Basic Writing Skills

Unit one: The sentence

1.1. What is a sentence?

A sentence is a grammatically independent unit of thought made up of a word or group of words which are related to convey a complete thought (meaning). Example:

- *The boy threw the ball.*

1.2. What are parts of a sentence?

The main parts or ingredients or constituent elements of a sentence are **subjec**t and **predicate.**

Subject is a part of a sentence about which the sentence is made, or that which does the action. It is a noun or pronoun with any of its modifiers.

Predicate is a part of the sentence which says something about the subject. It is a verb or verb phrase with any modifiers or words used to complete its meaning. **It is a part of the sentence excluding subject: It is** a word or combination of words, including the verb, objects, or phrases **governed by the verb**.

Our soccer team won the state championship. (Example)

Subject predicate

➥ **A subject or predicate can be simple, complete, or compound**.

I. **Simple subject and simple predicate**

Examples:

Simple subject (actor)	**Simple predicate (act)**
Flowers	Bloom.
Men	Laugh.
Candles	Burn.

In the sentences written above, the subject (actor) and the predicate (act) have consisted of a single word; hence, such subjects and predicates are said to be simple subject and simple predicate.

II. **Complete subject and Complete predicate**

When a simple subject is expanded by the addition of modifying words, the expanded subject is called a complete subject. **Examples:**

Flowers are blooming. (Simple subject)

The small flowers are blooming. (Complete subject)

The small red petaled flowers are blooming. (Complete subject)

In the same way, when the predicate consists of a single verb or verb phrase, it is called a simple predicate. When it is expanded by the addition of other words, then the simple predicate plus its modifiers, plus any other words that complete its meaning, are called complete predicate.

Examples:

Solomon **is walking**. (Simple predicate)

Solomon **is walking quickly to school**. (Complete predicate)

Solomon **is walking quickly to school in the morning**. (Complete predicate)

III. **Compound subject and compound predicate**

When a subject is made up of two or more nouns or pronouns, the sentence has a compound subject.

Example:

A right attitude and a winning personality should be your best principles to get a job.

A sentence can also have two or more verbs for the same subject. In this case, the sentence is said to have a compound predicate.

Example:

The snow **fell throughout the night and blanketed the area**.

You **should move at six o'clock and arrive by midnight**.

Activity-1: In each of the following sentences, identify grammatically complete sentence and then underline the subject ones and the predicate twice.

1 The fast advancement of science and technology.
2. Yesterday, we went to Merkato.
3. The expansion of desertification in the world.
4. Malaria and TB have become major killer diseases.
5. The importance of national police in the development of a country.

Activity- 2: 1**.** Write two sentences having simple subject and simple predicate.
2. Write two sentences having complete subject and complete predicate.
3. Write two sentences with compound subject and compound predicate.

1.3. Types of sentences

In terms of their structure or construction, sentences are commonly categorized into four– **simple, compound, complex, and compound complex.**

A/ **Simple sentence** is a sentence consisting of a subject and a predicate, either or both of which may be compound. In other words, a simple sentence contains one main clause.

Examples:

The players arrived.

The players and the judges arrived.

The players and the judges arrived and reported.

I have never played tennis.

The big oak tree in front of our house is a permanent house for thousands of birds.

B/ **Compound sentence** is a sentence which consists of two or more independent clauses connected by a coordinating conjunction, conjunctive adverbs, or separated by a semi-colon. **Examples:**

I have played tennis, but I hope to start taking lessons next year.

Run away; **otherwise,** they will kill you.

I ate everything on the tray**;** I was really hungry.

C/ **complex sentence** is a sentence which consists of one main clause and one or more subordinate clauses.

Examples:

He met a student who left school last year.

After I took a nap, I felt better.

If you come late, you will miss the bus.

The girl **whom I told you about yesterday** *when we were at the café* is a lawyer.

D/ **compound-complex sentence** is a sentence which consists of two independent clauses with one or more subordinate clauses. **Examples:**

The boy ***who caught the ball*** threw it to first base, ***but he didn't throw it fast enough.***

I bought coca cola, and I drank it at once because I was very thirsty.

Activity-3: Read the following sentences and identify whether each of them is simple, compound, complex, or compound complex.

_____ 1. Bekele dislikes sitting on the beach; he always gets a nasty sun burn.

_____ 2. Although they are 250 miles apart, they keep in constant contact on the internet.

_____ 3. Those students who live in the area often find local college boring, but students

from out of the area seem to like it.

_____ 4. After a lengthy and noisy debate, they established the rules and regulations of the school.

_____ 5. Those who seek faultless friends remain friendless.

1.4. Sentence Combination

Sentence combination is needed since short pattern sentences bore both the writer and the reader for two reasons.

1. Repetition of a single, simple sentence pattern draws attention to itself, not to the ideas in the paper.
2. Simple, short sentences cannot show the reader the many relationships that exist among ideas of different importance.

Generally, there are two ways of sentence combination.

1.4.1. Coordination

Coordination is a method of joining two independent sentences by using coordinators. In coordination, the status of the sentences is not reduced when they are combined. In other words, when they are combined, they still remain independent clauses. The coordinators we use in coordination are:

A. Coordinating conjunctions,
B. Correlative conjunctions and
C. Adverb conjunctions.

A. Coordinating conjunctions

Activity-4: Examine the sentences, especially the underlined parts, and then answer the questions below. What patterns can you discover?

- Almaz earned an 'A' in the course, **for** she studied carefully.
- We went to the movies**, and** we drank coffee.
- He did not study for the exam, **nor** did he help his parents.
- Buying this T-shirt is my choice, **but** it can be expensive.
- Alemu wanted to go swimming, **or** he wanted to go playing football.

- He knew the cost, **yet** he did it anyway.
- He knew it did not cost him, **so** he did it.

1. What is the function of the underlined part?
2. Where is the underlined portion located?
3. How is the underlined portion punctuated?
4. What is the apparent meaning of each underlined word?

For- shows logical consequence; it has the same meaning as because, the reason why.

And- shows equality between two ideas. It shows addition; it has the same meaning as along with.

Nor- shows equality of two negative ideas. It shows an addition of a negative point.

But- shows contrast between two ideas. It has the same meaning as however, except, on the other hand.

Or- shows alternative or choice

Yet- shows opposition; also shows emphasis (a strong but)

So -shows cause and effect relationship. It has the same meaning as therefore, as a result.

Activity- 5: Write an appropriate coordinating conjunction in the space provided.

1. You read a news paper every day, _____you do not know what is going on in the world.
2. Members of the churches met for dinner, _____ they held an inter faith service.
3. The runner admitted taking steroids, _____ he was forced to give up his medals.
4. Employers do not want the theft, _____ do they want the expense and had publicity of having an employee arrested.
5. You should return the paper on time, _____ you will lose grade for lateness.

Activity- 6: Combine the following pairs of sentences by using coordinating conjunctions.

1. A. The dog ate the food very fast. B. It was very hungry.
2. A. The boy sang very well at the Ethiopian idols. B. The Judge didn't allow him to pass the next stage.
3. A. She didn't bring her exercise book. B. She didn't bring her pen.
4. A. The farmer worked all day and night. B. He harvested a lot of crops.

B. Correlative conjunctions

Correlative conjunctions are coordinating words that work in pairs to join words, phrases, and clauses. Below are five pairs of correlative conjunctions commonly used in English:

Correlative conjunction	**Meaning**	**Example**
Both …… and	Both	**Both** Tariku **and** his son are artists.
Not only ……. But also	Both	"To accomplish great things, we must **not only** act **but also** dream; **not only** plan, **but also** believe."
Either ……or	One of the two	**Either** you **or** Susan must stay with me.
Neither …… nor	None of the two	He helps **neither** his parents **nor** his brothers.
Whether …….. or	Dilemma /confusion/	Yohanse is trying to decide **whether** to go to medical school **or** to go to law school.

Correlative conjunctions always join grammatically equal elements in a language (e.g. noun & noun, phrase & phrase, clause & clause, verbs & verbs etc). **Example:**

1. Both my sister and my brother work with computers.
   (The Correlative conjunction joins the noun.)
2. Put your gold either in a bank or in a treasury account.

(The Correlative conjunction joins the prepositional phrases)

3. Either help us in our struggle for equality or step aside and let us pass.

(The Correlative conjunction joins two independent clauses.)

4. Betelhem became angry both with our singing and with our shouting.

(This Correlative conjunction links two prepositional phrases.)

5. She wanted neither cake nor ice cream.

(The Correlative conjunction links two nouns.)

6. The teachers are not only intelligent but also friend.

(This is not correct because intelligent is an adjective and friend is a noun.)

Activity-7: In the space provided, write an appropriate correlative conjunction.

1. _____bananas_____oranges are cheap in this town; both are expensive.
2. I am _____ proud to be here _____ happy to meet you. It is good opportunity to me.
3. ____go to bed early this evening ___stop complaining about being tired in class.
4. When they found the man who had been lost for four days, he was _____ tired _____ hungry.
5. _____ the life of an individual _____ the history of a society can be understood without understanding both."
6. The newlyweds could not decide _____to live with her parents ____rent an apartment.
7. _____ my uncle _____ my cousin live in San Diego.
8. You could _____ stay here _____ go with us.
9. _____my brother_____my sister loves football. They always watch English Premier League.

