State Pedagogical University "Ion Creangă"

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The Skill of Writing: Composing Paragraphs



Chișinău 2026

Aprobat pentru editare în ședința Senatului Universității Pedagogice de Stat „Ion Creangă”
din Chișinău, proces-verbal nr.11 din 28.05.2026

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**DESCRIEREA CIP A CAMEREI NAȚIONALE A CĂRȚII
DIN REPUBLICA MOLDOVA**

Şchiopu, Lucia.

The Skill of Writing: Composing Paragraphs / Șchiopu Lucia, Zbancă Evelina ; State Pedagogical University "Ion Creangă". – Chișinău : [S. n.], 2026 (CEP UPSC). – 143 p. : fig., fot. color, tab.

Cerinţe de sistem: PDF Reader.

Bibliogr.: p. 142-143 (24 tit.).

ISBN 978-9975-48-399-5 (PDF). – Text : electronic.

37.016:811.111(075.8)

S 33

Centrul Editorial-Poligrafic al Universității Pedagogice de Stat
„Ion Creangă” din Chișinău, str. Ion Creangă, nr. 1, MD-2069

Dear Teachers,

This guide has been created for you, English language teachers working with B1-level learners, to support the step-by-step teaching of writing. Within this booklet, you will find clear explanations and practical guidance on the types of writing, the structure of a well-formed paragraph, and approaches such as writing as a process and as a product. You will also explore different writing genres, the principles of effective writing, and various classifications of written texts — all essential knowledge for helping your students develop strong writing skills.

A key novelty of this booklet is its dual perspective: it is designed to be equally useful for teachers and students. Teachers will find guidance, strategies, and assessment tools, while students will receive examples, tasks, and explanations that allow them to learn independently. This combined approach ensures that both parties are aligned in understanding the writing process, its structures, and its objectives, making classroom instruction more effective and learning more meaningful.

You will learn how to teach students to construct paragraphs with a topic sentence, supporting details, and a concluding sentence, and how these paragraphs fit into larger compositions like essays.

By using this guide, you will be equipped to assist your students in understanding writing not only as a skill but also as a structured, purposeful activity. They will practice writing across narrative, argumentative, persuasive, descriptive, and expository genres, while gradually gaining confidence in organizing ideas, applying writing principles, and producing coherent, polished texts.

Respectfully,
The Author

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PART I

The skill of writing. Composing paragraphs. Methodological aspect

PART I. The skill of writing. Composing paragraphs. Methodological aspect

I. The nature of writing and its various forms

1.1. Defining writing

Writing in a second language is widely understood as a complex cognitive and social activity that enables learners to construct meaning, communicate ideas, and participate in academic and professional communities. Contemporary scholars describe writing not merely as the production of a final text but as a dynamic, recursive process involving planning, drafting, revising, and editing (Ferris & Hedgcock, 2014). From this perspective, writing develops over time through feedback, reflection, and repeated engagement with texts, aligning with cognitive models of composing that emphasize learners' strategic decision-making (Manchón, 2020). At the same time, writing is also shaped by social and disciplinary norms, since every text responds to genre expectations and communicative purposes within a community (Matsuda et al., 2014).

Writing as a skill is the ability to use written language to convey ideas, information, and intentions clearly and appropriately for a specific audience and purpose. It involves selecting vocabulary, structuring sentences, and organizing discourse in a coherent and meaningful way (Hyland, 2003).

Structure of Writing as a Skill consists of (Hyland, 2016):

A. Linguistic Components (these are the language elements needed to produce correct and meaningful text) include:

Grammar (sentence structure, verb forms, agreement)

Vocabulary (word choice, precision, variety)

Mechanics (spelling, punctuation, capitalization)

Cohesion & coherence (connectors, reference, logical flow)

B. Cognitive Components (these are the mental processes involved in producing and refining writing) include:

Planning (generating ideas, organizing content)

Drafting (transforming ideas into text)

Revising (checking meaning, organization, clarity)

Editing (correcting grammar, spelling, mechanics)

Evaluating (reflecting on effectiveness and purpose)

C. Sociocultural / Communicative Components (these involve using writing appropriately in social and cultural contexts) include:

Audience awareness (adapting tone and formality)

Purpose (informing, persuading, reporting, narrating)

Genre knowledge (letters, essays, reports, emails, narratives)

Register (formal/informal, academic/professional)

D. Strategic Skills (these are strategies writers use to control their writing process) include:

Note-taking, outlining, summarizing

Rereading and self-monitoring

Using models and examples

Time management during writing

E. Physical / Motor Components (these are the mechanical aspects of producing written text) include:

Handwriting legibility or **typing skills**

Layout and formatting (paragraphing, spacing, structure)

Hyland (2003, 2016) offers a **genre-based classification**, viewing writing as a socially situated activity shaped by communicative purposes and audience expectations. He distinguishes writing among:

- expressive genres,
- transactional or informational genres,
- literary or imaginative genres, and
- academic genres.

This classification stresses that writing cannot be separated from the social contexts and discourse communities in which it is produced.

Harmer (2004, 2007) proposes a more **pedagogical, classroom-oriented classification**, identifying writing categories such as:

- rehearsal writing, which helps learners practice language structures;
- display writing, typically used for demonstrating knowledge in academic tasks;
- communicative writing, which reflects real-world functions such as composing messages or emails;

- creative writing, which allows students to experiment with language in poetic or narrative forms.

His approach focuses on the pedagogical value of different writing tasks in language instruction.

Tribble (1996) introduces a **functional classification** based on the rhetorical purposes of texts. He identifies four main types of writing:

- narrative,
- descriptive,
- expository,
- argumentative.

These categories reflect the cognitive and communicative demands required to organize and develop content for diverse textual purposes. This classification is widely used in both language teaching and academic writing instruction.

Grabe and Kaplan (1996) similarly categorize writing through **rhetorical modes**—description, narration, exposition, and argumentation — emphasizing the structural and organizational patterns characteristic of each mode. Their contribution highlights how specific rhetorical structures facilitate clarity and coherence in written communication, especially in academic settings.

Finally, Byrne (1988) offers a **pedagogical progression** of writing types, ranging from controlled to guided and free writing:

- Controlled writing focuses on language accuracy through structured tasks;
- guided writing provides partial support while encouraging learners to organize their ideas;
- free writing gives students full responsibility over content and language choices.

Byrne's classification emphasizes the developmental path learners follow as they gain greater autonomy in writing.

Table 1. Classifications of Writing According to Different Authors

Author	Classification of Writing	Citation
Hyland (2003, 2016)	Genre-based writing: expressive, transactional, literary, academic genres.	Hyland, 2003; Hyland, 2016
Harmer (2004, 2007)	Classroom-oriented types: rehearsal, display, communicative, creative writing.	Harmer, 2004; Harmer, 2007

Tribble (1996)	Functional/rhetorical types: narrative, descriptive, expository, argumentative.	Tribble, 1996
Grabe & Kaplan (1996)	Rhetorical modes: description, narration, exposition, argumentation.	Grabe & Kaplan, 1996
Byrne (1988)	Pedagogical writing types: controlled, guided, free writing.	Byrne, 1988

Flower and Hayes (1981) describe writing primarily as a **cognitive activity** composed of three key types of processes:

- planning,
- translating, and
- reviewing.

In their model, writing is understood as a form of problem-solving in which writers generate ideas, convert them into language, and evaluate their output. This classification emphasizes the mental effort and recursive nature of writing, drawing attention to how writers navigate between idea generation, text production, and revision.

White and Arndt (1991) take a **process-writing perspective**, identifying types of writing activities that correspond to the key stages of the writing process. Their typology includes:

- brainstorming,
- drafting,
- revising,
- editing, and
- publishing.

These types highlight the non-linear, cyclical progression of writing, where writers move back and forth between stages as they refine their texts. For language teachers, these categories are particularly valuable because they offer a clear framework for structuring classroom writing tasks.

Richards and Renandya (2002) classify writing according to **purpose and domain**, identifying:

- personal,
- creative,
- academic, and
- professional writing.

This categorization reflects the wide range of communicative situations in which writing occurs, from reflective and expressive tasks such as journal entries, to structured academic assignments like essays or reports, to workplace genres such as formal letters or résumés. Their perspective stresses the importance of teaching writing that is relevant to learners' real-life needs.

Harmer (2004) offers another pedagogically oriented classification, focusing on **real-life and instructional types of writing** commonly used in the classroom. These include:

- notes,
- journals,
- letters,
- essays, and
- stories.

Harmer's approach is highly practical, emphasizing exposure to authentic writing tasks that reflect everyday communication as well as traditional academic assignments.

Table 2. Types of Pedagogically Oriented Writing

Author	Types of Writing	Citation
Flower & Hayes (1981)	Cognitive writing types: planning, translating, reviewing.	Flower & Hayes, 1981
White & Arndt (1991)	Process-based types: brainstorming, drafting, revising, editing, publishing.	White & Arndt, 1991
Richards & Renandya (2002)	Personal, creative, academic, professional writing.	Richards & Renandya, 2002
Harmer (2004)	Real-life and pedagogical writing types: notes, journals, letters, essays, stories.	Harmer, 2004
Hyland (2003)	Genre-specific types based on communicative purpose.	Hyland, 2003

Hyland (2016) emphasizes the **genre-based principles** of writing, arguing that writing is fundamentally shaped by communicative purpose, audience expectations, and social context. His principles highlight the idea that writers must understand the conventions, structures, and discourse norms of the genres they participate in. This perspective positions writing as a social act, requiring writers to adapt their language and organization to the needs of particular communities.

Harmer (2004) presents principles grounded in **classroom pedagogy**, stressing that writing should be purposeful and that the teaching of writing must prioritize the writing process rather than simply evaluating the final product. Harmer emphasizes principles such as providing clear models, integrating reading and writing, and encouraging peer collaboration and revision. His perspective supports a learner-centered approach where writing activities are meaningful, scaffolded, and reflective of real communication.

Tribble (1996) also foregrounds the importance of **goal-directed writing**, asserting that successful writing instruction requires attention to:

- context,
- content, and
- form.

He highlights the principle that writers benefit from explicit guidance and constructive feedback throughout the writing process. Tribble's position aligns with communicative language teaching, which views writing as purposeful communication within specific situational frames.

Grabe and Kaplan (1996) focus on **academic literacy principles**, arguing that writing must be:

- coherent,
- well-organized, and
- explicitly structured.

Grabe and Kaplan (1996) emphasize that teaching writing should promote strategic planning, awareness of rhetorical patterns, and the ability to use cohesive devices effectively. Their principles reflect the demands of academic writing, where clarity, logical progression, and textual integrity are crucial.

Byrne (1988) focuses on principles relevant to **developing accuracy and fluency**, especially for language learners. He stresses the progression from controlled to guided and finally to free writing, as well as the importance of explicit instruction in mechanics such as spelling, punctuation, and sentence formation. Byrne's principles emphasize structured support that gradually leads learners toward independent writing.

Table 3. Principles of Writing

Author	Principles of Writing / Teaching Writing	Citation

Hyland (2016)	Writing is purposeful, audience-oriented, genre-based, context-dependent.	Hyland, 2016
Harmer (2004)	Writing requires purpose, process emphasis, modeling, revision, integration with reading.	Harmer, 2004
Tribble (1996)	Writing is goal-directed, requires feedback, and connects context–content–form.	Tribble, 1996
Grabe & Kaplan (1996)	Effective writing requires structure, coherence, strategic planning.	Grabe & Kaplan, 1996
Flower & Hayes (1981)	Writing is recursive, problem-solving oriented, and uses working memory.	Flower & Hayes, 1981
Byrne (1988)	Move from controlled to free writing; emphasize accuracy and clear modeling.	Byrne, 1988

Writing as a process refers to the *recursive*, *multi-stage* approach through which a writer develops a text (Murray, 1982). The stages of the writing as a process are:

- **prewriting**, **drafting**, **revising**, **editing**, and **publishing**—through which ideas are generated, organized, expressed, reviewed, and refined. The stages are not linear; writers often move back and forth between them as they clarify meaning and improve the quality of their writing (Flower, & Hayes, 1981).

Writing as a product refers to the **final, tangible output of the writing process**—a completed text that can be evaluated for its correctness, clarity, coherence, and overall effectiveness (Byrne, 1988). In this perspective, emphasis is placed on the **form, accuracy, structure, and adherence to conventions** of language, rather than on the cognitive or procedural steps used to create it. The product approach treats writing as a **finished artifact** that demonstrates the writer's mastery of grammar, vocabulary, organization, and style.

II. Writing as a product

2.1. Defining the product-oriented approach

The **product-oriented approach** to writing focuses primarily on the **final written text** rather than the process of writing itself. In this approach, the emphasis is on producing a coherent,

well-structured, and grammatically accurate piece of writing that conforms to established linguistic and rhetorical norms.

Learners are often guided to imitate model texts, follow fixed structures, and ensure correctness in vocabulary, syntax, and punctuation. This method is particularly useful for teaching formal writing conventions, helping learners understand standard text formats and stylistic expectations, but it has been critiqued for limiting creativity and reducing opportunities for iterative drafting and reflection (Ferris & Hedgcock, 2014).

2.2. Types of product-oriented writing

Product-oriented writing emphasizes the **final text** and its correctness, structure, and form. Within this approach, different types of writing tasks are commonly used to teach specific writing skills (Ferris & Hedgcock, 2014):

- **Controlled Writing (See Fig. 1)**

Learners produce sentences or short texts under strict guidance.

Focus is on accuracy in grammar, vocabulary, and syntax.

Example: Fill-in-the-blank exercises, sentence transformation, or guided paragraph writing.

