....]
- c) The school *closes* at 4 p.m. [.....]
- d) Our examination is *close* at hand. [.....]
- a) Brazil will fight to the *last*. [.....]
- b) I'll take the *last* train. [.....]
- c) It won't *last* long. [.....]
- d) He came *last*. [.....]
- a) He struck me on the *back*. [.....]
- b) The thief escaped by the *back* door. [.....]
- c) He *backed* me at the time of difficulty. [.....]
- d) Come *back* as soon as possible. [.....]

D It's a complicated Business!

Let's Learn About ... SENTENCES

Turn the following series of simple sentences into complex sentences:

1. He was poor. He was weak. He stood by his friend. This friend was in danger. He had none else to help him.
2. I didn't see him at school. He was ill. I went to his house for this reason.
3. You have fixed the game for tomorrow. I cannot take part in it. I am ill. The doctor has advised me a complete rest.
4. You have entrusted the boy with the work. He is clever. He knows how to do it. He will succeed. I'm sure.
5. I liked the proposal. So, I supported it. It was rejected by the majority of the members. They were present there.

Find the answers in next Monday issue

ANSWER KEY TO THE LAST EIS PAGE ACTIVITIES (DATED OCTOBER 13, 2014)

- 1Key:
a. 3 b. 4 c. 8 d. 7 e. 2 f. 6 g. 1 h. 5
- 2Key:
• Step One: Choose a topic.
• Step Two: Gather ideas.
• Step Three: Decide which of the ideas to use and where to use them.
• Step Four: Write your paragraph or essay from start to finish.
• Step Five: Check what you have written.
• Step Six:
* explain something more clearly
* add more details
* change your organisation so that your paper is more logical
Steps five and six may be repeated many times.
- A KEY:
(1) struck (2) damaged (3) destroyed (4) escaped (5) spoke (6) said (7) was (8) takes (9) do (10) notice
- B KEY:
(1) suppose (2) wish (3) hate (4) keeps (5) understands (6) forgets (7) hate (8) likes (9) sounds (10) realizes (11) wish
- C KEY:
(1) put off (2) think over (3) give up (4) summon up (5) stand on (6) go over (7) fall in with (8) look into (9) pushed into (10) get to (11) leave out (12) seize on
- D KEY:
(1) d (2) h (3) i (4) n (5) b (6) e (7) c (8) f (9) m (10) j (11) o (12) k (13) l (14) a (15) g