Activity- 8: Combine the following pairs of sentences.

Example: You can pay your fees in cash. You can pay your fees by cheque.

You can pay your fees either in cash or by cheque.

1. You can see her now. You can see her tomorrow.
2. He couldn't meet his mother. He couldn't meet his sister.
3. Belaynesh is a secretary. Her daughter is a secretary.
4. To go to Gondar, you can use a bus. To go to Gonder, you can use a plane.

5. Azeb is beautiful. She is honest.
6. I want to go to class. I want to go to my appointment.
7. America is a capitalist county. England is a capitalist country.

C. Adverb Conjunction

Adverb conjunction is an adverb used to relate and connect main /independent/ clauses in a sentence. Common conjunctive adverbs are:

Also	still	consequently	however	indeed
Hence	then	furthermore	moreover	likewise
Thus	instead	nevertheless	therefore	otherwise
Besides	on the other hand		on the contrary	

Example:

1. I ordered the concert tickets by mail; **therefore**, I didn't have to stand in line.
2. Our muscles were tired and sore; **nevertheless**, we kept on jogging.
3. The band struck up a familiar tune; **indeed,** they were playing our song.
4. Meron is clever, **besides**, she is polite and kind.
5. The new model car is small; **moreover**, it consumes little benzene.
6. She recognized me; **still** she didn't talk to me.
7. Run away; **otherwise**, they will kill you.
8. We entirely agree with you on this issue. **However**, there is one objection.

The following table presents the meaning of different adverb conjunctions.

Meaning	**Adverb conjunction**
Addition	Furthermore, moreover, in addition, also, besides …
Contrast	However, nevertheless, on the other hand, on the contrary …
Alternative	Instead, otherwise ….
Result	Therefore, consequently, thus …
Comparison	similarly, likewise
Emphasis	namely, certainly, indeed

Activity- 9: In the space provided, use the appropriate conjunctive adverbs.

1. Sunshine Construction company is building a plant in Nazareth; _____, it is planning to build another in Bahir Dar within three years.
2. Everyone liked the hotel; _____, no one was able to pay the required price.
3. She made coffee; _____, she cooked breakfast.
4. He teaches in private school; _____, he runs his own restaurant.
5. It's dark and you can't go out; _____, it is raining.
6. They wouldn't accept our demands; _____, we must fight them.

7. We entirely agree with you on this issue. There is one small objection, _____.
8. We were getting late; _____, we decided to take a taxi.

Activity- 10: Combine the following pairs of sentences by using the appropriate conjunctive adverb.

1. He won the lottery. His father gave him a lot of money.
2. He worked hard. He became rich.

1.4.2. Subordination

Subordination is the joining of an independent clause and a dependent clause in the same sentence by using subordinators. Subordination uses a subordinating conjunction and relative pronouns to make one clause dependent on another. The dependent clause is subordinated to the independent clause.

The linking devices we use in subordination are:

A. Subordinating Conjunction
B. Relative Pronoun

A. Subordinating Conjunction: is a kind of conjunction that joins subordinate clauses with independent clauses. Here the subordinate clauses cannot stand alone; they must be joined to an independent clause to be grammatically correct. They tell when, where, why, how, and to what extent. More often we use a subordinating conjunction to show a difference in importance and strength of ideas. **Examples:**

1. **Because** the train was late, I arrived late to work .
2. **Even though** polar bears look like land animals, they are extremely skilled in the water.
3. Rahel was reading fiction **while** her brother was listening to music.
4. I never knew what love meant **until** I met you.
5. **Wherever** you can find an empty spot, just drop your luggage there.
6. **Although** I have called repeatedly, the credit card company has not corrected my account.
7. He won't listen to you **unless** you make him turn off the radio.
8. My uncle always calls **after** he watches film.
9. She saves money **so that** she could build her own house.
10. We ate our lunch **as soon as** we arrived home.

Some of the common subordinating conjunction are given below:

Meaning	**Subordinating Conjunction**
Reason	Because, since, as,
Purpose	so that, in order that
Contrast	Although, even though, though, even if, whereas, while,
Condition	Unless, if, as long as, provided that,
Result	so……. that, such a(an)----that

Time	After, until, as soon as, before, since, when, while, once, whenever,
Place	Where, wherever
comparison	than as … as

Activity-11 : ***In the space provided, use appropriate subordinating conjunction***
As, until, although, because, after, if, whenever, as soon as, where

1. _____ It was easy for me, I help Aster write the letter.
2. Please come to my home _____ you can.
3. _____had hurt my legs, I did not stop playing.
4. _____ he ate his lunch, he went out for work.
5. He cannot study his lesson _____ he is busy helping his parents.
6. _____he is thin, he won the race easily.
7. I will stay here_____ my colleagues return from their meeting.
8. I found my book _____ I had left them.

Activity- 12: Join the following sentences using the most appropriate subordinating conjunction

1. Meron reaches home quickly. She will tell her father about the accident.
2. He works hard. He doesn't succeed.
3. The day was very cold. They continued their work.
4. She is a decent girl. Everyone likes to marry her.
5. He is poor. He is honest.
6. They have been very miserable. Their father died.
7. I took a taxi. I received your message.

B. Relative pronoun

Like the other subordinating conjunctions relative pronouns are used to join subordinate /dependent/ clauses with the independent sentences. They also introduce relative clauses. **Examples:**

1. The boat **that was owned by Mr. Mitchell** sank in the seaport.
2. This is the purse ***that I found on the road***.
3. The book ***which I bought yesterday*** cost me 4.50 Birr.
4. The girl ***whose pen you borrowed***, has come to ask for it.

Note: the bold parts are subordinate clauses. What makes the subordinate clause in relative clauses different from the other type of subordinate clause is that the subordinate clause in a relative clause is **an adjective clause.**

In relative clauses, the adjective clauses which are dependent clauses that modify a noun or a pronoun in the main clause, usually begin with relative pronoun: **who, whom, whose, which**, or **that**.

- **Who, whose**, and **whom** are used to refer only to people.
- **Which** is used to refer only to things and animals.
- **That** is used to refer to anything-people, things, or animals.
- The relative pronoun "**that**" can be used in place of who, which, or whom, but not in place of whose.

In relative clauses: - the adjective clauses answer the question which one? Or what kind of?

- Adjective clauses are always placed after the noun or the pronoun they modify.
- The relative pronoun that introduces an adjective clause can function as a subject, as an object, or as a possessive marker.

Relative clauses: Restrictive and non restrictive

Adjective clauses may be restrictive (also called defining or essential) or non-restrictive (non-defining or non-essential)

- A restrictive adjective clause is necessary to make the meaning of the sentence complete.
- Example:1. The film **that I saw yesterday** won a Grammy Award. The information is the adjective clause "**that I saw yesterday"** is essential to the meaning of the sentence. Without it, it is difficult to the reader to identify which special film the writer is discussed about.

2 . The girl **whom you wanted to marry** has married someone else. If you leave out the restrictive or defining clause "whom *you wanted to marry" the meaning is not clear*.

The girl ____ which girl? The relative clause answers this question.

Note: restrictive or defining relative clauses are never preceded by a comma.

- A non restrictive adjective clause provides additional information to a sentence and if left out it does not affect the essential meaning of the sentence.

`Example: 1. New York, **which is America's populous city**, is one of the world's leading commercial, finical, and cultural centers.

2 Shakespeare, **who had a bald head**, was a great poet and dramatist.
3. My sister Sindu, **whom you met last week**, wants to speak to you.

Note: you can see in this example the noun 'New York', 'Shakespeare', 'My sister 'Sindu" are defined by themselves. So, the relative clauses do not define them. In other words, they are non-defining or non-restrictive.

A non-defining or non-restrictive relative clause is always marked off from the rest of the sentence by commas before and after it.

Activity-13: Join the following sentences using the most appropriate relative pronoun.

Who, whom, which, whose,

Example: Her father has just come back. He went to London.

Her father, who went to London, has just come back.

1. The women had been arrested. Her child was accused of theft.
2. The medicine is very expensive. Helen needs the medicine.
3. Rahel went abroad. Daniel wanted to marry Rahel.

Activity- 14: Complete the following sentences with the correct relative pronoun,

Who, whom, which, whose.

1. This is the bank _____ was robbed yesterday.
2. A boy _____ sister is in my class was in the bank at that time.
3. The man _____ robbed the bank had two pistols.
4. He wore a mask _____made him look like Mouse.

1.5. Characteristics of Effective sentences

An effective sentence is like a skilled athlete moving towards a goal. Effective sentences have a quality that enables them convey an idea with clarity and style. They give the reader a sense of what in them is important. They do all this with a minimum of words.

Effective sentences have certain qualities such as **clarity, economy** and **emphasis** which help to convince and please the reader.

A. **CLARITY**: The first requirement of a good sentence is clarity. Most of failures in clarity result from three sources:

I) **from errors** such as: faulty/ ambiguous pronoun reference, dangling modifier, misplaced modifiers, inadequate punctuation/ run-on, comma splice, fragment/, faulty parallelism, etc.

II) From vague diction: one of the errors which affect the clarity of a sentence is vague diction. Vagueness is one of the major weaknesses in diction. Words are vague when, in context, they do not convey to a reader one specific meaning. Thus, during diction (choice of word), know your audience, don't use jargons in ordinary writing and use common word which give one clear interpretation for all people.