Purpose: To internalize linguistic structures before free production.


Name :_____ Date :_____

Sentence Writing

Write each sentence correctly.
Use capital letters, finger spaces, and punctuation.

1. the baby is crying

2. where is his hat

3. this is my dog

4. are you happy

5. i love my mom and dad

Fig. 1. Controlled writing (Source: https://www.worksheeto.com/post_english-worksheets-guided-writing_536587/)

Description: Students produce sentences or short texts under strict guidance; focus is on grammar and vocabulary accuracy.

Example Tasks:

Fill-in-the-blank: *"Yesterday, I ____ (go) to the market."* → "went"

Sentence transformation: Change from active to passive → *"The teacher corrected the essays."* → *"The essays were corrected by the teacher."*

Completing sentences using specific structures: *"If I had more time, I would ____."*

- **Imitative Writing (See Fig. 2)**

Students imitate a **model text** to learn discourse patterns, organization, and style.

Often involves rewriting or paraphrasing a sample essay or paragraph.

Example: Copying the structure of an argumentative essay while substituting content.

Purpose: To understand conventions of academic or professional writing.

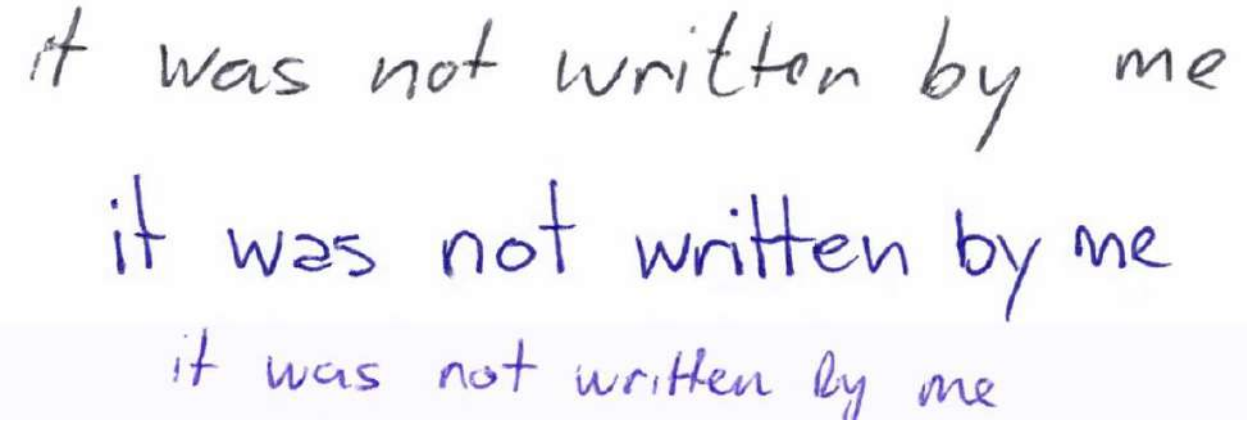


Fig. 2. Imitative writing

Description: Learners imitate a model text to understand structure, style, and discourse conventions.

Example Tasks:

Rewrite a paragraph from a model essay on "The Benefits of Reading," changing content but keeping the structure.

Paraphrase a sample email while maintaining its formal tone and format.

Copy the organizational pattern of a persuasive essay but change the topic (e.g., from "School Uniforms" to "Homework Policies").

➢ **Guided Writing (See Fig. 3)**

Learners follow a **structured outline or set of prompts** to produce a text.

Prompts might specify paragraph order, linking words, or key ideas.

Example: Writing a five-paragraph essay following a provided plan.

Purpose: To combine structural guidance with emerging independent expression.

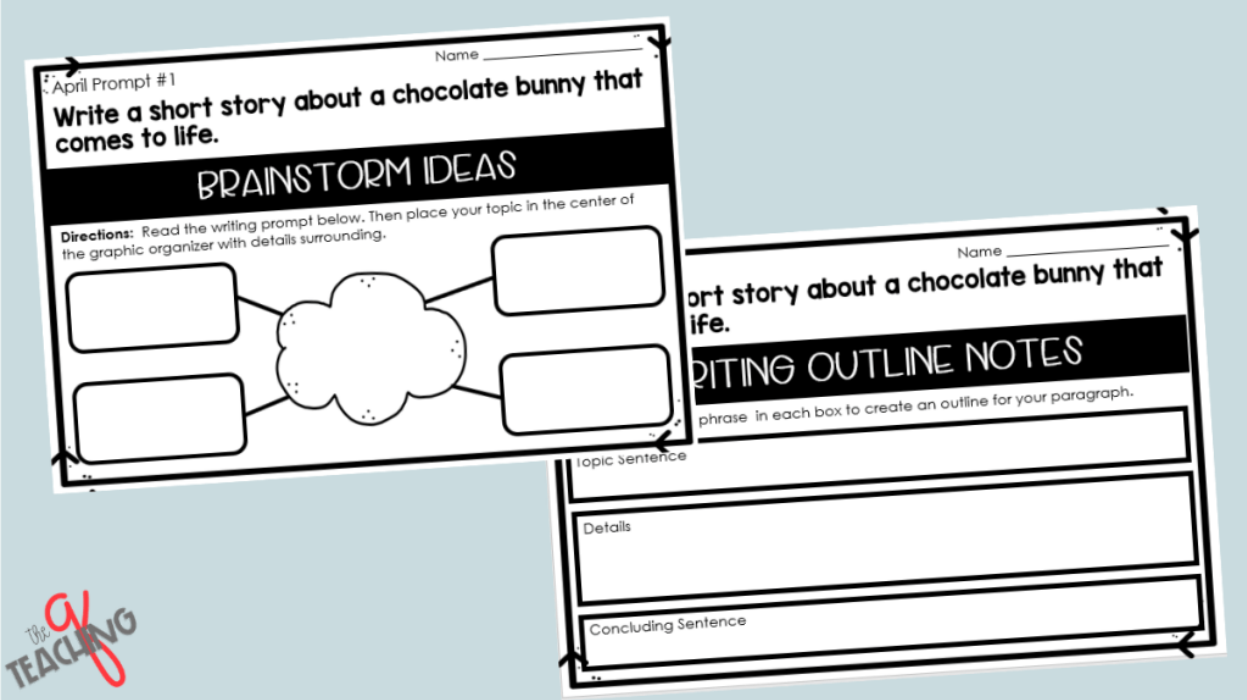


Fig. 3. Guided writing (Source: https://theteachingq.com/structured-paragraph-writing-taught-step-by-step/)

Description: Students follow an outline or prompts to produce a structured text.

Example Tasks:

Write a five-paragraph essay using this outline:

Introduction: Present topic and thesis

Body Paragraph 1: First argument + example

Body Paragraph 2: Second argument + example

Body Paragraph 3: Counterargument + refutation

Conclusion: Summarize and restate thesis

Guided story writing: *"Start with: 'It was raining heavily…' Include a problem, a climax, and a solution."*

Report writing: Follow prompts for sections like introduction, findings, and conclusion.

➢ **Free or Controlled-Choice Writing (Limited Freedom) (See Fig. 4)**

Students produce a complete text independently but with certain **pre-set constraints** (topic, word count, or genre).

Emphasizes cohesion, organization, and correct form.

Example: Writing a letter or report on a given topic while adhering to formal conventions.

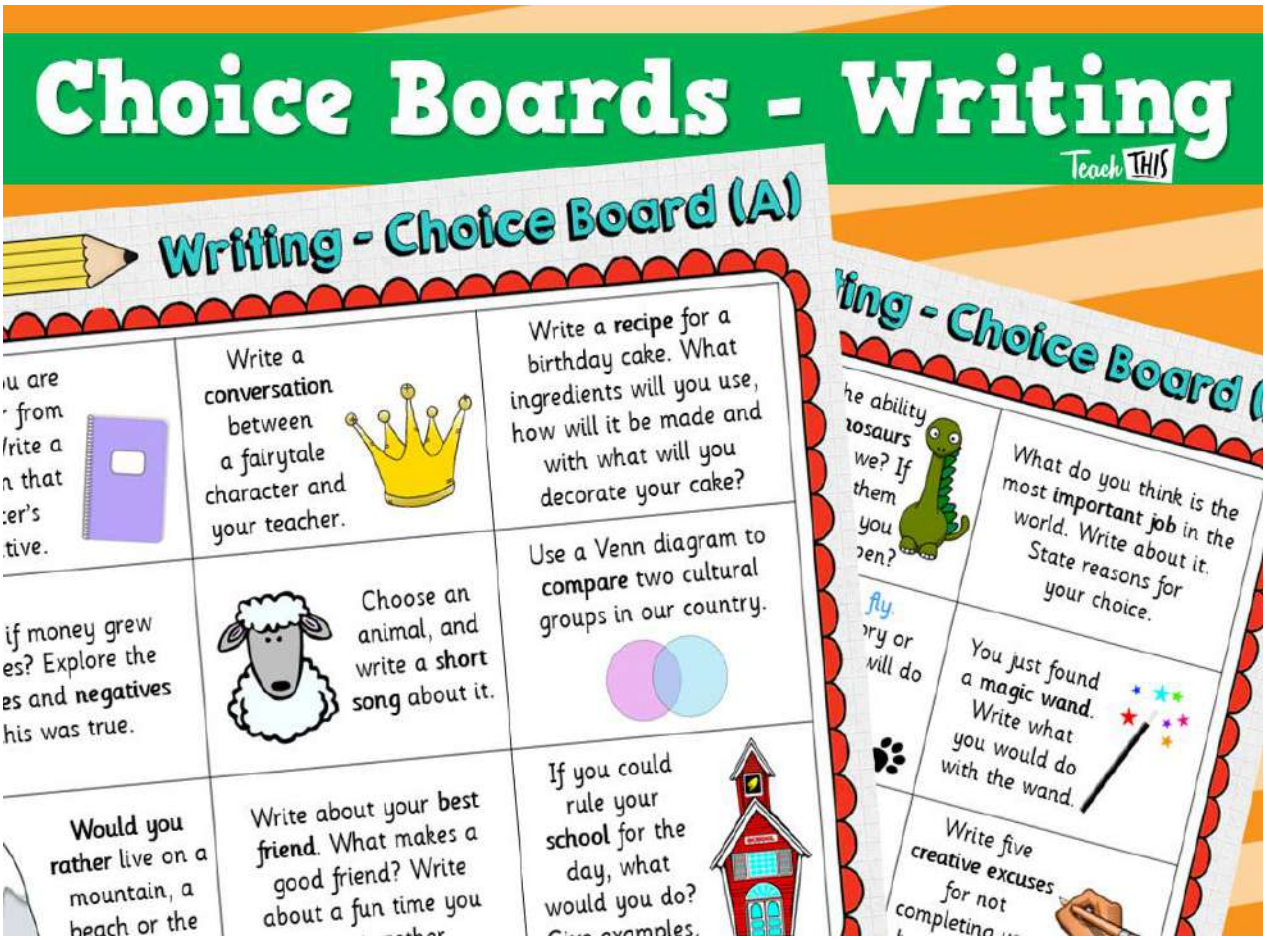


Fig.4. Free choice writing (Source: https://www.teachthis.com.au/products/choice-board-writing)

Description: Learners write independently but within certain constraints like topic, genre, or length.

Example Tasks:

Write a formal email to request information from a company (constraints: formal style, 150–200 words).

Write a short essay on "My Favorite Hobby" while using at least five linking words.

Produce a report on a school project with headings provided but choose content freely.

Table 4. Writing as a product

Type	Description	Example	Focus / Goal
Controlled Writing	Students produce sentences or short texts under strict guidance, focusing on grammar, vocabulary, and structure.	Fill-in-the-blank: *"Yesterday, I ____ (go) to the market."* → "went"	Practice grammatical structures and vocabulary accurately.
Imitative Writing	Learners imitate a model text to understand organization, style, and discourse patterns.	Rewrite a paragraph on "The Benefits of Reading," keeping structure but changing content.	Learn standard text formats and rhetorical conventions.
Guided Writing	Students follow an outline or prompts to produce a structured text.	Write a five-paragraph essay using a provided outline.	Develop structured writing skills while gradually gaining independence.
Free or Controlled-Choice Writing	Learners write independently but within certain constraints (topic, genre, word count).	Write a formal email requesting information, 150–200 words, using formal style.	Encourage independent writing while maintaining accuracy and cohesion.

2.3. Stages of product writing

Writing as a product emphasizes the **final written text**, so the steps focus on producing a correct, well-structured, and polished piece rather than on iterative drafting. The typical pedagogical steps of writing as a product are:

- **Understanding the Task**

Purpose: Clearly identify the writing purpose, audience, and format.

Activities: Read the prompt carefully, note required text type (essay, report, letter), and understand criteria for correctness.

Example: Teacher provides instructions: "Write a formal email to request information about a course."

- **Studying Model Texts**

  Purpose: Learn the structure, style, and language conventions.

  Activities: Analyze example texts, note organizational patterns, and vocabulary.

  Example: Review a sample formal email to identify greeting, body, and closing structure.

  Planning / Outlining (Optional but Minimal)

  Purpose: Organize ideas before writing, though briefly.

  Activities: Create a simple outline or list main points.

  Example: List three main points to include in the email: introduction, request, closing.

- **Writing the Final Draft**

  Purpose: Produce the polished text in one go, focusing on accuracy and completeness.

  Activities: Compose the full text according to the model and outline.

  Example: Write the email using correct grammar, punctuation, and formal tone.

- **Editing / Proofreading (Final Check)**

  Purpose: Ensure the text adheres to linguistic and structural norms.

  Activities: Correct spelling, grammar, punctuation, and format before submission.