B. **ECONOMY:** The other requirement to achieve an effective sentence is economy. Economy is a relation between the number of words used and the amount of meaning they convey

Consider the following two statements

Wordy: I should like to made entirely clear to one and all that neither I nor any of my associates or fellow-workers had anything at all to do in any way, shape, or form with this illicit and legally unjustifiable act that has been committed.

Improved: I want to make it clear to everyone that neither I nor any of my associates had anything to do with this illegal act.

The common methods to achieve economy are:

I. **Cutting out unnecessary words within a sentence:** **E**xample:

Wordy: As we walked in the direction of home, I felt as if I had never been happier.
Improved: As we walked home, I felt I had never been happier.
Wordy: The truth of the matter is, to call a spade a spade, that he is afraid of her.
Improved: The truth is that he is afraid of her.

II. **Substituting more economical expressions for wordy ones:**

A good style involves avoiding unnecessarily long words when simple words can give equally clear meaning.

Wordy: We find the situation that exists at the moment intolerable.
Improved: We find the present situation intolerable.
Wordy: I think the time has come for us to be leave.
Improved: It is time to leave.

III. **Avoiding Redundancy Example**:

Wordy : We planned to go at 3 O'clock p.m in the afternoon. **Improved**: We planned to go at 3 p.m

Wordy: In their opinion they think they are right. **Improved**: They think they are right.

Redundant	**Direct**
Advance forward	Advance
Continue on	Continue
Refer back	Refer
Combine together	Combine
Circle around	Circle
Small in size	Small
Disappear from view	Disappear
Throughout the whole	Throughout
Basic fundamentals	Fundamentals
Important essentials	Essentials

C. **EMPHASIS**: The other requirement to achieve an effective sentence is emphasis. It is a reflection of purposes. Emphasis can be made by the following ways:

I. ***Emphatic word order***: the way word order is used to obtain emphasis in a sentence depend on two considerations:

A. What words do the writer wish to emphasize?

B. What positions within a sentence provide the most emphasis?

In English sentence, **both the beginning and the end** are emphatic positions. The most important information is put in these positions, and less important information is placed in the middle. Notice the difference between the following statements.

Example:

- **On July 31, 1973**, a plane crash which killed eighty-eight people and which was the first fatal crash for Delta Airlines in 95 million passenger miles occurred **at Boston's Logan International Airport**.

- **Eighty-eight people were killed** in a plane crash at Boston's Logan International Airport on July 31, 1973 the first fatal crash for Delta Airlines **in 95 million passenger miles.**

The first sentence puts the date and the place in the most emphatic positions, and the second version puts the most significant information-the number of people killed and Delta's impressive safety record-in the beginning and in the end.

II. ***Emphatic Repetition*****:** Key words and ideas can be repeated for emphasis for the fact that intentional repetition can produce a desired emphasis. Careless and awkward repetition of words make sentences weak and flabby, but careful, deliberate repetition of key words, can be an effective way of gaining emphasis, as in the following sentence.

Example:

*A **moderately** honest man with a **moderately** faithful wife, **moderate** drinkers both, in a **moderately** healthy home: that is the true middle class unit.*

III. ***Emphatic Voice***: Verbs in the active voice create more emphasis than verbs in the passive. The active voice puts the subject/the actor/ first, and then the object/ the receiver of the action/. ***Example:***

The cat killed the rat. /Active/
The rat was killed by the cat /passive/

Of the two, the active is almost always more direct, more forceful and emphatic, and also more economical. Therefore, if your goal is to emphasis the actor and the action itself, the active voice is the better choice. If you want to emphasize the receiver or result of the action, the passive voice is usually preferable.

1.6. Basic Sentence Faults

The purpose of writing is to communicate facts, feelings, attitudes, and ideas clearly and effectively. But in order to make your sentences more effective expressions of ideas, you have to clear your sentences from the following types of faulty constructions.

I. Sentence Fragments

Every sentence must have a subject and a verb and must express a complete thought. A word group that lacks a subject or a verb and does not express a complete thought is a fragment i.e. when a dependent (subordinate) clause or a phrase is presented as a sentence, it is called a fragment. Fragments commonly occur:

A. **Part of the sentence, usually the subject or verb, is missing** Example:

Incorrect: Robel going to the store.

Correct: Robel is going to the store.

Incorrect: gone before they came. Correct: Robel had gone before they came.

B. **A dependent clause is used alone, without being attached to a related independent clause.**
Example:

Incorrect: Because he was happy ***Correct***: Henock laughed out loud because he was happy.

Incorrect: Even though the pizza was hot. He ate it quickly.

Correct: Even though the pizza was hot, he ate it quickly

C. **Fragments commonly occur with prepositional phrases:** Example:

Incorrect: It came as a great relief. To everyone.

Correct: It came as a great relief to everyone.

Incorrect: By three o'clock the next day. The supervisor wanted our reports.

Correct: The supervisor wanted our reports by three o'clock the next day.

D. Fragments commonly occur with verbal phrases:

Example:

Incorrect: I plan on working overtime. To get this job finished.

Correct: I plan on working overtime to get this job finished.

Incorrect: Women need to have an average of two children. To keep the world's population
constant in the long run.

Correct: Women need to have an average of two children to keep the world's population constant in the long run.

Activity- 15: Determine which of the following word groups are sentence fragments, and which are complete sentences.

1.The president's proposal to raise income taxes.

2. A disease that strikes people of all ages.

3. The boy you love is dangerous.

4. An article about the dangers of exercising sex at university.

5. whoever watches six hours of television a day is likely to suffer from eye strain.

II. Comma splice

Comma splice occurs when two independent clauses are separated by only a comma, i.e. the use of a comma between two main clauses without a coordinating conjunction results in the comma fault or comma slice.

Example:

1. Incorrect: Yohannes shouted at the man, the man called the police.

Correct: Yohannes shouted at the man. The man called the police.
Correct: Yohannes shouted at the man; the man called the police.
Correct: Yohannes shouted at the man, and the man called the police.
Correct: Yohannes shouted at the man before the man called the police.
Correct: Because Yohannes shouted at the man, the man called the police.

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- Comma splice can be corrected in one of the following ways.
  - Connect the main clauses with a coordinating conjunction and a comma.
  - Replace the comma with semicolon.
  - Make a separate sentence of each main clause.
  - Change one of the main clauses to a subordinate clause.

Activity- 16: Revise the following comma splice faults.

1. The witness was unwilling to testify, he was afraid of the accused man.
2. Today I am tired, I will take a nap later.
3. I avoided desserts, I was trying to lose weight.
4. Everything seemed quiet, the explosion came.

IV. Run on /fused/ sentences

This error occurs when two sentences are mixed in the same sentence when they should have been separated by an appropriate conjunction, semicolon, or a full stop.

Example:

Fused /error/: Alemu bought the Christmas tree Almaz put it up and decorated it.

Correct: Alemu bought the Christmas tree. Almaz put it up and decorated it.

Correct: Alemu bought the Christmas tree; Almaz put it up and decorated it

Correct: Alemu bought the Christmas tree, and Almaz put it up and decorated it.

Correct: After Alemu bought the Christmas tree, Almaz put it up and decorated it.

Activity-17: 3 Revise the following run-on /fused/ sentences

1. Please close your eyes I want to surprise you.
2. He is a clever student he is not disciplined.

3. They didn't study hard the result was that many of them failed.
4. He has been looking for a wife he couldn't find one.
5. He showed me the direction to his house I couldn't find it.

V. Dangling Modifiers

A dangling modifier is a word, a phrase or a clause that either modifies nothing in a sentence or seems to modify a word which it is not logically related..

Example:

A. Faulty: Driving through the mountains, several beers were seen.
   Revised: Driving through the mountains, we saw several beers.
   Revised: When we drove through the mountains, we saw (several beers) were seen.
B. Faulty: To write effectively, practice is necessary.
   Revised: To write effectively, one must practice.
   Revised: If you wish to write effectively, you must practice.

These kinds of dangling modifiers can be revised in two ways:

- By changing the subject of the main clause or stating an appropriate subject for the main clause.
- By changing the dangling phrase into a subordinate clause by adding a subordinating conjunction.

Activity- 18: Revise the following sentences to eliminate the dangling phrases.

1. To lose weight, fatty foods should be avoided.
2. At the age of four, my parents took me to Addis Ababa.
3. Chopping the onion, the knife cut her finger.
4. Riding my bicycle, a dog chased me.
5. By checking the answer sheet, my errors become clear to me.
6. To master dangling modifiers, hard work is required.

V. Misplaced Modifiers

A misplaced modifier is an adjective or adverb that is out of position. These modifiers may be clauses, phrases, or single words. When they are out of place, the sentence will be awkward or confusing. In most cases, modifiers should be near the words they modify.

Be sure that adverbs such as almost, even, hardly, just, merely, only, nearly, scarcely, etc refer and logically to the words they modify.

Example:

Error: Their marriage nearly was broken.

Revised: Their marriage was nearly broken.

Error: Abebe performed the role with a dark attitude.

Revised: Abebe with a dark attitude performed the role.

Error: A dog is a good company that is well trained.

Revised: A dog that is well trained is a good company.

Error: They scarcely planted any crops on the farm.

Revised: They planted scarcely any crops on the farm.

Activity-19: The following sentences are unclear; place the modifying phrases or clauses nearer to the words they modify.

1. She borrowed an egg from a neighbor that was rotten.
2. He only left ten minutes ago.
3. I almost read half the book.
4. A man drove past in a small ship that was completely bald.
5. The young girl was walking the dog in a short skirt.
6. Mr. Yassir arefat was born in Jerusalem who was the first president of Palestine.
7. The woman is a medical doctor in a green coat.
8. The lady is my wife with a long hair.
9. I saw him trying to copy my paper with my own eyes.
10. The book is very interesting which has only forty pages.

VI. Faulty Agreement

Agreement is the grammatical relationship between a subject and a verb, a pronoun and its antecedent, and number of a subject and a verb. The fault occurs when this agreement is not well maintained.

Example:

Error: Tadelech and her younger sister is studying computer science.

Correct: Tadelech and her younger sister are studying computer science.

Error: Seifu, as well as his friends, are listening to local music.

Correct: Seifu, as well as his friends, is listening to local music

Error: Either Genet or Aster are handling it.

Correct: Either Genet or Aster is handling it.

Error: Either the captain or the soldiers is capable of solving this crime.

Correct: Either the captain or the soldiers are capable of solving this crime.

Error: Neither John nor Alemu have been invited to dinner.

Correct: Neither John nor Alemu has been invited to dinner.

Activity- 20: The following sentences have errors in agreement. Write the correct version of each sentence.

1. Ayelech's roommate, Kebede have won a scholarship.
2. There is only a chair and a table.
3. My family, like many others, are involved in a number of community activities.
4. Marta, along with the twins, John and Juliyan, were busy.
5. Neither the instructor nor the students has finished their work.
6. Dawit was determined to help his father and brother because he love him.
7. He asked each of us to bring our own lunch.
8. Nobody eats their dinner.
9. *Neither teacher nor the students wants to wear his/her new uniform.*
10. The questions that are most often asked today concern our basic lifestyles, and the faculty does not seem to be answering it.

VII. Faulty Parallelism

The other error which affects the clarity of our sentences is faulty parallelism. In English, parallelism means forming similarity of words expressing equal or parallel ideas.

To avoid faulty parallelism and to maintain clarity, coordinated words, phrases or clauses must match in grammatical form. I.e. noun should be matched with noun, verb with verb, phrases with phrases, and clauses with clauses.

Example:

Faulty: He likes to read and playing football.

Parallel: He likes to read and to play football.

Faulty: This product is sturdy, light and costs very little.

Correct: This product is sturdy, light and inexpensive (cheap). .

Faulty: The man gave not only money, but also advised me.

Correct: The man gave me not only money but also advice.

Faulty: We have stores in Addis, Diredawa, and in Bahir Dar.

Correct: We have stores in Addis, in Diredawa, and in Bahir Dar.

Faulty: Ato G/Meskel told us to check the value of the property and that our insurance should be increased.

Correct: Ato G/meskel, told us that we should check the value of the property and that we should increase our insurance.

Correct: Ato G/meskel, told us to check the value of the property and to increase our insurance.

Activity- 21 : Revise the following faulty sentences.

1. I like baking and to eat them.
2. He is either visiting the buildings or work in his office.
3. My job includes checking the inventory and to manage workers.
4. The students attended classes, did their homework, and they were going back home.
5. He warned me to revise my essay and that I should pay close attention to parallel structures.

VIII. Shift in point of view

- **Shifts from Active to Passive**: A sentence that starts out in one voice should usually continue in that voice.

Shift: I made the honor role, and my parents were notified by the school.

Revised: I made the honor role, and the school notified my parents.

- **Shifts in Tense**: A sentence that starts in one tense should generally continue in that tense

Shift: I am watching the game, and it was exciting.

Revised: I am watching the game, and it is exciting. OR

I was watching the game, and it was exciting.

- **Shifts in person and number**: the indefinite pronoun one is in the third person. Only third person personal pronoun (HE or SHE) can refer to ONE.

shift: when you have good health, one should feel fortunate.
Revised: When you have good health, you should feel fortunate.
Revised: When one has good health, he/she should feel fortunate.

- **Many collective nouns** such as class, group, club, team, and crowd may be treated as either singular or plural; however, once the decision is made, the noun must be treated consistently as one or the other.

Use a singular pronoun if you are considering the group as a single unit.

Use a plural pronoun if you are considering the individual members of the group separately.
Shift: The group hired a bus, and they will take the bus to the game on Sunday.
Revised: The group hired a bus, and it will take the bus to the game on Sunday.

Activity- 22: In the following sentences, correct the needless shifts in number, person, tense or voice.

1. After a hot fire was built by the campers, they dried their wet clothing.
2. I wrote the test in one hour, and it was handed back to me ten minutes later by the teacher.
3. No matter what political party one belongs to, you should listen to all candidates.
4. Just I thought I understood the problem, the teacher brings up another point.
5. You should install a safety belt in your car because they help to save lives.
6. Our soccer team is doing better this year than they did last year.

UNIT TWO: Paragraph Writing

2.1. What is a paragraph?

A paragraph is a series of sentences all relating to the same topic or central idea. The aim of all paragraphs is to communicate to the reader that idea clearly and effectively. There is no hard and fast rule about the length of a paragraph; it will depend on the topic and what the writer wants to say. The paragraph should be long enough to develop the idea expressed in the topic sentence sufficiently. It should do what it sets out to do in the topic sentence. Regardless of the length, the paragraph must contain only one idea. Any irrelevant sentences must be eliminated from the paragraph to ensure that it maintains its unity.

2.2. Parts of a paragraph

There are three parts to a paragraph: a topic sentence, supporting sentences, and a conclusion.

2.2.1 Topic Sentence

The introductory or topic sentence in a paragraph is an opening and most general sentence that introduces an overall idea that the writer wants to discuss later in the paragraph. It identifies the topic for the reader and states the main focus or idea of the paragraph and limits the topic to one.

The topic sentence should be a complete sentence, and it contains two elements: *the **topic*** and the *controlling idea*. The topic is the subject, what is being written about in the paragraph. The controlling idea limits the topic of the paragraph to one definite idea or one aspect of the topic that represents a particular idea, feeling, or opinion. The controlling idea must not be too broad; it must be specific enough for the subject to be discussed within one paragraph.

Note the topic sentence in the following model paragraph, and note how the topic sentence states both the topic and the controlling idea.

There are three reasons why Canada is one of the best countries in the world. First, Canada has an excellent health care system. All Canadians have access to medical services at a reasonable price. Second, Canada has a high standard of education. Students are taught by well-trained teachers and are encouraged to continue studying at university. Finally, Canada's cities are clean and efficiently managed. Canadian cities ave many parks and lots of space for people to live. As a result, Canada is a desirable place to live.

Topic Sentence: There are three reasons why Canada is one of the best countries in the world.
Topic : It is about Canada.
Controlling idea: the reasons why Canada is one of the best countries.

It is possible to have topic sentences with the same topic but different controlling ideas.

Example:

The television is a major source of home entertainment.
(controlling idea: home entertainment)
The television is an effective educational tool.
(controlling idea: educational tool)
The television has become smaller since its initial invention.
(controlling idea: become smaller)

Activity :1 Identify the topic and controlling idea of the following topic sentences.

1. Cooking requires a number of different skills.
   Topic: _____

   Controlling idea: _____.

2. Hobbies provide people with many benefits.

   Topic: _____

   Controlling idea: _____

3. Learning a foreign language creates job opportunity.
   Topic: _____

   Controlling idea: _____

N.B Topic sentences in a paragraph can be given at the beginning, middle, end and beginning and end of the paragraph.

Examples:

1.There were a variety of reasons why people said they went to football games. Some of the fans said they went to games because they felt it would help their team to win the series. Others considered going to foot ball games more exciting than watching them on TV. A few felt that purchasing tickets to football games would ensure the financial success of the game and, thus, its continuance. And a very small number explained that going to football games was strictly a social occasion.

2. Every thirty-seven seconds, a car is stolen somewhere in the United States. Although this statistics is frightening, **it is possible for drivers to prevent car theft if they take a few simple precautions**. When they leave their cars, they should lock all valuable in the trunk or glove compartment to avoid tempting a thief to break in. Parking in the middle of the block on a busy, well-lighted street will deter would be thieves. The most obvious precaution, of course, is always to lock the car and take the keys- even if the driver is stopping for just a minute. One out of every five stolen cars was left unlocked with the keys in the ignition.

3. When most people hear the word "abuse", they think of physical abuse, such as hitting or kicking someone. However, there is also sexual abuse, in which the abuser forces the victim to engage in sexual acts against his or her will. Emotional (psychological) abuse is still another form of abuse. In this form of abuse, there is continual eroding of the victim's self-esteem and mental well-being. And many people forget that abuse can also be verbal, in which the abuser uses words to inflict severe emotional pain and damage. **It is important to recognize that abuse can take many forms.**

4.One of the most significant factors in selling a product is how it is packaged. When Stuart Hall Company, which manufactures notebooks and paper products for students, realized its sales were declining because fewer children were being born, it decided to change its products' appearance. So, beginning in 1968, the company replaced its plain tablets with colored paper and decorated the covers of its notebooks with the Pink Panther and other cartoon characters. Students loved the new designs, and sales soared. **Packaging, therefore, can be a method of solving marketing problems**.