  Example: Check subject-verb agreement and ensure all sections of the email are included.

2.4. Writing products

There are different writing products in ESL/EFL contexts, with examples for each:

- **Narrative Writing (See Fig. 5)**

  The Purpose is to tell a story or describe events.

Example:

A short story about a memorable trip: *"Last summer, I traveled to the mountains with my friends. The journey was exciting because…"*

A personal anecdote about a challenging experience: *"Last summer, I traveled to the mountains with my…*

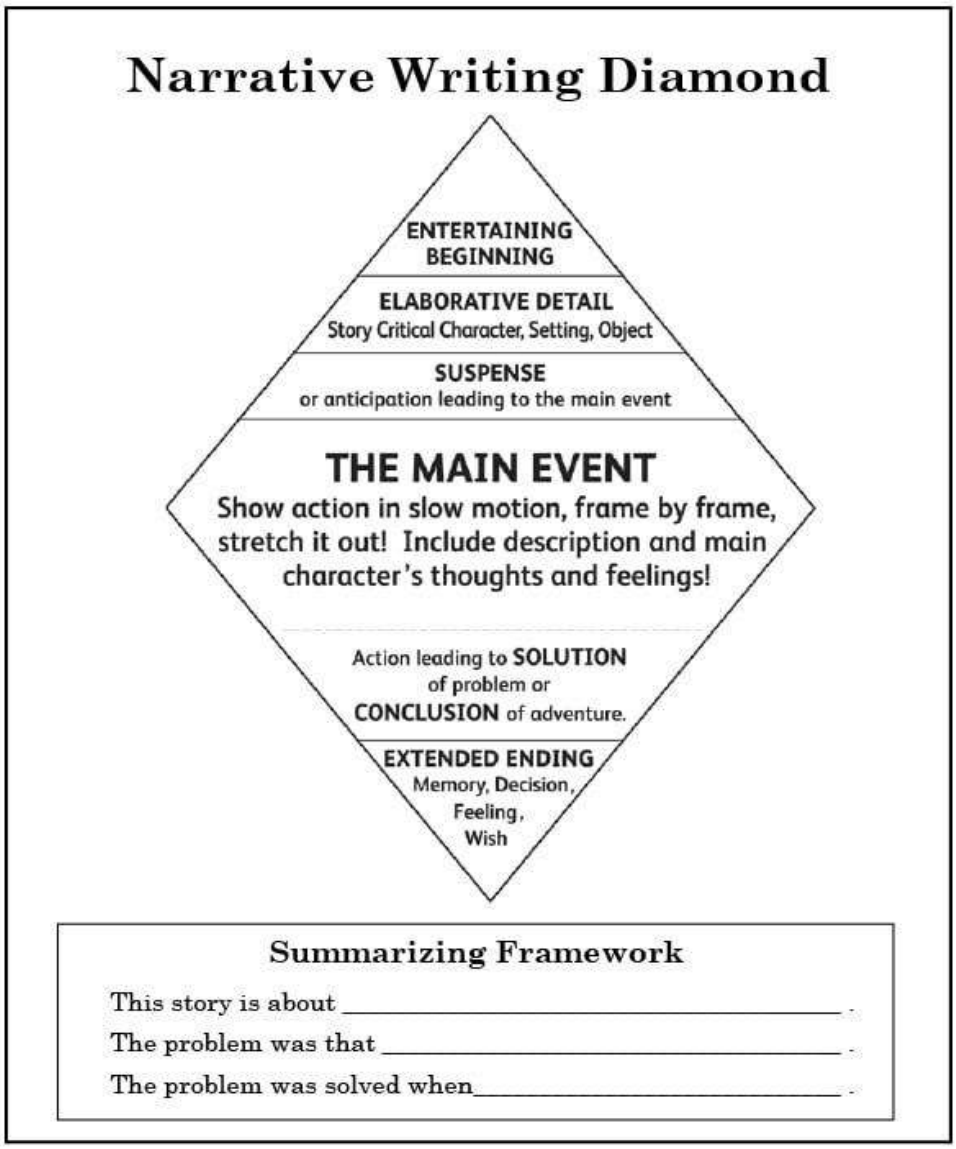


Fig. 5. Narrative writing (Source: https://blog.empoweringwriters.com/toolbox/what-is-narrative-writing)

Short Story About a Memorable Trip

Example:

"Last summer, I traveled to the mountains with my friends. The journey was exciting because we hiked through dense forests, crossed a sparkling river, and discovered a hidden waterfall. On the third day, we camped under the stars, telling stories and roasting marshmallows. I will never forget the feeling of waking up to the sunrise over the peaks—it was breathtaking and made all the effort worthwhile."

Personal Anecdote About a Challenging Experience

Example:

"Last year, I decided to participate in my first school debate competition. I was nervous because I had never spoken in front of such a large audience. During my turn, I forgot some of my points and my hands were shaking. But I took a deep breath, remembered my preparation, and continued. In the end, our team won second place, and I learned that staying calm and focused can help overcome even the scariest challenges."

Step-by-step table for students using a narrative model, which can be used in the classroom is seen in Table 5.

Table 5. Table Methodological outline for Narrative model

Step	Goal	Activities / Instructions for Students
1. Read and Analyze the Model	Understand structure, style, and language use.	- Identify beginning, middle, and end of the story. - Highlight descriptive words, transition phrases, and tenses.
2. Discuss the Model	Notice key narrative features.	- Discuss characters, setting, problem, and resolution. - Talk about what makes the story interesting. - Note useful vocabulary/phrases.
3. Plan Their Own Narrative	Organize ideas before writing.	- Brainstorm personal story ideas. - Create a simple outline: introduction, events, climax, conclusion. - Decide key vocabulary to include.
4. Write a Draft	Produce the first version without worrying about mistakes.	- Use the outline and model as a guide. - Focus on telling the story clearly and in order. - Include descriptive details and linking words.
5. Peer Review / Teacher Feedback	Improve content, clarity, and organization.	- Exchange drafts with a partner and give suggestions. - Receive teacher feedback on structure, vocabulary, and language.
6. Revise and Edit	Produce a polished final version.	- Make changes based on feedback. - Check grammar, punctuation, and spelling.
7. Publish / Share	Present the finished narrative to an audience.	- Read stories aloud in class. - Compile stories in a class book or display on classroom blog/wall.

Descriptive Writing (See Fig. 6)

Purpose: Describe a person, place, object, or experience in detail.

Example:

Describe your favorite room at home: *"My bedroom is small but cozy. The walls are painted light blue, and sunlight streams in through the large window…"*

Describe a city you visited, focusing on sights, sounds, and atmosphere.

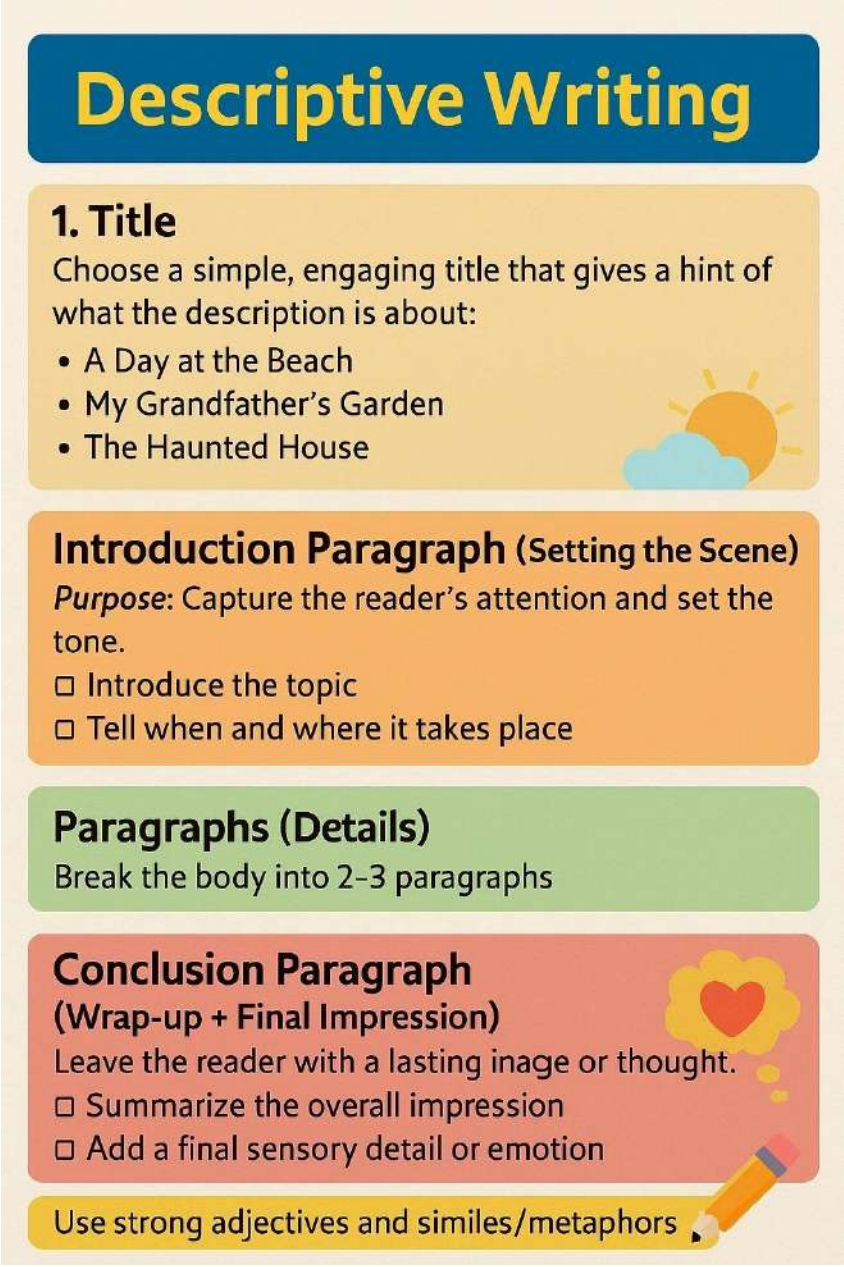


Fig. 6. Descriptive writing (Source: https://creativewritingclasses.in/blog/f/descriptive-writing-format)

Describe Your Favorite Room at Home

"My bedroom is small but cozy. The walls are painted light blue, and sunlight streams in through the large window every morning. A soft rug covers the wooden floor, and my bed is neatly made with a green blanket. On the desk, I keep my books and a small lamp that gives a warm glow at night. The shelves are full of my favorite novels and souvenirs from trips. I love sitting by the window in the afternoon, listening to the birds and enjoying the calm atmosphere of the room."

Descriptive Writing Activity Sheet

Task: Write a descriptive paragraph about either:

Your favorite room at home

A city you visited

Step by step guide:

- **Step 1:** Read and Analyze the Model

Read the example carefully.

Highlight:

Adjectives (e.g., small, cozy, colorful)

Sensory words (sight, sound, smell, touch, taste)

Linking words / transitions (e.g., every morning, on the desk, walking along)

Notice **how the description is organized** (general → specific, or room → details).

- **Step 2**: Discuss the Model

*Identify what makes the description **vivid and interesting**.*

*Discuss the **atmosphere or feeling** created by the text.*

Note useful vocabulary and phrases you can use.

- **Step 3**: Plan Your Own Description

Choose your topic: favorite room or a city/place.

Make a **list of sensory details**:

Sight: colors, shapes, objects

Sound: noises, music, people

Smell: food, flowers, fresh air

Touch: textures, temperature

Decide the order of your description (e.g., general to specific).

- **Step 4:** Write a Draft

Focus on:

Using **descriptive adjectives and sensory words**

Writing in **full sentences**

Organizing details clearly

- **Step 5:** Peer Review / Teacher Feedback

Exchange drafts with a partner.

Discuss:

Which details are clear?

Which parts could be more vivid?

Are there sentences that need improvement?

Teacher gives feedback on structure, vocabulary, and grammar.

- **Step 6:** Revise and Edit

Add missing sensory details.

Correct grammar, punctuation, and spelling.

Make sure the paragraph flows smoothly from one idea to the next.

- **Step 7:** Publish / Share

Read your paragraph aloud in class.

Display in a class book, on a wall, or on a classroom blog.

Describe a City You Visited

"Last summer, I visited Prague, a city full of history and charm. The streets are lined with colorful buildings, and the sound of church bells rings throughout the day. The cobblestone roads lead to beautiful squares where street musicians play classical music. I could smell freshly baked pastries from small cafés on every corner. Walking along the Vltava River, I felt the gentle breeze and watched the swans glide gracefully on the water. The city's lively atmosphere, combined with its stunning architecture, made my visit unforgettable."

Table 6. Methodological outline for descriptive writing

Step	Goal	Activities / Instructions for Students
1. Read and Analyze the Model	Understand descriptive techniques.	Highlight adjectives, adverbs, sensory words. Note organization of description.

2. Discuss the Model	Recognize effective descriptive elements.	Identify vivid details, comparisons, atmosphere, and flow.
3. Plan Your Own Description	Organize ideas and sensory details.	Choose a topic. Make a list of sensory details. Decide order of description.
4. Write a Draft	Produce first version with descriptive language.	Write sentences using sensory words and adjectives. Focus on creating vivid imagery.
5. Peer Review / Teacher Feedback	Improve clarity and vividness.	Exchange drafts, discuss improvements, receive teacher feedback.
6. Revise and Edit	Produce polished descriptive text.	Add missing details, correct grammar/punctuation, ensure smooth flow.
7. Publish / Share	Present the final description.	Read aloud, share in class, or display in a portfolio/blog.