Activity: 2 In the following paragraphs, the topic sentences are in different places. Read each paragraph and decide which sentence is the topic sentence.

1.Serious depression, as opposed to the fleeting kind we all feel at times, has several warning Signs. One symptom of depression is a change in sleep patterns-either sleeplessness or sleeping too much. Another sign is abnormal eating patterns; a person either may begin to eat a great deal or may almost stop eating. Finally, a general feeling of hopelessness may signal depression. People feel indifferent to their families and jobs and may begin to think that life is not worth living.

2.School officials complain about vandalism that leaves classroom wrecked and damages expensive equipment. Teachers complain about the low salaries they get for their difficult and important jobs. And parents complain that their children's test scores are dropping, that their children can't read or do math. The problems within our school systems are varied and affect almost everyone involved.

3. Many good students sit near the front of the class, in the teacher's line of vision. They find that when they can make eye contact with the teacher, they're less likely to let their attention wander. This and other habits are what help successful students do well in their classes. Another common habit of top students is doing some advance reading of textbook. That gives them a jump on the terms and concepts that the teacher will be talking about. Also, good students generally take lots of notes in an orderly fashion. They realize their notes are more helpful if they're written in the same notebook in the same fashion every day.

4.We are on our way to becoming a cashless, checkless society, a trend that began with the credit card. Now some banks are offering "debit cards" instead of credit cards. the costs of purchases made with these cards are deducted from the holder's bank account instead of being added to a monthly bill. And checking accounts, which are mainly used for paying bills, are going electronic. Now some people can make computer transactions over their pushbutton phones to pay bills by transferring money from their account to the account of whomever they owe. Soon we may be able to conduct most of our business without signing a check or actually seeing the money we earn and spend.

5.A study at one prison showed that owning a pet can change a hardened prison inmate into a more caring person. Another study discovered that senior citizens, both those living alone and those in nursing homes became more interested in life when they were given pets to care for. Even emotionally disturbed children have been observed to smile and react with interest if there is a cuddly kitten or puppy to hold. Animals, then, can be a means of therapy for many kinds of individuals.

Activity-3: Write topic sentences for the topics below.

1. Dancing as exercise 2. Games played as a child 3. Reading for pleasure 4. Favorite pets

2.2.2. Body (Supporting Sentences)

Supporting sentences develop the topic sentence. These are sentences that talk about or explain the topic sentences by giving reasons, examples, facts, statistics and quotations.

Example:

There are three reasons why I prefer jogging to other sports. One reason is that Jogging is a cheap sport. I can practise it anywhere at any time with no need for a ball or any other equipment. Another reason why I prefer jogging is that it is friendly to my heart. I don't have to exhaust myself or do excessive efforts while jogging. Finally, I prefer this sport because it is safe. It isn't as risky as other sports like gymnastics, racing or horseback riding. For all these reasons, I consider jogging the best sport of all.

Note: The underlined sentences of this paragraph are supporting sentences. All talk about the topic sentence.

2.2.3. Concluding Sentences

This sentence signals the end of the paragraph and leaves the reader with important points to remember. This is the sentence at the end of a paragraph which summarizes the information that has been presented. It restates the main idea rather than merely repeating it.

Here is the concluding sentence of the model paragraph above (about jogging).

For all these reasons, I consider jogging the best sport of all.

Activity-4: The following sentences are parts of a paragraph, "What should I study at University?" Read each of the following sentences and determine whether it is introductory, body or concluding sentence.

1. It was not an easy decision, but for the reasons listed above, I have decided to study journalism.
2. It can be difficult to choose a subject to study at university because there are so many choices, but by considering my skills and interests, I have decided to study journalism.
3. I have always enjoyed writing, so it is sensible to choose a subject that involves writing. When I began working, I would like to have the opportunity to travel, and travel is often an important part of a journalist's job. Finally, I am also interested in photography, and pictures are very important in journalism.

Activity- 5: Read the detail and conclusion of each paragraph below and Supply topic sentence for each of them

1._____.
First, always begin with an indent. Use the width of your thumb as a guide for how big it should be. Next, skip lines to allow for revision later. You'll need the space for fixing mistakes. Also, don't forget to use capital letters to begin each sentence and a period at the end. Paragraphs are easy to write if you just follow the rules.

2._____.
First, pizza is easy to eat. You don't need any forks or anything – just pick it up and eat it! Next, I like the gooey cheese. I always order extra cheese on my pizza. Last, I love pepperoni. It's a little spicy, but not too much. Clearly you can see why pizza is my favorite food.

3._____.
First and most importantly, the work is very interesting. I learn new things every day and I get to travel a lot. In addition, my boss is very nice. She is always willing to help me when I have a problem. I have also made many new friends at my job. Last, but not least, the salary is fantastic.

4._____.First of all, my parents have helped me to develop the habit of getting up early in the morning since I was a kid. And I see this is a good habit because by getting up early, I have more hours in a day to finish the day's work. Another reason that I prefer to get up early is because I can enjoy the beauty of the nature. When I get up early, I can really feel the cool weather and fresh air in the morning. And I would say it is best time of the day to plan for the day's work. In short, I prefer to get up early and start the day's work early because it allows me to have more hours to work per day and to plan well in the cool and fresh environment.

2.3. Qualities of a good paragraph

2.3.1. Unity

One important feature of an effective paragraph is unity. It means all the sentences in a paragraph discuss only one main idea. The main idea is stated in the topic sentence, and then each supporting sentence develops that idea. If a sentence in the paragraph does not relate to the topic sentence, it is irrelevant and should be deleted. For example, if the topic sentence states that the paragraph is about the advantages of CD's over cassette tapes, talk only about advantages– not disadvantages. Discussing the disadvantages does not support the topic sentence and should not be included in the paragraph.

Activity- 6 : Identify the sentence which is not related to the given topic sentence

1. **Topic Sentence: Bahir Dar is a pleasant place to live.**
   A. There are three movie theatres in the town.
   B. The people are friendly.
   C. There is little crime.
   D. There is a bad smell coming from the town dump.
   E. There are many places to shop for clothes.
2. **Topic Sentence**: **Your Uncle, Dawit is very strong.**
   A. He has bulging arm and leg muscles.
   B. He can lift eighty-pound sacks of cement easily.
   C. He can lift me over his head without trouble.
   D. He is an excellent piano player.
3. **Topic sentence: There are many ways to study for a test.**
   A. You can review your notes a few hours the night before the test.
   B. You can study an hour a night the week of the test.
   C. You can study with friends and help each other.
   D. You can get up early the morning of the test and study.
   E. You can improve your grade by attending classes regularly
4. **Topic sentence: Registration this semester was confusing.**
   A. Many of the classes I wanted were closed.
   B. I had to go to six different buildings to register.

C. I couldn’t find the teachers whose signatures I needed.
D. I had to fill out three different applications.
E. The computer for registration worked very well.

Activity- 7: Each of the following paragraphs contains a sentence that is not related to the topic for that paragraph. Underline the sentence that does not belong to each paragraph.

1. Teeth have three important jobs. First, they chew. They break food into small pieces and make it easier to swallow. Teeth are for talking, too. Front teeth help people say special sounds like the ‘th’ in “toothbrush.” In addition, teeth also help support the muscles around the mouth. They help to give a face its shape. Sometimes I don’t even remember to brush my teeth at night.

2. My little brother drives me crazy. He has red hair and blue eyes. If I have a friend over, he wants to play with us. When I need to do homework, he races through the house like a fire engine. Furthermore, when my family goes for a ride in the car, he has to sit by the window. Even talking on the phone when he's around is a challenge. He always wants to say "hello". When I complain, Mom and Dad take his side. After all, he's only four years old. I can't wait until he's five!

3. In school, I didn't always feel accepted by my classmates because I was deaf. When I was in first grade, for example, Hailu, the boy who sat next to me, used to stick his fingers in his ears whenever he talked to me. The teacher spoke with him about it several times, but he would still tease me whenever the teacher wasn't looking. Now Hailu is studying to be a minister. In addition, other kids in class would stare at my hearing aids. Worst of all, some of them would talk to me in simple words as if I were stupid.

4. Being a good reader can enrich your life in many ways**.** Of course, reading is a key to doing well in college. But once you leave college, reading allows you to continue learning throughout your life. Moreover many satisfying, high paying careers, such as law and medicine require the ability to read and comprehend large amount of information. And reading is a wonderful pastime, an enjoyable way to relax and escape from the stress of everyday life. Some students do not take time to read.

Activity- 8: Read the following paragraphs and answer the questions that follow.

Why I want to learn English

(1) There are three reasons why I want to learn English. (2) One reason is that English has become an international language. (3) It is now used by most international companies, including the company where I work, for business communications. (4) Another reason why I want to learn English is so that I can travel to English speaking countries. (5) The United States, England, Australia and many other countries all use English as their primary language. (6) Finally, I want to learn English because I plan to move the U.S. in the future.(7) I will become a manager for my company.(8) my command of English is excellent. (9) For all these reasons I am very excited about learning English.

Now identify the following by writing numbers

The topic sentence_____The major supporting details_____Concluding sentence-____ minor Supporting details_____ Unity destroyer if any_____

2.3.2. Coherence

Coherence is the smooth, continuous flow of thoughts of the sentences and ideas presented according to some logical principle. Coherence allows the reader to follow the flow of ideas within the text without effort, confusion, or frustration because all the sentences are connected together and sequenced in a rational order in their support of the topic sentence.

There are five devices that can be used to connect sentences together to ensure cohesion. These are personal pronouns, demonstrative pronouns, the definite article, use of synonyms, and linking or transitional words.

1.Personal Pronouns are words that refer back to and substitute for nouns (called antecedents) previously mentioned. Before a pronoun can be used in a text, an antecedent must precede it, so the pronoun has something to refer back to. Look at the following example:

Ato Getachew graduated in English language in 1984. He has been an instructor since then.

The personal pronouns ‘he’ in the second sentence refers back to the noun in the previous sentence. Without the use of pronoun, a sentence may become awkward to read and in some cases may not seem to relate to each other.

2.Demonstrative pronouns (this, that, these, those) are also tools for connecting sentences together. As with personal pronouns, demonstrative pronouns require an antecedent (a previously mentioned noun) before their use. Look at this example:

Sometimes a driver suffers from blurred vision. This defect is often the result of too much drinking.

If a demonstrative pronoun *(this* in the second sentence) is not used in the above example, the sentences may not appear to be connected or related to each other.

3. **The definite article** (instead of a demonstrative pronoun) may also be used to join these sentences. Just like pronouns, before using the definite article, it must be preceded by a noun, which it can refer back to. The previously mentioned noun (antecedent) is usually in the previous sentence. Look at the example below:

I bought an album yesterday. The album was by the Beatles.

Using the definite article, it becomes clear that the Beatles album was the one purchased yesterday, and not some other album. Without the use of the definite article, the relationship between two sentences may not be as clear.

4. Synonyms: Another cohesive device, synonyms, are used to enable the writer to add variety to his writing by preventing the repetition of nouns or phrases, which may make the passage boring and uninteresting to read. As with the other listed cohesive devices, synonyms require an antecedent before their use. Note the synonyms for ***car*** in the passage below and how it adds variety and spice to the paragraph.

*Solomon purchased his first car at the age of 17. The vehicle was an **old clunker** and only cost $200 and was in a constant state of repair. In spite of its problems, the **automobile** allowed Solomon a degree of freedom he had never experienced before.*

5. Linking or transitional words: The final cohesive device is linking or transitional words. Transition words are words that link ideas or sentences together and show the relationship between them. They guide the reader through the passage by letting him or her know which direction the text is going. Coordinating conjunctions, conjunctive adverbs, subordinating conjunctions, relative pronouns are frequently used linking words.

Common transitional words/phrases for coherence

1. Addition

again , besides, likewise , also, finally , and , furthermore , moreover ,and then , in addition similarly

2. Comparison

at the same time, in the same way, like wise

3. Contrast

Otherwise , in contrast , despite, but, conversely, instead , while , yet, however, inversely, whereas, even so, in another sense, nevertheless, not withstanding, nonetheless, on the contrary, on the other hand, though

4. Emphasis

above all, even more, added to this, in fact , moreover, in other words , besides, like wise

5. Illustration

all things considered, incidentally, to illustrate , as you will see, in connection with as an example of, for example, thus , this, for instance, that is

6. Enumeration

finally, further, second, then again, first, next, then

7. Progression

for that reason, hence, further, in the first place, furthermore, in the next place

8. Retrospection

as has already been suggested, so far, if what I have said is correct, up to this point

9. Similarity

by the same token, in similar manner, in like manner, likewise, similarly

10. Succession in time or place

after this , beyond , presently, afterwards, later, then, before this, next

11. Time and sequence

after this, eventually , next, firstly, secondly, thirdly, formerly, now, afterward,

here up on, previously, at last, in the mean time, since then, While, meanwhile, immediately, there up on

12. Summary

in short, in general, in retrospect, for these reasons, in other words, to sum up, in a word in brief , to recapitulate

13. Result /Conclusion

Accordingly, consequently, finally, hence, as a sequence, in conclusion, as a result

thus, at last, so, therefore, then

Activity- 9: **The coherence of the paragraph below could be improved with the addition of transition words. Insert appropriate transition words from the list below on the blank space.**

Choose appropriate transition word from the list given below

First, because, finally, another, instead, so that

Important Rules for Acting on the Stage

For people who would like to act in the theater, there are several important rules to remember. One rule, often forgotten, is to make sure you face your audience when you are on stage. If you turn away from your audience, they cannot see your facial expressions. Next, make sure that you speak loud enough. If your audience has difficulty hearing you, they will quickly lose interest. _____ important point is to memorize your lines. Rehearse them often-on the train, in the mirror, while you are walking to class-_____ you remember them. _____, the most important rule of all is to remain calm on stage if you forget your lines. Don't panic and stop speaking _____the audiences will notice. _____, make up something to say until you remember your next line. As long as you continue speaking and appear relaxed, the audience will probably not realize that you have made a mistake. In conclusion, following these rules will help insure a successful stage performance.

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2.3.3. Completeness (adequate development)

Completeness in a paragraph refers to adequate development of the paragraph by using details, explanations, evidence and the like so that the reader is not left with only a fuzzy idea of what is said.

Completeness does not mean writing a lot. It is wrong to give too much explanation or not enough. As giving too little explanation blocks communication, giving unnecessary explanation may be boring.

> For example, if a topic sentence states that three things are needed to obtain a visa and only two are mentioned in the supporting sentences, the paragraph is incomplete. All three items must be mentioned for the paragraph to have completeness.

2.4. Paragraph Development Methods

We can develop an idea in idea into a paragraph by using varieties of paragraph development methods. The common methods are: **Definition, Exemplification (illustration), Comparison, Contrast, Classification, Cause, and Effect.**

2.4.1. Definition

Definition is a method of restricting, making clear, or identifying the meaning of a word or phrases. It is used to fully describe a term or concept in the most easily understood way. One way of developing a term or idea clearer is to answer the question "What does the term or idea?". To answer this question, we can give a sentence defining the term or idea, followed by examples. Or we can try to answer the question by relating the term or concept to some term or idea the reader already knows about or understands.

Sample paragraph

Empathy is the ability to completely understand another person's point of view. It is great asset in police work. By practicing empathy, police officers can avoid being close- minded. It will help them to see all sides of a traffic accident or a criminal incident. Empathy eliminates bias and, instead, it introduces tolerance, understanding and sympathetic human relations.

In this paragraph the term "empathy" appears in the first sentence and that a definition immediately follows the term in the same sentence. The writer has chosen to follow the definition with several examples of how empathy helps in police work.

Activity- 11: Write a definition paragraph on one of the following terms or topics.

a. Cheating b. Plagiarism c. Learning d. A positive work environment

e. Entrepreneur f. Success g. A good relationship

2.4.2. Exemplification

An example is a specific illustration of a general idea. An exemplification paragraph explains or clarifies a general statement or idea with one or more specific examples. An example can be a fact, a historical example, an event or behaviour. How many examples you need depends on your topic sentence. A complicated, far reaching statement might require many examples to convince readers that it is reasonable. A simple, more straight forward statement would require fewer examples.

The following paragraph uses examples to make the point that how people with different backgrounds and ages wear different types of T- shirts.

Sample paragraph

People of various background and ages wear different kinds of T-shirts. Musicians, for example, wear ragged T-shirts when they perform on the stage. Restaurant workers wear T-shirts that mark the name of the restaurant they work in. Children, teens, parents and elderly people wear T-shirts on which almost anything can be pictured. At concerts, for instance, fans can buy T-shirts stamped with the name of the group on the stage. College students can wear the name of their college on the shirt. Other people also wear T-shirts which reflect their religious background. For example, while some Christians wear T-shirts on which, "I belong to Jesus!" is printed, some people from Muslim backgrounds also wear T-shirts with "Alhamdulillah!" From this one can understand that what is written or pictured on T-shirts is as varied as the people who wear them.

Activity- 12: Write an illustration paragraph on one of the following terms or topics.

- Obstacles in learning in university
- Today's students
- Stresses in your life

2.4.3. Comparison and contrast

Comparison and contrast is a method of analyzing likeness and difference between two or more subjects. In comparison, the likeness or similarities appear in a carefully organized manner while in contrast the focus is on the difference between the items. Often you will employ only comparison or only contrast, but it is possible to combine the two methods in the same paper.

Sample comparison paragraph

Recent research points out several comparisons between alcohol and marijuana. Marijuana like alcohol exerts a continuous depression on the central nervous system. Neither alcohol nor marijuana is classified as a narcotic, but each is a sedative-hypnotic and psychedelic drug. They have both been known to bring about psychotic reactions in poorly developed personalities. When it is used in moderate amounts, marijuana results in memory loss, confused states, and hallucinations; as does alcohol. Both psychological dependence and tolerance develop with the use of marijuana and alcohol, but neither exerts a physiological dependence. This is not an argument for legalization of marijuana but only a report on the latest recognized similarities between alcohol and marijuana.