- **Expository / Informative Writing (See Fig. 7)**

Purpose: Explain, inform, or give factual information. **Example:**

Write an essay on "The Importance of Recycling": *"Recycling helps reduce waste, saves energy, and protects natural resources. For example, recycling paper reduces the number of trees cut down…"* A report on a school project or science experiment **Title:** *The Effect of Sunlight on Plant Growth*

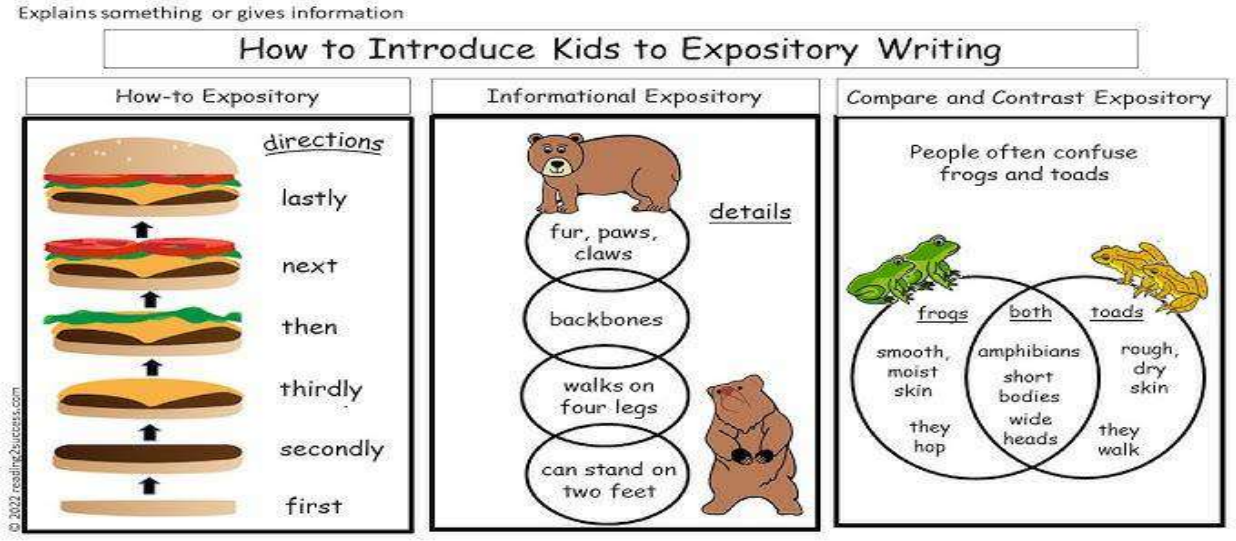


Fig. 7. Expository writing (Source: https://www.youtube.com/watch?v=QMdgdsaZRKE**)**

Essay on "The Importance of Recycling"

"Recycling is one of the most effective ways to protect the environment. Recycling helps reduce waste, saves energy, and protects natural resources. For example, recycling paper reduces the number of trees cut down, while recycling plastic prevents it from polluting oceans and harming wildlife. Recycling metals like aluminum saves energy because producing new cans from recycled materials uses much less electricity than making them from raw ore. Furthermore, recycling encourages a culture of responsibility and sustainability, reminding people to consider the impact of their actions. In conclusion, recycling is essential for maintaining a healthy planet, conserving natural resources, and reducing pollution."

Report on a School Project or Science Experiment

Title: *The Effect of Sunlight on Plant Growth*

Introduction:

The purpose of this experiment was to investigate how sunlight affects the growth of plants. We wanted to determine whether plants grown in direct sunlight grow faster and healthier than those kept in shade.

Materials: 6 small pots, Soil, Bean seeds, Water, Measuring tape

Method:

Planted two bean seeds in each pot with the same amount of soil.

Placed three pots in direct sunlight and three in a shaded area.

Watered all pots with the same amount of water every day.

Measured the height of the plants every two days for two weeks.

Results:

P*lants grown in sunlight grew taller, with an average height of 15 cm, while plants in shade grew only 8 cm. Sunlight-exposed plants had darker green leaves and stronger stems.*

Conclusion:

The experiment showed that sunlight has a significant effect on plant growth. Plants need sunlight to perform photosynthesis effectively, which supports their development. These results suggest that adequate sunlight is crucial for healthy plant growth.

Table 7. Methodological outline for Expository/academic writing (essay and report)

Step	Goal	Activities / Instructions for Students	Example
1. Understand the Task	Identify purpose, audience, and type of writing.	Read the prompt carefully. Note whether it is an essay, report, or informative text.	"Write an essay on 'The Importance of Recycling'."
2. Analyze the Model / Sample	Learn structure, style, and language conventions.	Highlight topic sentences, supporting details, examples, transitions, and conclusion.	Highlight "Recycling helps reduce waste, saves energy, and protects natural resources…"
3.Plan / Outline	Organize ideas before writing.	List main points and examples. Create an outline: introduction, body paragraphs, conclusion (essay) or headings (report).	Essay: Introduction, 3 supporting paragraphs, conclusion; Report: Introduction, Materials, Method, Results, Conclusion
4.Write a Draft	Produce the first version of the text.	Follow the outline, include examples and explanations, use formal language.	Essay: Write paragraphs explaining why recycling is important. Report: Write method and results sections.
5. Peer Review / Teacher Feedback	Improve content, clarity, and organization.	Exchange drafts with a partner. Discuss unclear sentences, missing details, or language errors. Teacher provides feedback.	Partner reviews whether all steps of the experiment or essay arguments are clear.
6. Revise and Edit	Produce a polished final version.	Add missing information, improve vocabulary, check grammar and punctuation, ensure logical flow.	Correct sentences, add linking words, fix spelling.
7. Publish / Share	Present the final text to an audience.	Submit the essay or report. Share with class or compile in a portfolio.	Submit the essay on recycling or the report on plant growth experiment.

Persuasive / Argumentative Writing (See Fig. 8)

Purpose: Convince the reader to accept a point of view or take action.

Example:

Essay: "Why Students Should Have More Breaks During School": *"Long study hours without breaks decrease attention and productivity. Therefore, schools should implement short breaks every two hours…"*

A Letter to The Principal suggesting a new school policy:

"*Dear Principal Smith, I am writing to suggest that our school introduce…"*



Fig. 8. Persuasive essay (Source: https://enjoy-teaching.com/argumentative-writing/)

Essay: "Why Students Should Have More Breaks During School"

"Long study hours without breaks decrease attention and productivity. Therefore, schools should implement short breaks every two hours. First, breaks help students refresh their minds.

When students step away from lessons for five or ten minutes, they return to class more focused and attentive. Second, short breaks reduce stress and prevent burnout. Constant studying can make students feel tired and anxious, but a short walk or stretching during breaks can improve mood and energy levels. Finally, breaks encourage social interaction, which is important for mental and emotional wellbeing. Students can talk to friends or discuss schoolwork informally, which strengthens relationships and learning. In conclusion, implementing regular breaks in the school day benefits attention, mental health, and social development, making learning more effective."

Letter to the Principal Suggesting a New School Policy

Dear Principal Smith,

I am writing to suggest that our school introduce short breaks between classes to improve student focus and wellbeing. Currently, students spend long hours in class without a chance to rest, which can lead to fatigue and decreased attention. By implementing two five-minute breaks every morning and afternoon, students would have time to refresh their minds, stretch, and interact with peers. This would not only improve concentration but also reduce stress and create a more positive learning environment. I believe this small change could make a significant difference in student performance and overall wellbeing. Thank you for considering my suggestion.

Yours sincerely,

Alex Johnson

Table 8. Methodological outline for Persuasive/argumentative writing (essay and formal letter)

Step	Goal	Activities / Instructions for Students	Example
1. Understand the Task	Identify purpose, audience, and type of writing.	Read the prompt carefully. Note whether it is an essay or a letter. Consider the audience and purpose (persuade, convince).	Essay: "Why Students Should Have More Breaks During School." Letter: Suggest a new school policy to the principal.
2. Analyze the Model / Sample	Learn structure, style, and persuasive techniques.	Highlight thesis statements, supporting arguments, examples, and concluding sentences. Note formal tone and polite language (letter).	Essay: "Long study hours without breaks decrease attention and productivity. Therefore, schools should implement short breaks every two hours…" Letter: "I am

			writing to suggest that our school introduce short breaks between classes to improve student focus and wellbeing."
3. Plan / Outline	Organize ideas before writing.	List main arguments and examples. Decide on paragraph order for essay or points for letter. Include introduction, body, and conclusion (essay) or greeting, suggestion, justification, and closing (letter).	Essay: 3 arguments + examples; Letter: Greeting, suggestion, reasons, polite closing.
4.Write a Draft	Produce the first version of the text.	Follow the outline, include persuasive arguments, supporting evidence, and clear reasoning. Use formal and polite language.	Essay: Write paragraphs explaining each reason why breaks are important. Letter: Compose full letter with all points and formal tone.
5.Peer Review / Teacher Feedback	Improve content, clarity, and persuasiveness.	Exchange drafts with a partner. Discuss unclear points, missing evidence, or weak arguments. Teacher gives feedback.	Partner checks whether arguments are convincing and clearly stated.
6. Revise and Edit	Produce a polished final version.	Strengthen arguments, improve vocabulary, correct grammar and punctuation, ensure logical flow.	Fix weak sentences, add linking words, check spelling.
7. Publish / Share	Present the final text to an audience.	Submit essay or letter. Share in class or send letter to teacher/principal (simulated).	Submit essay on school breaks or letter suggesting a new school policy.

Persuasive Writing Activity Sheet

Task: Write (either):

An essay on a persuasive topic (e.g., *"Why Students Should Have More Breaks During School"*)

A formal letter to the principal suggesting a new school policy

Step by step pedagogical guide:

- **Step 1**: Understand the Task

Identify the **purpose** (to persuade/convince).

Identify the **audience** (teacher, principal, classmates).

Decide the **type of writing**: essay or formal letter.

- **Step 2**: Analyze the Model / Sample

Highlight:

Thesis statement (main argument)

Supporting arguments/examples

Linking words (therefore, first, finally)

Polite/formal language (for letters)

Notice paragraph structure (essay) or sections (letter: greeting, body, closing).

- **Step 3**: Plan / Outline

Essay: Write 3 main arguments and supporting examples.

Letter: Plan greeting, suggestion, reasons, and polite closing.

Decide **order of points** to make arguments clear and convincing.

- **Step 4:** Write a Draft

Follow your outline.

Include **strong arguments and examples**.

Use **linking words** to connect ideas.

Maintain **formal/polite tone**.

- **Step 5**: Peer Review / Teacher Feedback

Exchange drafts with a partner.

Discuss: *Are arguments convincing? Are examples clear? Is language appropriate?*

Teacher gives feedback on clarity, vocabulary, and grammar.

- **Step 6**: Revise and Edit

Strengthen weak arguments.

Add or clarify examples.

Correct grammar, punctuation, spelling, and ensure smooth flow.

- **Step 7**: Publish / Share

Submit essay or letter.

Read aloud in class or share with teacher/principal (simulated).

Optional: Compile essays/letters in a class portfolio or bulletin board.

- **Functional / Practical Writing (See Fig. 9)**

Purpose: Communicate practical information in real-life contexts. Examples of functional writing:

Writing an email to request information about a course.

Writing a formal letter of complaint to a company.

Writing a job application or résumé.

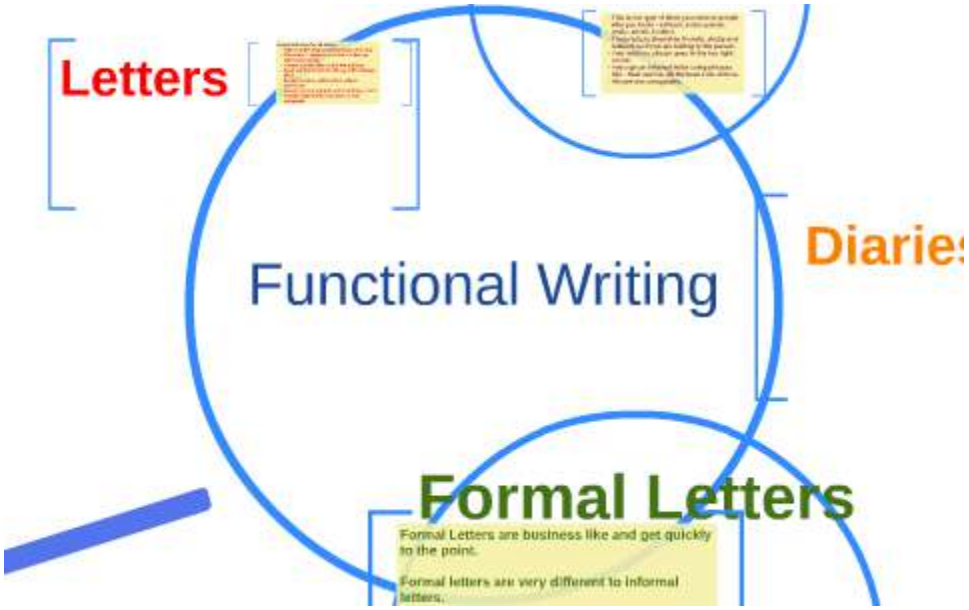


Fig. 9. Functional writing

Writing letters: "Dear Anna,

I hope you are doing well! I would like to invite you to my birthday party next Saturday at 4 p.m. at my house. We will have games, music, and cake. I really hope you can come and celebrate with me!

Best wishes,

Luca"

Writing formal letters: "Subject: Request for Product Information

Dear Customer Service,

I am writing to request more information about your new line of eco-friendly backpacks. Could you please provide details regarding pricing, availability, and shipping options? I would greatly appreciate your prompt response.