Sample contrast paragraph

Earth differs greatly from its two closest neighboring planets, Venus and Mars. The Venusians and Martian atmospheres are composed almost entirely of carbon dioxide, while Earth's atmosphere contains very little. The dominant material in our atmosphere is nitrogen (77

percent). The other major component of Earth's atmosphere is oxygen (21 percent), a gas that is almost nonexistent on Venus and Mars. Our planet has an abundance' of water, which covers about 70 percent of Earth's surface and supports life on our planet. In contrast, Venus and Mars are extremely dry planets and incapable of supporting life.

Activity- 13: Write a comparison/ contrast paragraph on one of the following terms or topics.

a. High school and college
b. two towns/cities in Ethiopia
c. Your best versus your worst course
d. Audio-tapes and CD's.
e. Successful versus unsuccessful student behaviors
f. Your mother and father.

2.4.4 Classification

Classification is the process of putting a large number of items or behaviors into smaller, well-defined groups. Each group members or items share similar traits or characteristics that are unique. In developing a paragraph using classification the writer puts similar looking or acting items or behaviors, attitudes or other characteristics.

Sample paragraph

Sports can be classified into three categories: those in which people participate as individuals, those in which people take part in teams, and finally those in which participation may be individual or in teams. The fist category may be subdivided in to two groups. The first consists of the sports in which one person competes against one another person; an example of this is judo. The second group comprises the sports in which a number of individuals compete against each other, for example, athletics. An example of the second category of sports, that is, sport that is normally played in teams, is football. The third category, that is, sports which can be played by individuals or teams, can be divided into two groups like the first. in other words, in one group thee are sports such as tennis, in which one individual or team plays against another; and in the other there are sports in which several individuals or teams compete against each other, for example, rowing.

Activity- 14: Write a classification paragraph on one of the following topics.

a. Courses offered
b. Degree/certificate program
c. Resources in university library
d. Positions at your university
e. Drivers

2.4.5.Cause and effect paragraph

In a cause and effect paragraph the writer analyzes the causes or factors that brought about an event and examines the results or consequences of that event. The paragraph could contain only the causes of an event or situation or could contain only the effects of an event or situation, or it could contain both the causes and effects.

Sample cause paragraph

These days, the spread of deserts across the world is increasing in alarming rate. There are many reasons for this occurrence. First, the clearing of vegetation cover to get new land for farming resulted in rapid loss of forests. This depletion of forests degraded wild life and soil. Second the rapid growth of population made peoples to push cultivation in to areas that were entirely unsuitable for agriculture. These activities of man on highly sensitive and delicately balanced ecosystem led to a progressive decline in the vegetation cover. Third, the pastoral nomads are the other protagonists in the tragedy for the fact more animals are building up than the system can maintain, i.e., the number of animals is increasing beyond the potential of land. Finally, the progressive destruction of the third world's stock of trees for the existing demand for firewood and timber as building material is accelerating soil erosion and reducing its capacity to feed and employ people. If forests continue to be depleted in such ways, it is inventible that the problem aggravates and our globe will be affected by desertification much higher than the present.

Notice that the first sentence identifies the topic desertification is expanding so large and that all the supporting sentences describe the causes of this phenomenon described in the first sentence.

Sample effect paragraph

The last night storm caused a great damage. The winds below up to ninety miles an hour and it rained very hard. Eucalyptus trees by the river blew over, and the trees hit the power lines and blocked out the areas for five hours. Before morning, as the river overflowed its banks, homes were flooded, roofs caved in, and thousands of families living nearby were forced to flee their homes with whatever belongings they could gather Downtown, the main street was flooded; the cars were left stranded in the bumper-deep water, and even some automobiles floated over the streets.

Activity- 15: Select one of the topics below and write an effect paragraph.

Water pollution Unemployment A new baby in the family
Plagiarism Cell phones on daily life Getting a college degree

Activity- 16: Select one of the topics below and write a cause paragraph .

Stress Failing a class Rising divorce rates
Crime Job satisfaction/dissatisfaction

2.5. Types of Discourse

The scope of discourse ranges from a paragraph to an extended essay. Basically there are four main types of writing. These are ***Descriptive, Narrative, Expository***, and ***Argumentative/Persuasive/ writing.***

2.5.1. Descriptive Writing

Descriptive writing portrays person, place, or thing with enough vivid detail to help the reader create a mental picture of what is being written about. Its purpose is to enable the reader to share the writer's sensory experience of the subject. In such writing, the writer relies on adjectives to explain how something feels, looks, tastes, smells or sounds. Description rarely appears alone in modern writing. It is most often used with narration.

Read the following descriptive paragraphs. Notice how the descriptive words are used.

1. Andrew looks about 30 years old, but I know he is older than that. He is quite tall, slim… as he has lost a lot of weight recently, but has a medium built. He is white, quite pale; he goes red easily in the sun. His hair is, I think, a light brown, cut really short-too short sometimes, and he has rather bright blue eyes. He wears glasses and he often needs a shave. His mouth is quite full and he has good teeth. He dresses casually usually, often in jeans and T-shirts. They are generally clean but never ironed. Hs shoes are always also quite causal, and he never goes to a shoeshine so they are dead dusty. He has a red, water proof jacket that he wears often and he always wears his green, wide-rimmed, 'explorer' hat. This makes him quite easy to spot.
2. I am forty years old, rather tall and I have blue eyes and short black hair. I wear casual clothes as I teach students in a relaxed atmosphere. I enjoy my job because I get to meet and helps so many different people from all over the world. During my spare time, I like playing tennis which I play at least three times a week. I also love listening to classical music and I must admit that I spend a lot of money on buying new CDs! I live in a pretty seaside town on the Italian coast. I enjoy eating great Italian food and laughing with the likeable people who live here.

Activity- 17: Answer these questions about yourself. Then, write a descriptive paragraph.

1. How old are You?
2. What do you look like?
3. What kind of clothes do you wear? Why?
4. What kind of job do you do? Do you like it?
5. What are your favorite hobbies? Why do you like them?
6. Where do you live?
7. Do you like living there? Why or Why not?

2.5.2. *Narrative Writing*

Narration is a discourse in which a writer tells the story of something that happened. It is considered with describing a series of events, happening or incidents which may be either real or imaginary that lead to a conclusion. It is the kind of writing most people habitually turn to recreation, it is found in short stories and novels as well as in news stories and essays. Rarely does narrative writing occur in pure form; most often it includes description and exposition for additional interest. It usually involves some kind of conflict, its resolution and conclusion. In narrative writing the writer may write about an experience or event from his/her past, a recent or an ongoing experience or event, or something that happened to somebody else. Read the following paragraph:

Note: narrative paragraph tells about one main incident or happening. The author brings the incident to life so the reader shares the experience. It should be written in logical order. It describes what a person dose over a period of time.

In order to write the Narrative discourse:

- have a topic sentence that arouses the reader's interest. You can describe a scene or introduce characters.
- Build your paragraph around one main incident. Here is where your action takes place.
- Write the event in the order that it occurred. Do not skip around.
- Your ending should satisfy your reader's expectations. Bring your paragraph to a close.

Signal Words and Phrases:

- Next, then, while, after. When, firs
- After while, a little later, at the same time, during the morning, later that night ….

Read the following Narrative Paragraphs:

1. Yesterday evening I got home from school around 4 o'clock. My mother had dinner prepared which we ate as soon as Dad came home from work. After eating, I helped mother clear the table and do the dishes. After we got the kitchen cleaned, I had to sit and do my homework. Mother always says, "No television until your homework is done." I finally got my math finished, so I went into the family room and turned on the television. I was watching American Idol, when the phone rang. It way my best friend, Mary. I talked to her for awhile then it was time for bed. I put on my pajamas and turned on my favorite CD. I finally started to get sleepy around 9:30. The next thing I new, mother was calling me to get ready for school.

2. When I was about five years old, I remember doing a lot of exciting things. We had a large mango trees growing behind our house, and my sister and I climbed them in the summer. One time I fell out of one of the trees and landed on my head, but I was not badly hurt. We also played base bill in the backyard with the neighbor kids, and I remember we used my mother's dishes for home plate and the bases. We rode bikes all over the north end of the town, and we raced through the alleys after a train, splattering water and mud each other. The high school was only a block away, so we walked there in the summer, jumped the fence, and skated around the cement corridor until a custodian chased us out. Finally , there was a big vacant lot beside our house where we played cowboys and country men almost every Saturday. It seems like I did nothing but play when I was young.

Activity -18: Try to write a number of similar paragraphs about what you did last weekend, last year, last month, last holiday, etc

2.5.3. Expository Writing

Exposition is a type or writing which presents and explains an idea, object or phenomenon. The purpose of this type of writing is to inform, clarify, explain, define or instruct by giving information.

i.e the writer provides information about and explains a particular subject. So when you write exposition, your purpose is to make clear to the reader that how something works, how something is made, or how something happened. This is usually done by using a combination of all or some of the following methods of developing idea: cause and effect, classification, definition, and comparison and contrast.