Sincerely,

Maria Popescu"

- **Reflective / Journaling Writing**

Purpose: Reflect on experiences, thoughts, or learning processes.

Example:

Learning journal: *"Today I struggled with writing complex sentences in English, but after practicing, I noticed my clarity improved."*

Reflective essay on a personal or academic experience.

Learning Journal Entry

"Today I struggled with writing complex sentences in English, but after practicing, I noticed my clarity improved. I tried combining two short sentences using relative clauses, and it was difficult at first. However, by reviewing examples in my textbook and writing a few drafts, I managed to construct clearer sentences. I feel more confident about using complex structures now, and I plan to practice more tomorrow."

Reflective Essay on a Personal or Academic Experience

"Last semester, I participated in a group project for my English class. At first, it was challenging to communicate with team members because we had different ideas and approaches. I realized that I needed to listen carefully and express my thoughts clearly. By dividing tasks and supporting each other, we completed the project successfully. Reflecting on this experience, I learned that collaboration, patience, and clear communication are essential skills, not only in school but also in everyday life."

Table 9. Methodological outline for Reflective Writing

Step	Goal	Activities / Instructions for Students	Example
1. Understand the Task	Identify purpose, audience, and type of writing.	Read the prompt carefully. Decide whether it's a learning journal (daily reflection) or reflective	Journal: Reflect on today's learning. Essay: Reflect on a personal or academic experience.

		essay (longer reflection).	
2. Analyze the Model / Sample	Learn structure and reflective techniques.	Highlight sentences that describe **challenges, actions, outcomes, and insights**. Note tone and vocabulary.	Journal: "Today I struggled… but after practicing, I noticed my clarity improved." Essay: "I realized that I needed to listen carefully and express my thoughts clearly."
3. Plan / Outline	Organize thoughts before writing.	List experiences or challenges. Note actions taken and lessons learned. Decide order of reflection.	Journal: 3 steps (challenge → action → insight). Essay: Introduction, description of experience, reflection, conclusion.
4. Write a Draft	Produce first version reflecting on experiences.	Describe what happened, how you felt, actions taken, and lessons learned. Use first-person language.	Journal: Describe practice session. Essay: Describe group project challenges and learning.
5. Peer Review / Teacher Feedback	Improve clarity and depth of reflection.	Exchange drafts or discuss with peers. Teacher provides feedback on clarity, depth, and language use.	Partner checks if reflection is clear and insightful.
6. Revise and Edit	Produce polished reflective text.	Add missing insights, correct grammar, punctuation, spelling. Ensure logical flow.	Journal: Add details about strategies used. Essay: Improve sentence clarity and vocabulary.
7. Publish / Share	Present reflection to audience or keep as portfolio.	Submit journals/essays or compile in a portfolio. Optional: share insights in class discussion.	Journal: Submit for class portfolio. Essay: Share lessons learned with peers.

III. Writing as a process

3.1. Defining writing as a process

In previous chapters it was mentioned that in ESL/EFL pedagogy, three major types of writing approaches have been identified: **product-oriented**, **process-oriented**, and **genre-based** writing.

The **product approach** focuses on the final written text and its linguistic accuracy, coherence, and organization. It often involves imitation of model texts and emphasizes correct grammar, vocabulary, and rhetorical form. While this approach has been critiqued for limiting learner creativity, it remains useful for teaching formal structures and controlled writing tasks, especially at lower proficiency levels (See Fig. 10).

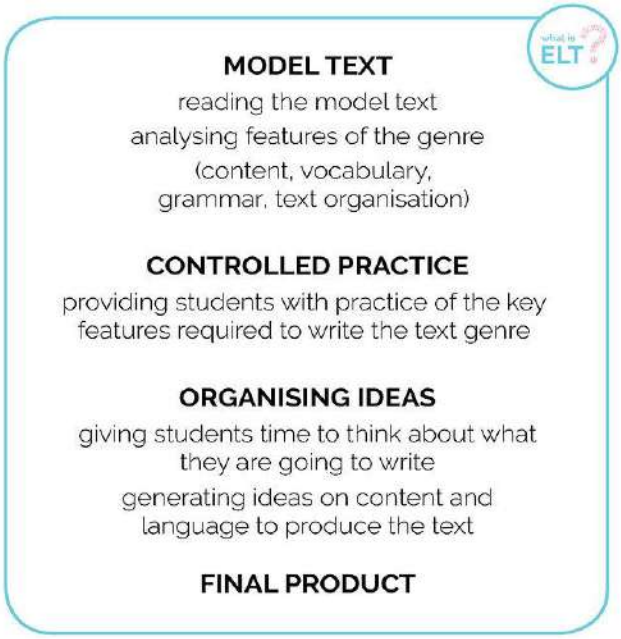


Fig. 10. Product oriented writing (Source: https://www.whatiselt.com/single-post/2018/06/10/what-is-product-writing)

The **process approach**, by contrast, views writing as a developmental and iterative activity in which learners generate ideas, draft multiple versions, and incorporate feedback. Ferris and Hedgcock (2014) argue that such an approach supports learner autonomy and improves writing fluency by encouraging strategic planning and revision. Research in second-language writing has also shown that engaging in the writing process contributes to language development itself, reinforcing writing as both a means of communication and a means of learning (Manchón, 2011) (See Fig. 11).

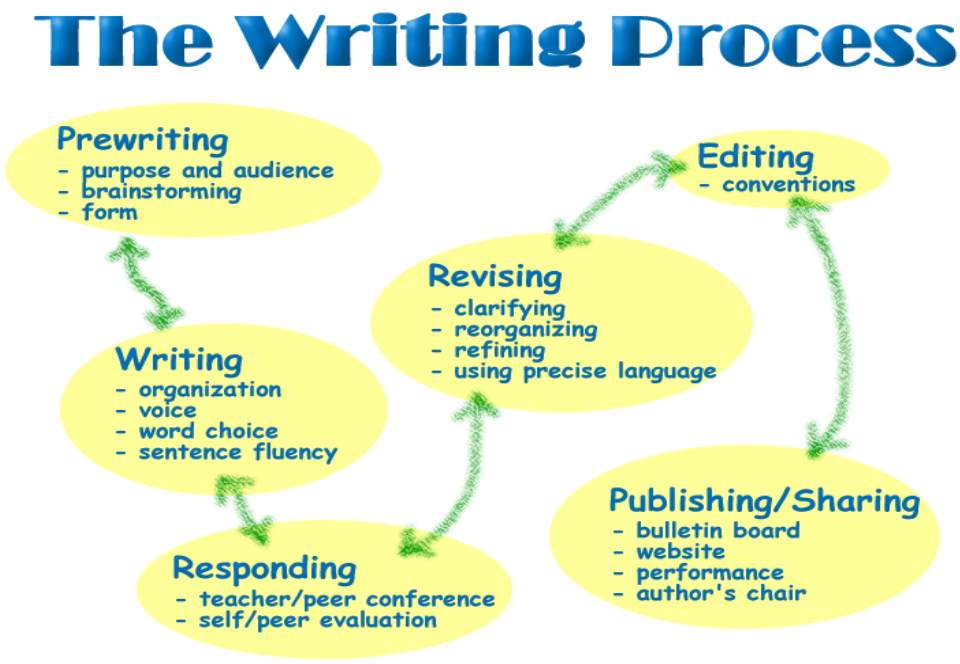


Fig. 11. Writing as a process

Taken together, these perspectives show that process writing and product writing (See Fig. 12) in ESL is a multifaceted skill that combines linguistic knowledge, cognitive processes, and sociocultural awareness. Effective writing pedagogy benefits from integrating elements of all three approaches, helping learners produce accurate texts (product), develop strategies for composing (process), and understand communicative conventions (genre).

Process Writing	Product Writing
Text as a resource for comparison	Imitate model text
Ideas as starting point	Organization of ideas are more important than ideas themselves
More than one draft	One draft
More global, focused on purpose, theme, text type i.e. reader is emphasized	Features highlighted in-cluding controlled practice of those features
Collaborative	Individual
Emphasis on creative pro-cess	Emphasis on end product

Fig.12. Process vs product Writing. (Source: https://www.semanticscholar.org/paper/Approaches-to-Writing-in-EFL-ESL-Context%3A-Balancing-Hasan-Akhand/c0736e4306dd417c027947cab3604cda3857bded)

A third approach—the **genre-based perspective**—recognizes that writing is always shaped by context, purpose, and audience. Matsuda (2022) emphasizes that genres provide learners with structured expectations, rhetorical patterns, and discourse practices needed for academic and professional communication.

In this sense, writing instruction involves teaching learners not only how to produce accurate or well-organized texts, but also how to participate effectively within disciplinary and social communities.

3.2. Stages of process-oriented writing

Process-oriented writing emphasizes **writing as a recursive, developmental activity** rather than focusing solely on the final product. The approach highlights the stages of process writing:

A. **prewriting,**
B. **drafting,**
C. **revising,**
D. **editing, and**
E. **publishing**.

Process- oriented writing encourages learners to engage in reflection, peer feedback, and iterative improvement (Ferris & Hedgcock, 2014). Research shows that process writing not only improves the quality of texts but also fosters **language development**, critical thinking, and learner autonomy (Manchón, 2020). Unlike product-oriented writing, the process approach prioritizes **how students write** rather than only **what they produce**, giving learners strategies to organize ideas, solve linguistic problems, and revise effectively.

3.3. Types of process-oriented writing

Freewriting

Description: Freewriting is a strategy in which learners write continuously for a set period without worrying about grammar, spelling, or punctuation. The goal is to generate ideas and overcome writer's block, allowing thoughts to flow freely. This type encourages creativity,

fluency, and self-expression, while reducing anxiety about making mistakes. Freewriting is often used as a **prewriting activity** to help learners collect ideas for more formal drafts (Ferris & Hedgcock, 2014).

Learners write continuously for a set time without worrying about grammar or spelling.

Purpose: Generate ideas and overcome writer's block.

Example: Write for 10 minutes about "My Dream Vacation" without stopping.

Peer Review / Collaborative Writing

Description: In peer review or collaborative writing, learners **share drafts** with classmates to provide and receive feedback. This type emphasizes interaction, critical reading, and reflective thinking about one's own writing and others. Collaborative writing encourages learners to negotiate meaning, improve content and organization, and gain insights into different writing styles. It also develops social and academic skills necessary for professional and academic communities (Manchón, 2020).

Students share drafts and give feedback to each other.

Purpose: Improve text quality and develop critical reading/writing skills.

Example: Exchange essays on "Environmental Issues" and suggest improvements.

Rewriting / Revising

Description: Revising involves producing **multiple drafts** of a text to improve its clarity, organization, style, and content. Learners focus not only on correcting language errors but also on restructuring ideas, improving coherence, and enhancing the effectiveness of communication. Revising is a central element of process-oriented writing because it treats writing as iterative, rather than a one-time product. Teachers may guide revisions through feedback, rubrics, or reflective questions (Ferris & Hedgcock, 2014).

Focus on multiple drafts to improve content, organization, and style.

Purpose: Emphasize revision as part of learning.

Example: Rewrite a narrative essay to enhance clarity and coherence after teacher feedback.

Reflective Writing

Description: Reflective writing requires learners to **analyze and evaluate their own writing process**, strategies, challenges, and decisions. This type fosters metacognition, helping learners become aware of their strengths and areas for improvement. Reflective writing often takes

the form of journals, learning logs, or self-assessment reports. It complements other process-based activities by encouraging students to **think about how they write**, not just what they write (Manchón, 2020).

Learners reflect on their writing process, strategies, and challenges.

Purpose: Foster metacognition and awareness of writing strengths and weaknesses.

Example: Keep a writing journal: "Today I struggled with transitions between paragraphs, so next time I will…"

Table 10. Writing as a process

Type	Description	Example	Focus / Goal
Freewriting	Writing continuously without worrying about grammar or structure.	Write for 10 minutes about "My Dream Vacation" without stopping.	Generate ideas, overcome writer's block, encourage fluency.
Peer Review / Collaborative Writing	Students share drafts and provide feedback to each other.	Exchange essays on "Environmental Issues" and suggest improvements.	Improve text quality, develop critical reading and writing skills.
Rewriting / Revising	Producing multiple drafts to improve content, organization, and style.	Rewrite a narrative essay to enhance clarity and coherence after teacher feedback.	Emphasize revision, develop editing and self-correction skills.
Reflective Writing	Learners reflect on their writing process and strategies.	Keep a writing journal: "Today I struggled with transitions between paragraphs, so next time I will…"	Foster metacognition and awareness of writing strengths/weaknesses.

Steps of Writing as a Process (Ferris & Hedgcock, 2014; Manchón, 2020**)**

Prewriting / Planning

Purpose: Generate and organize ideas before drafting.

Activities: Brainstorming, listing ideas, outlining, mind-mapping, researching background information.

Goal: Decide on purpose, audience, and structure of the text.

Example: Make a mind map of arguments before writing an essay on "Environmental Protection."

Drafting / Composing

Purpose: Transform ideas into a preliminary text without worrying about mistakes.

Activities: Writing initial paragraphs, focusing on content and flow rather than grammar.

Goal: Get ideas down on paper; create a foundation for later revision.

Example: Write the first draft of a story or essay based on the prewriting plan.

Revising / Rewriting

Purpose: Improve the content, organization, style, and coherence of the draft.

Activities: Adding, deleting, or reorganizing information; improving transitions and argumentation.

Goal: Make the text more effective and readable; focus on meaning and communication.

Example: Rearrange paragraphs in an argumentative essay to make the points clearer.

Editing / Proofreading

Purpose: Correct language errors, spelling, punctuation, and formatting.

Activities: Checking grammar, vocabulary, sentence structure, and consistency.

Goal: Ensure linguistic accuracy and adherence to conventions.

Example: Correct subject-verb agreement errors or fix typos in the final draft.

Publishing / Sharing

Purpose: Present the final version to an audience.

Activities: Submitting essays, posting online, presenting, or printing.

Goal: Communicate ideas effectively and receive feedback.

Example: Submit a polished essay to the teacher or share a story in a classroom blog.

IV. Genre-based writing

4.1. Defining genre- based writing

Genre-based writing focuses on teaching students to produce texts according to **specific genres**, each with its own **purpose, structure, language features, and audience expectations**. This approach emphasizes that writing is not just about grammatical accuracy or creativity, but about **communicating effectively within a particular social context** (Hyland, 2007).

In a genre-based approach, students learn:

- **The purpose of the genre** – Why the text is written (to inform, persuade, narrate, instruct, etc.).
- **The structure of the genre** – How the text is organized (e.g., introduction, body, conclusion; problem-solution; chronological order).
- **The language features of the genre** – Typical vocabulary, grammar patterns, and cohesive devices appropriate for the genre.
- **Audience awareness** – How the text addresses readers' expectations.

This approach is particularly effective in ESL/EFL classrooms because it combines **language instruction with social and communicative purposes**, helping learners understand not only how to write correctly but also **how to write appropriately for different contexts** (Hyland, 2007).

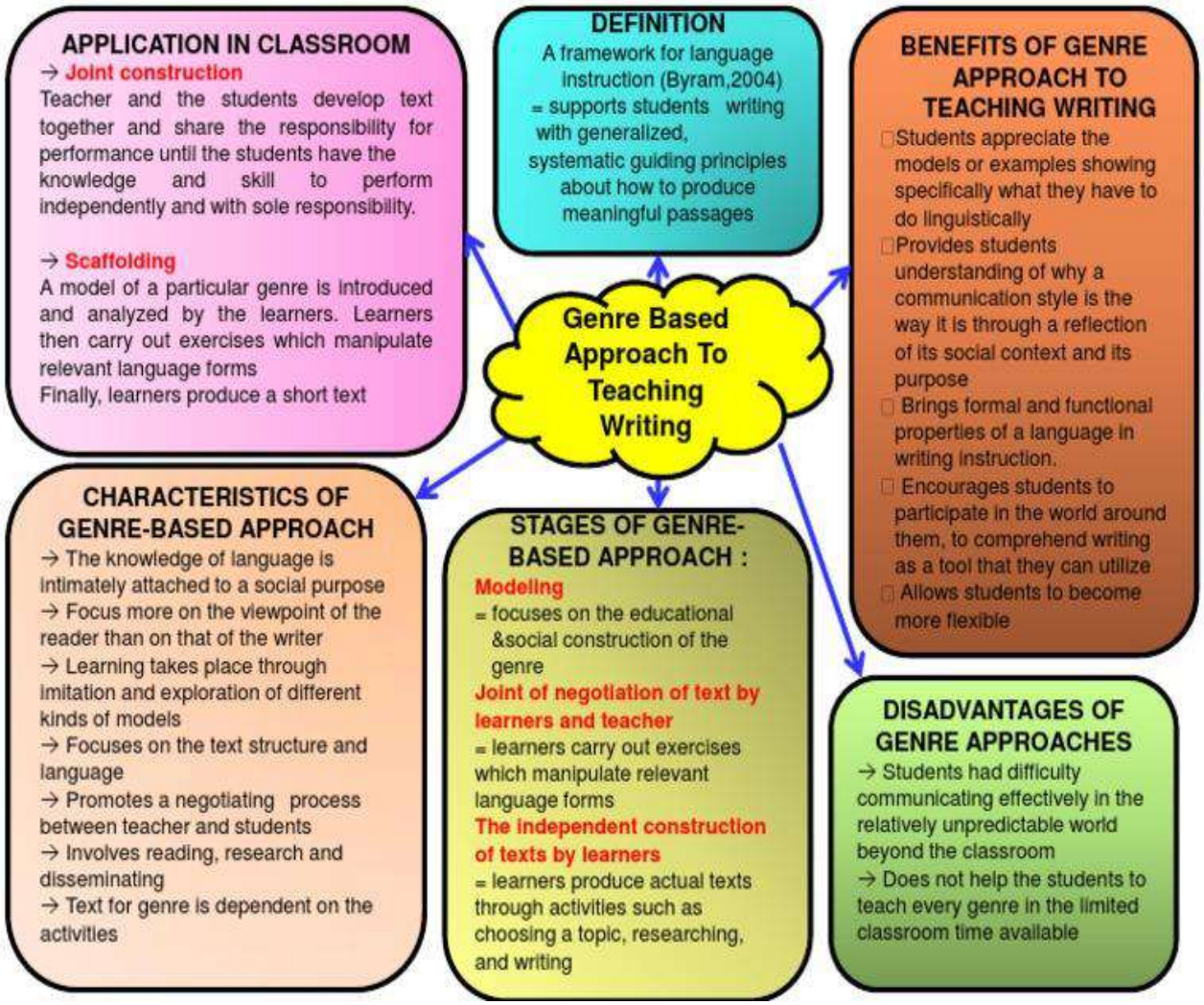


Fig. 13. Genre based writing (https://www.scribd.com/doc/13374949822/Genre-approach)

4.2. Types of genre-based writing

Types of genre-based writing commonly taught in ESL/EFL contexts, along with their purpose and typical features (Hyland, 2007):

Narrative Writing (See Fig. 14)

Purpose: To tell a story or describe events.

Features: Chronological order, characters, setting, plot, problem and resolution, past tense.

Task Examples:

- Write a short story about a memorable trip.
- Describe a challenging experience you overcame.
- Create a fictional story based on a picture or prompt.
- Narrative writing can be: near, non-linear, descriptive, and viewpoint narratives.

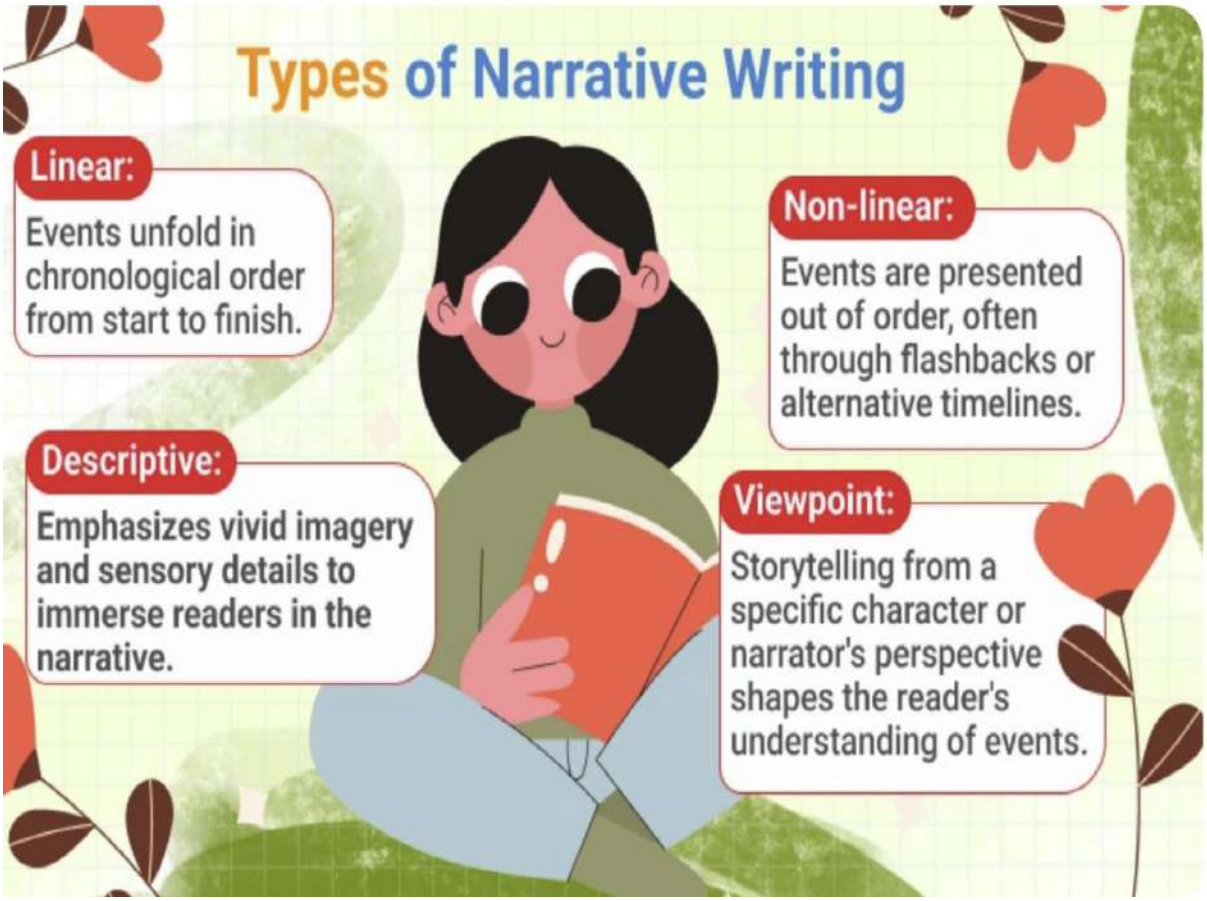


Fig. 14. Types of narrative writing (Source: https://leadinliteracy.com/how-to-teach-narrative-writing/)

Descriptive Writing (See fig. 15)

Purpose: To describe a person, feeling, place, object, or experience in detail.

Features: Sensory language (sight, sound, smell, touch, taste), adjectives/adverbs, figurative language, spatial or thematic organization.

Task Examples:

Describe your favorite object at home.

Describe a city or country you visited, focusing on sights, sounds, and atmosphere.

Write about a thing that is important to you, using sensory details.

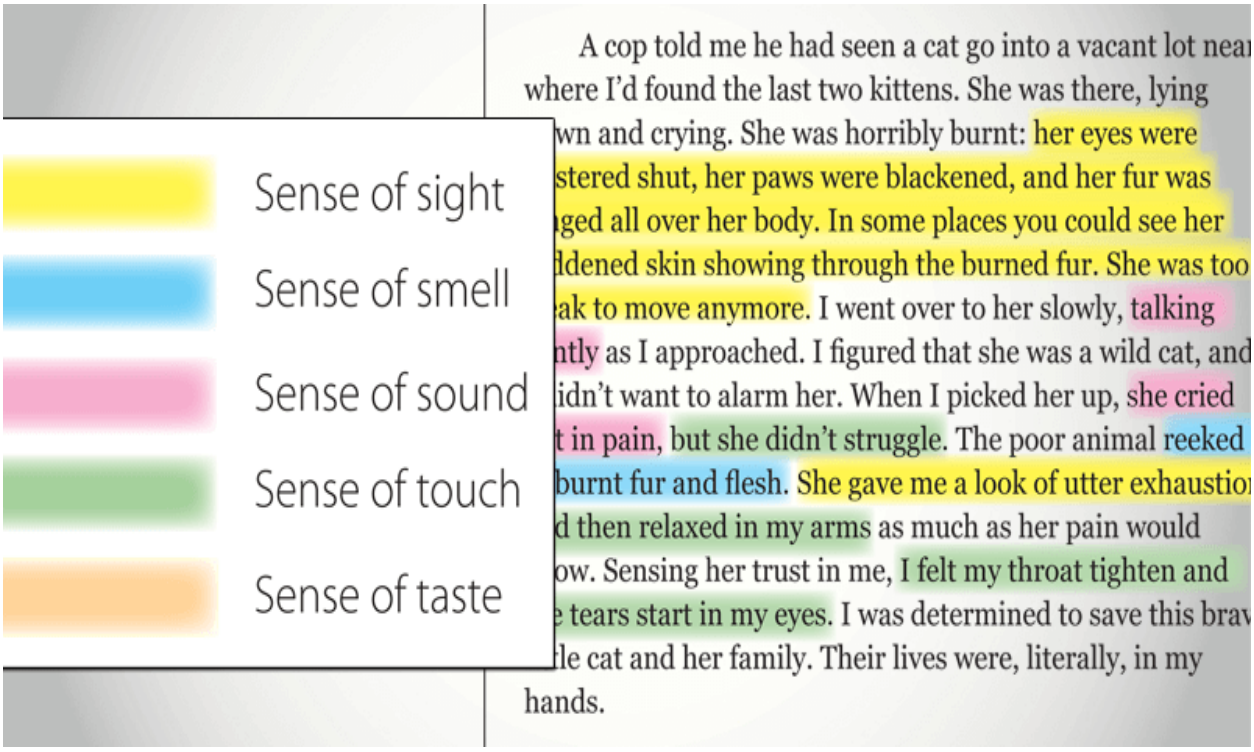


Fig. 15. Descriptive writing. (Source: https://makemyassignment419318342.wordpress.com/2020/06/17/techniques-for-descriptive-writing/)

Expository / Informative Writing (See Fig. 16)

Purpose: To inform, explain, or give factual information.

Features: Clear topic sentence, supporting details, examples, logical order, formal/neutral tone.

Task Examples:

Write an essay on "The Importance of Recycling."

Prepare a report on a school science experiment.

Explain the steps of a process, e.g., “How to make a simple meal.”