Look at the following sample

1.Blood from the entire body is transported to the right auricle through two large veins: the superior vena cava and the inferior vena cava. When the right auricle contracts, it forces the blood through an opening in to the right ventricle. Contraction of this ventricle drives the blood to the lungs. Blood is prevented from returning in to the auricle by the tricuspid valve, which completely closes during contraction of the ventricle. In its passage through the lungs, the blood is oxygenated, that is saturated with oxygen, it is then brought back to the heart by the four pulmonary veins, which enter the left auricle. When this chamber contracts, blood is forced in to the left ventricle and thence by ventricular contraction in to the aorta. The bicuspid, or mitral, valve prevents the blood from flowing back in to the auricle, and the semi-lunar valves at the beginning of the aorta stop it from flowing back in to the ventricle. Similar valves are present in the pulmonary artery.

2. During the past five years, the number of people killed annually in car accidents has climbed to more than 55,000. This needless slaughter on streets and highways can be attributed to three general causes. Mechanical failures, especially those related to faulty brakes and bald tires, account for a significant number of fatal accidents. Environmental conditions such as blind corners, narrow streets, heavy fog intermittent rain or snow resulting in slippery roads also contribute to the grisly accident statistics. But without doubt the most frequently reported factors in car accidents are errors of human judgment all the way such follies as excessive speed and drunken driving to such momentary lapses as failure to signal turn or a change from one lane to another. The man behind the wheel is often his own worst enemy.

2.5.4. Argumentative /persuasive/ writing

An argument is a process of reasoning in which a series of facts and judgments are arranged coherently to establish a conclusion for or against a proposition, opinion or course of action. i.e. the writer attempts to support a controversial point or defend a position on which there is a difference of opinion. When one writes argumentation, his/her main purpose is to convince the reader about some issue and persuade them to take some action. Argumentation specifically focuses on convincing someone through logical reasoning.

Look at the following model argumentative paragraphs:

1. ***Main Premise: the government should introduce tighter gun controls***

Jack Spring thinks that everyone should have the right to own a gun but I don't agree with him. People like him think that government is infringing our democratic right when it restricts gun

ownership. They think that most people who own guns are responsible citizens who keep the guns for sport and recreation. They also think that the police are unable to stop violent crime in the community. I also think that human life is worth more that sporting shooters right to go shooting on the weekend. And I also think that many of the guns that are kept around the house and being used in violent domestic disputers or teenage suicides.

2.Main premise: students should have to pay fees for university courses:

Joan Sprat/1989:13/ argues that the government should provide free university education because such education benefits the whole community. She asserts that he skills that students learn at university are important for the future social and economical development of our nation. Therefore, so this argument goes, the government should invest money in education as it does with other vital resources. According to this argument, when students are forced to pay for their education themselves fewer of them will enroll in higher education courses. However, as John Dawkins /1988:1/ explains the government is able to invest the money it gets back in to the higher education system so that over all qualities improved. Furthermore, there is money to fund more places for students do that in the future we will not have the shortage of places we had in the past. Moreover, it is unreasonable to expect taxpayers to pay for Students' education when those students get well-paid professional jobs after they graduate.

Unit Three- Essay Writing

3.1. What is an Essay?

An essay or composition is a collection of paragraphs that cover one particular topic. The organization of an essay is essentially the same as a paragraph. It contains an introduction, just as a paragraph contains a topic sentence. The introductory paragraph lets the reader know what the essay will be about. An essay has body paragraphs, which develop the topic stated in the introduction, in the same way that supporting sentences develop the topic sentence in a paragraph. The body paragraphs, usually the longest part of the essay, contain support for the thesis statement. An essay contains a concluding paragraph, just as a paragraph contains a concluding sentence. The concluding paragraph summarizes the information in the essay or may contain the writer's opinion or prediction of the topic.

3.2. Parts of an Essay

Essentially an essay has three parts: the introduction, the body and the conclusion.

3.2.1 Introduction:

The introductory paragraph is the first paragraph of your essay. It introduces the main idea of your essay. A good opening paragraph captures the interest of your reader and tells why your topic is important. The introductory paragraph needs to include a thesis statement. The thesis statement is the main idea of the essay stated in a single sentence. You must limit your entire essay to the topic you have introduced in your thesis statement. The introductory paragraph

should also provide some background information about your topic. You can use interesting facts, quotations, or definitions of important terms you will use later in the essay. The last sentence of this paragraph must also contain a transitional "hook" which moves the reader to the first paragraph of the body of the paper.

3.2.2 Body

Supporting paragraphs make up the main body of your essay. They also develop the main idea. The supporting paragraphs list the points that develop the main idea of your essay. You should place each supporting point in its own paragraph, and develop each supporting point with facts, details, and examples. To connect your supporting paragraphs, you should use special transition words. Transition words link your paragraphs together and make your essay easier to read. Use them at the beginning and end of your paragraphs. Like all good paragraphs, each supporting paragraph should have a topic sentence, supporting sentences, and a concluding sentence.

Body – First Paragraph

The first paragraph of the body should contain the strongest argument, most significant example, cleverest illustration, or an obvious beginning point. The first sentence of this paragraph should include the "reverse hook" which ties in with the transitional hook at the end of the introductory paragraph. The topic for this paragraph should be in the first or second sentence. This topic should relate to the thesis statement in the introductory paragraph. The last sentence in this paragraph should include a transitional hook to tie into the second paragraph of the body.

Body – Second Paragraph

The second paragraph of the body should contain the second strongest argument, second most significant example, second cleverest illustration, or an obvious follow up to the first paragraph in the body. The first sentence of this paragraph should include the reverse hook which ties in with the transitional hook at the end of the first paragraph of the body. The topic for this paragraph should be in the first or second sentence. This topic should relate to the thesis statement in the introductory paragraph. The last sentence in this paragraph should include a transitional hook to tie into the third paragraph of the body.

Body – Third Paragraph

The third paragraph of the body should contain the weakest argument, weakest example, weakest illustration, or an obvious follow up to the second paragraph in the body. The first sentence of this paragraph should include the reverse hook which ties in with the transitional hook at the end of the second paragraph. The topic for this paragraph should be in the first or second sentence. This topic should relate to the thesis statement in the introductory paragraph. The last sentence in this paragraph should include a transitional, concluding hook that signals

the reader that this is the final, major point being made in the paper. This hook also leads into the last or concluding paragraph.

III.2.3 Conclusion:

The summary paragraph comes at the end of your essay after you have finished developing your ideas. It summarizes or restates the main idea of the essay. You want to leave the reader with a sense that your essay is complete. This paragraph should include the following.

- an allusion to the pattern used in the introductory paragraph.
- a restatement of the thesis statement, using some of the original language or language that "echoes "the original language. (The restatement, however, must not be a duplication of your thesis statement.)
- a summary of the three main points from the body of the paper.
- a final statement that gives the reader signals that the discussion has come to an end.

Five Paragraph Essay Sample: The Hazards of Movie going

Introductory paragraph (Thesis)	I am a movie fanatic. When friends want to know what picture won the Oscar in 1980 or who played the police chief in Jaws, they ask me. My friends, though, have stopped asking me if I want to go out to the movies. **The problems in getting to the theater, the theater itself, and the behavior of some patrons are all reasons why I often wait for a movie to show up on TV.**
First supporting paragraph	First of all, just getting to the theater presents difficulties. Leaving a home equipped with a TV and a video recorder isn't an attractive idea on a humid, cold, or rainy night. Even if the weather cooperates, there is still a thirty minute drive to the theater down a congested highway, followed by the hassle of looking for a parking space. And then there are the lines. After hooking yourself to the end of a human chain, you worry about whether there will be enough tickets, whether you will get seats together, and whether many people will sneak into the line ahead of you.
Second supporting paragraph	Once you have made it to the box office and gotten your tickets, you are confronted with the problems of the theater itself. If you are in one of the run-down older theaters, you must adjust to the musty smell of seldom cleaned carpets. Escaped springs lurk in the faded plush or cracked leather seats, and half the seats you sit in seem loose or tilted so that you sit at a strange angle. The newer twin and quad theaters offer their own problems. Sitting in an area only one-quarter the size of a regular theater, moviegoers

raph	often have to put up with the sound of the movie next door. This is especially jarring when the other movie involves racing cars or a karate war and you are trying to enjoy a quiet love story. And whether the theater is old or new, it will have floors that seem to be coated with rubber cement. By the end of a movie, shoes almost have to be pried off the floor because they have become sealed to a deadly compound of spilled soda, hardening bubble gum, and crushed Ju-Jubes.
Third suppo rting parag raph	Some of the patrons are even more of a problem than the theater itself. Little kids race up and down the aisles, usually in giggling packs. Teenagers try to impress their friends by talking back to the screen, whistling, and making what they consider to be hilarious noises. Adults act as if they were at home in their own living rooms and comment loudly on the ages of the stars or why movies aren't as good anymore. And people of all ages crinkle candy wrappers, stick gum on their seats, and drop popcorn tubs or cups of crushed ice and soda on the floor. They also cough and burp, squirm endlessly in their seats, file out for repeated trips to the rest rooms or concession stand, and elbow you out of the armrest on either side of your seat.
Concl uding parag raph	After arriving home from the movies one night, I decided that I was not going to be a moviegoer anymore. **I was tired of the problems involved in getting to the movies and dealing with the theater itself and some of the patrons.** The next day I arranged to have cable TV service installed in my home. I may now see movies a bit later than other people, but I'll be more relaxed watching box office hits in the comfort of my own living room.