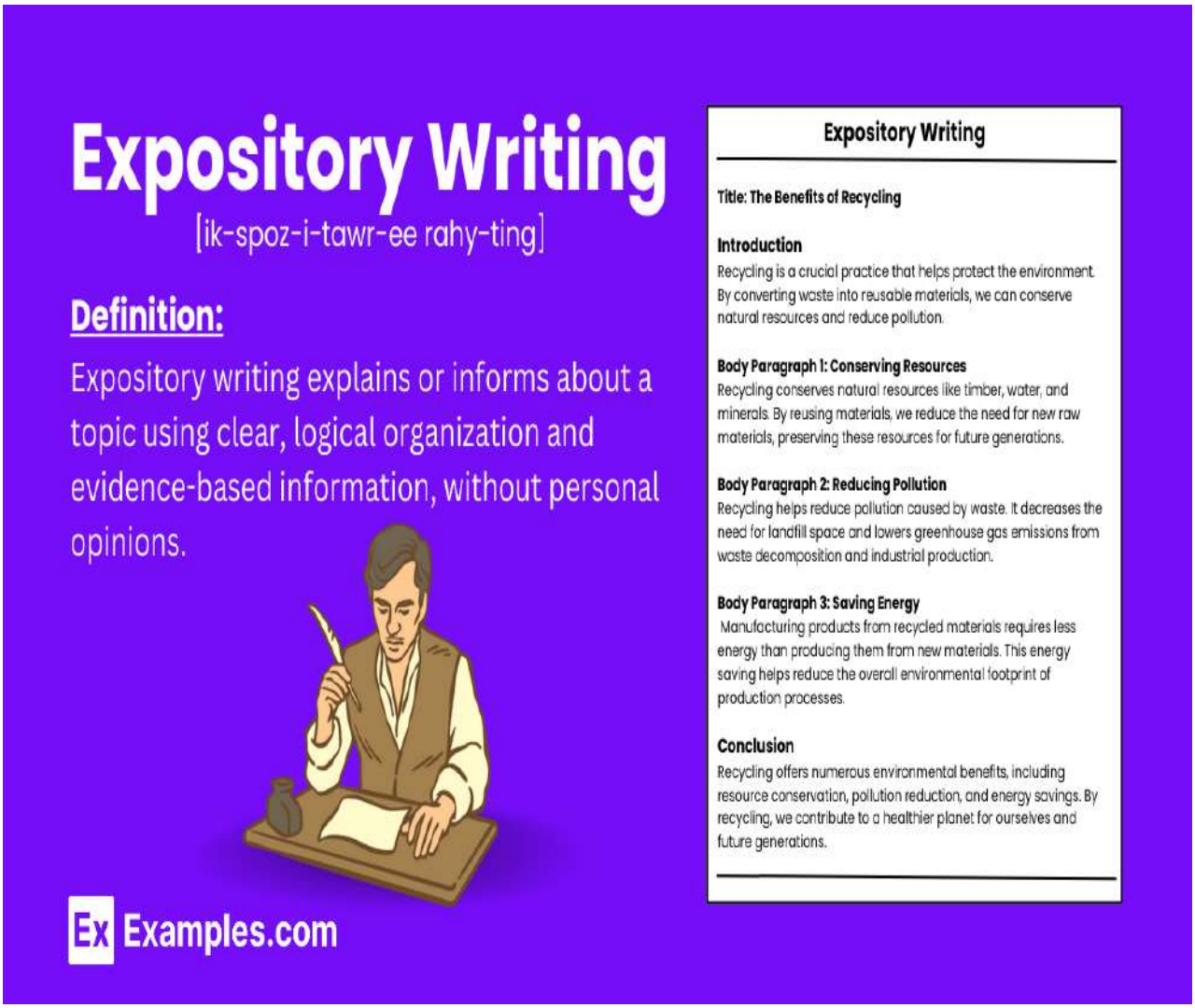


Fig. 16. Expository writing (Source: https://www.examples.com/english/expository-writings.html#google_vignette)

Persuasive / Argumentative Writing (See Fig. 17)

Purpose: To convince the reader of a viewpoint or to take action.

Features: Thesis statement, supporting arguments with evidence, counter-arguments, linking words, formal/polite tone.

Task Examples:

Write an essay on “Why Students Should Have More Breaks During School.”

Compose a letter to the principal suggesting a new school policy.

Write an article persuading peers to participate in a school campaign.

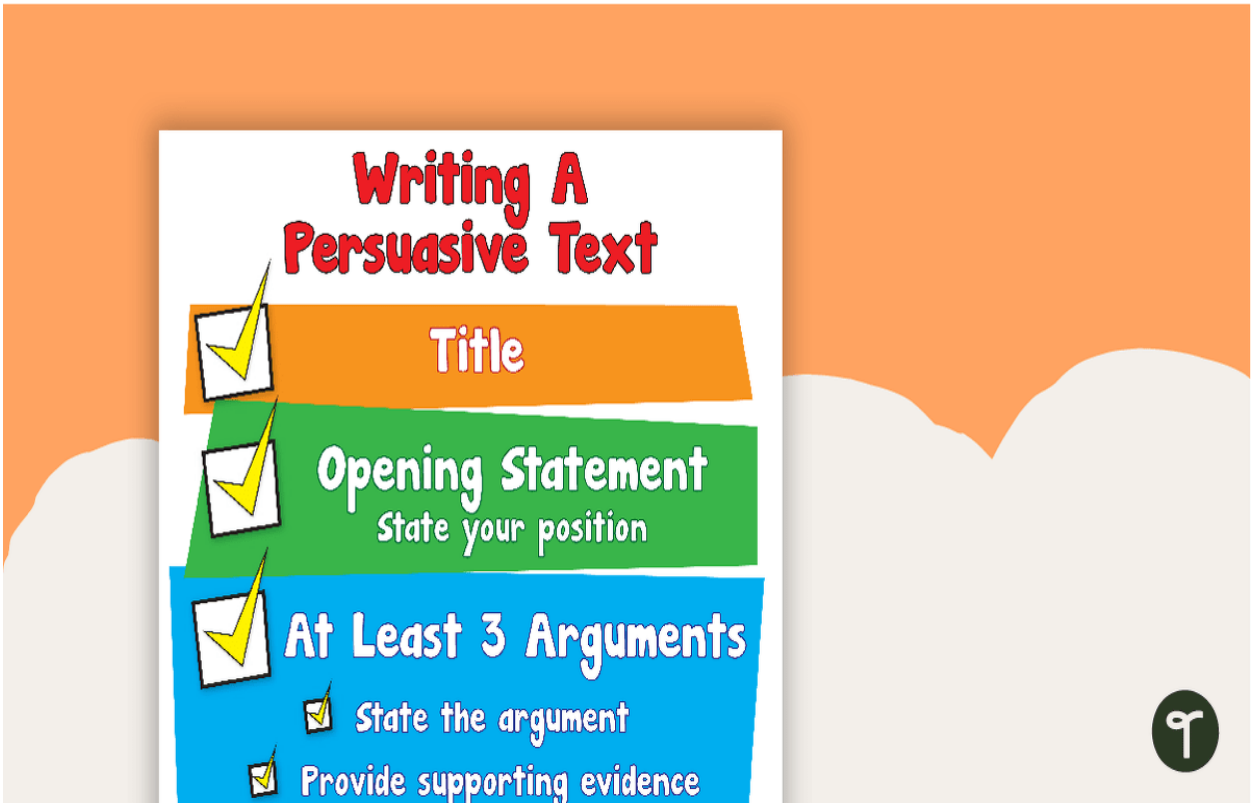


Fig. 17. Persuasive writing (Source: https://www.teachstarter.com/gb/teaching-resource/writing-a-persuasive-text-poster-gb/)

Reflective / Personal Writing (See Fig. 18)

Purpose: To reflect on experiences, learning, or personal growth.

Features: First-person perspective, description of experience, reflection on actions/outcomes, insights or lessons learned, informal to semi-formal tone.

Task Examples:

Write a learning journal entry about something you struggled with and how you improved.

Write a reflective essay on a personal or academic experience.

Reflect on a group project: what went well, what could be improved, and what you learned.

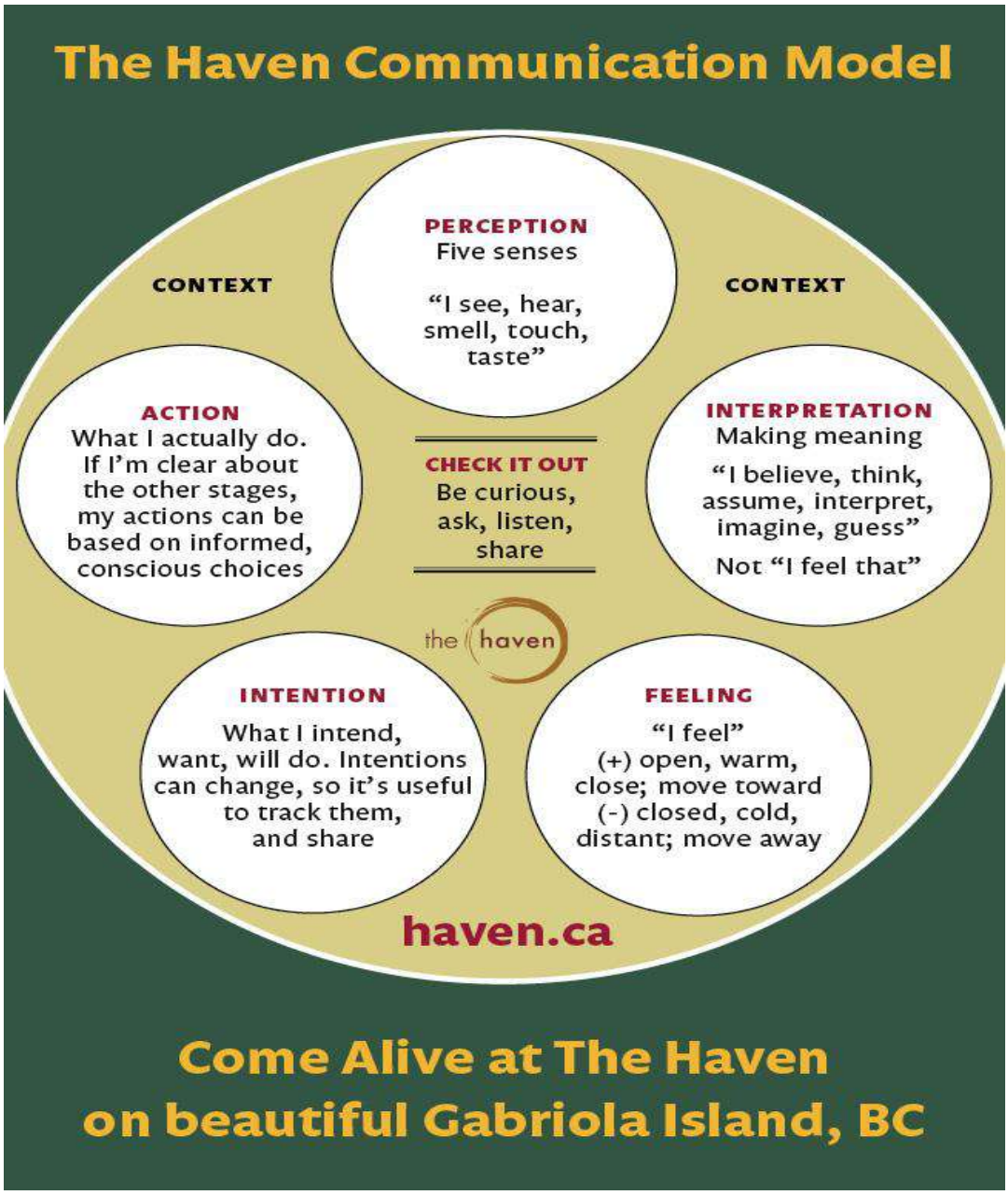


Fig. 18. Reflective writing example (Source: https://haven.ca/students-reflection-communication-model-0/)

Functional / Practical Writing

Purpose: To communicate for practical purposes in real-life contexts.

Features: Clear instructions or requests, appropriate tone, structure specific to the task (emails, letters, reports, forms).

Task Examples:

Write a formal email requesting information about a course.

Write a job application letter or résumé.



Fig. 19. Types of genre-based writing (Source: https://mjerez-writingforupperprimary.weebly.com/genre-theory.html)

Table 11. Genre-based writing

Genre	Purpose	Structure	Language Features	Concrete Example Task
Narrative	To tell a story or describe events	Beginning,Middle, End; chronological order; problem and resolution	Past tense, linking words (first, then, finally), descriptive language	**Task:** Write a short story about a memorable trip. **Example Answer:** "Last summer, I traveled to the mountains with my friends. We hiked through forests, crossed rivers, and camped under the stars. On the third day, we discovered a hidden waterfall, and the view was breathtaking. I will never forget this adventure."
Descriptive	To describe a person, place, object, or experience	General description → specific details; spatial or thematic	Sensory language (sight, sound, smell, touch, taste), adjectives/adverbs	**Task:** Describe your favorite room at home. **Example Answer:** "My bedroom is small but cozy. The walls are painted light blue, and sunlight streams in through the window. On my desk, I keep books and

		organization	, figurative language	a lamp. I love sitting on my bed and listening to the birds outside."
Expository / Informative	To inform, explain, or give factual information	Introduction, body (with details/examples), conclusion	Clear topic sentences, formal tone, logical sequence, factual vocabulary	**Task:** Write an essay on "The Importance of Recycling." **Example Answer:** "Recycling helps reduce waste, saves energy, and protects natural resources. For example, recycling paper prevents trees from being cut down. Recycling plastic reduces pollution and protects wildlife. Therefore, recycling is essential for a healthy planet."
Persuasive / Argumentative	To convince the reader of a viewpoint or take action	Introduction (thesis), body (arguments + evidence), conclusion	Strong opinions, modal verbs, linking words (therefore, however, because), formal/polite tone	**Task:** Write a letter to the principal suggesting a new school policy. **Example Answer:** "Dear Principal Smith, I am writing to suggest introducing short breaks between classes. Students spend long hours without rest, which decreases concentration. Short breaks would improve focus, reduce stress, and enhance learning. Thank you for considering my suggestion."
Reflective / Personal	To reflect on experiences or personal learning	Introduction (experience), description of actions/feelings, reflection, conclusion	First-person perspective, past tense, introspective language, evaluative phrases	**Task:** Write a learning journal entry about improving a skill. **Example Answer:** "Today I practiced writing complex sentences. At first, it was difficult, but after reviewing examples and rewriting, my sentences became clearer. I feel more confident and will continue practicing tomorrow."
Functional / Practical	To communicate for practical purposes	Task-specific structure (email, form, instructions)	Clear, concise, direct language; appropriate tone; formatting	**Task:** Write an email requesting information about a course. **Example Answer:** "Subject: Request for Course Information. Dear Sir/Madam, I would

			conventions	like to receive details about the English Advanced course starting next month, including schedule and fees. Thank you for your assistance. Sincerely, Maria Popescu.”

Closing remarks

Throughout this book, we have explored three major approaches to teaching writing—**product-oriented**, **process-oriented**, and **genre-oriented**—each offering a distinct but complementary perspective on how learners develop written proficiency (See Fig. 20).

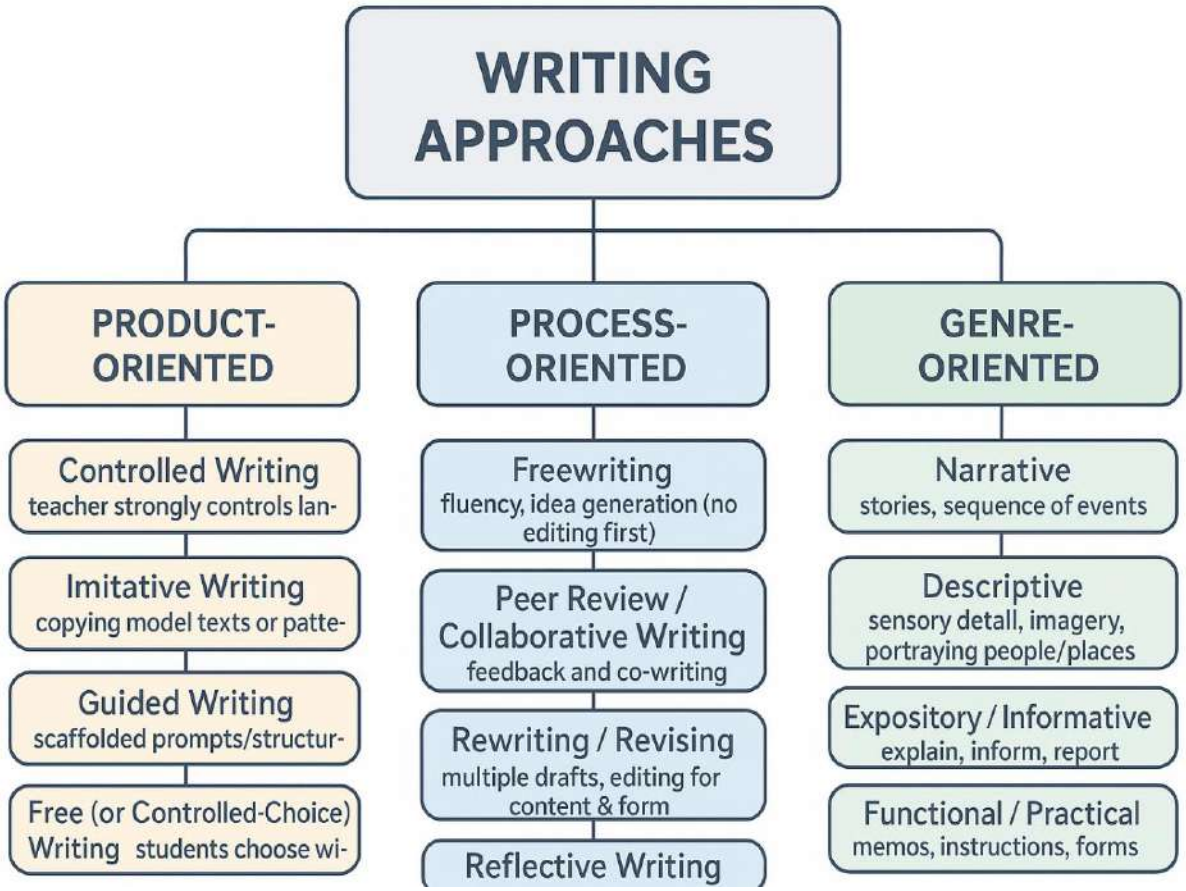


Fig. 20. Writing Approaches

The product approach showed us the value of structure, accuracy, and model-based practice through techniques such as controlled, imitative, guided, and controlled-choice writing. The

process approach revealed writing as an evolving journey, emphasizing freewriting, collaboration, revising, and reflection as essential steps that help students discover and refine their ideas. The genre approach expanded our focus to the communicative purpose of texts, guiding learners through narrative, descriptive, expository, persuasive, reflective, and functional writing so they can respond effectively to real-world tasks and audiences.

Taken together, these approaches demonstrate that effective writing instruction is not limited to a single method. Rather, strong teaching integrates elements from all three: the precision of product work, the creativity and growth fostered through process work, and the purposeful communication emphasized in genre work. By understanding how these approaches intersect, teachers can design learning experiences that equip students with accuracy, confidence, flexibility, and awareness—skills that empower them to become competent and independent writers beyond the classroom.

PART II

The skill of writing. Composing paragraphs. Practical aspect

Dear student,

This booklet has been created for you, learners at the B1 level, to guide you step by step in learning how to write clear and well-structured paragraphs. It offers a variety of samples, practical tasks, and techniques that make the learning process engaging and effective. The topics cover the curriculum requirements and will prepare you for writing strong essays, since a well-thought paragraph is the foundation of any writing task. As the English proverb says, “The more you practice, the better you become.”

Throughout the booklet, you will learn the essential components of a paragraph: a topic sentence, relevant supporting details, and a concluding sentence. The combination of theory and practice help you immediately apply what you learn and gradually gain confidence in organizing ideas logically.

The booklet includes explanations and samples of the types of paragraphs—narrative, argumentative, persuasive, descriptive, and expository—specifically crafted for the B1 level. It also provides practical assignments, independent work tasks, punctuation rubric, and the assessment one. By practicing regularly, you will develop the skills needed to write coherent paragraphs that will later support you in producing strong essays and academic texts.

Respectfully,

the authors.

PART II. The skill of writing. Composing paragraphs. Practical aspect

Name and surname of the student's book

_____

Class: _____

School Year: _____

1. ***How does a paragraph function as a unit of meaning?***
2. ***What strategies can help you write a coherent and well-structured paragraph?***
3. ***How do you craft an effective topic sentence?***
4. ***How do you develop clear and relevant supporting sentences?***
5. ***How do you write a strong concluding sentence?***
6. ***Why are linking words important for paragraph cohesion?***
7. ***Is there an optimal number of linking words to use in a paragraph?***
8. ***How does an argumentative paragraph differ from a persuasive one?***
9. ***How can you create a paragraph both as a guided exercise and independently, using the thematic vocabulary provided in this booklet?***
10. ***How do the steps of writing-first draft and second draft help you develop and refine a paragraph?***

"YOU WILL FIND ALL THE ANSWERS HERE!"



Chapter I. Paragraph Writing. Concepts and Applications

1.1. The Concept of a Paragraph

A paragraph is a group of sentences that are related to a single theme. The words single and related differentiate the paragraph from a random collection of sentences. Each sentence must state or discuss one main idea. The sentences can also refer to various information but they should be related to each other logically so as the reader can follow the text with ease. In other words, they should be organized coherently and logically. Unity and coherence are the key points that should be achieved when writing a paragraph.

Coherence means the logical order of ideas and can be achieved if they are clearly linked to one another as a train of thought easy to follow. Because coherence is so important to any piece of writing, in pre-writing stage you determine a method of organization for your first drafting notes.

Unity can be achieved when you ensure that all sentences are related to one single idea and in case that are not they should be removed in your first draft. The quality is unity. In a unified paragraph there are no extra sentences that distract or lead away from the purpose of the paragraph. In your second draft you read with a critical eye to check if the sentences refer to the same theme.

The number of sentences can vary as long as they develop the main idea clearly but the usual size for a paragraph when commenting on a quote, a proverb, a saying or as a part of an essay should be limited to 6-8 sentences as recommended by McDougal Littel. A paragraph usually starts with an indention and it is marked by leaving space from the left margin.

A paragraph may stand by itself and is called a stand-alone paragraph. You may be required to write a stand-alone paragraph when you have to answer a question in a test, express your opinion on a subject, comment on a quotation, proverb, or saying. It is a disconnected piece of writing. A paragraph may also be one part of a longer piece of writing such as an essay, a review, a proposal, an article, a book, etc. It is an inseparable piece of writing.



PRACTICE

1. Examine the paragraphs for coherence and unity. How is coherence and unity achieved?

Daily exercise is important for keeping the body strong and healthy. It boosts energy, improves fitness, and supports both physical and mental health. Simple activities like walking, cycling, or stretching can make a big difference in overall well-being. For example, research shows that people who stay active regularly feel more energetic and have a lower risk of health problems. All in all, the exercise keeps your body fit.

(Gurițanu Leila, 12 A)

Respect is the foundation of any strong group because it helps everyone feel valued and accepted. When classmates respect each other's opinion, backgrounds, and differences, conflicts become easier to solve, and teamwork grows stronger. For instance, if someone struggles to answer a question in class, instead of laughing, the others could encourage them or offer help. Therefore, this creates a safe space where everyone feels comfortable to share and learn.

(Gogu Valeria, 12 A)



1.2. The Structure of a Paragraph

All paragraphs have three main parts: a topic sentence, supporting sentences and a concluding sentence.

The topic sentence states the main idea of the paragraph. It not only names the topic but also limits the topic to one specific idea.

Supporting sentences provide details to the topic sentence. In other words, they give more information about it. Here are some supporting sentences that explain the topic sentence about dolphins.

Topic sentence -Dolphins are intelligent animals.

First of all, they have the ability to recognize themselves in the mirror.

Second, dolphins have been documented as using tools.

For example: In Shark Bay in Western Australia, dolphins protect their beaks from sharp rocks by using marine sponges.

The concluding sentence signals the end of the paragraph, leaving the reader with important points to remember.

In conclusion, dolphins possess some abilities that make them smart.

Concluding sentences are recommended for a stand-alone paragraph. In paragraphs that make part from essays, books, articles the concluding sentence is not obligatory or if it is present it either makes the link with the next paragraph or ends it.

1. Watch the video https://share.google/YZaItudcSpKXyEuR3 and answer the questions below:

1. What are all three parts of a paragraph?

2. Why is it important to craft structured paragraphs?

3. What is the purpose of the concluding sentence?





1.3. Types of Paragraphs

What is a narrative paragraph? It is the one that tells a story or an event, a tale, novel, an account of one's life, natural phenomena, or social events.

What is an expository paragraph? An expository paragraph tries to present, explain, to inform the reader about a topic or situation in a clear and straightforward way. Thus, expository paragraphs are written as if the writer is explaining or clarifying concepts, a topic to the reader.

Here the tone is neutral, objective, fact-based (no personal opinions, no emotional appeals). It teaches or explains rather than persuades or argues.

What differentiates a persuasive paragraph from the others? A persuasive paragraph is a text whose aim is to make an effective, persuasive argument. Thus, persuasive paragraphs are written as if the writer is attempting to convince the audience to adopt a new belief or behavior. While expository paragraphs strive to explain or clarify a topic, persuasive paragraphs take a stand on an issue. However, simply having an argument or viewpoint about a topic is not enough. In persuasive paragraphs, writers must support their claims through the use of appropriate evidence, such as quotations, examples, expert opinions, or other facts. Nevertheless, simply having a viewpoint and supporting evidence is still not enough to write a strong persuasive paragraph. In addition to these two things, a writer must also have a strong organization.

What is a descriptive paragraph? A descriptive paragraph provides a vibrant experience for the reader through vivid language and description of something. Unlike narrative paragraphs, which must include personal thoughts, feelings, and growth, descriptive paragraphs do not need to be personal in nature.

A paragraph developed by description can have as its subject a person, a place, or a thing. For such a paragraph to be effective, you must not only describe the external characteristics of a subject, but must also convey an impression of its internal qualities as well. As an example can be describing a school, you might mention how many doors it has, the number of floors, but it is not enough. They do not convey the impression of the school, but in a descriptive paragraph the impression the subject created in our mind is important.

What is an argumentative paragraph? An argumentative paragraph presents a clear claim, supports it with credible evidence such as facts and expert research, and often addresses counterarguments to persuade the reader to accept the writer's viewpoint. To be effective, the supportive sentences should provide evidence that offers verifiable data that supports arguments like facts or statics, concrete examples that illustrate your point, findings from testimony, research, logical explanation.

A good argumentative paragraph may briefly acknowledge an opposing viewpoint, which strengthens your argument by showing you've considered other perspectives and then refuting it with evidence.

PRACTICE

1. Refer to the definitions of the types of paragraphs and state what type of paragraph the samples above are.

The Dislike for Flies

The flies are disliked for many reasons. First, they can spread different diseases. As they land on garbage, they carry bacteria, viruses, parasites on their bodies that are transferred on food and surfaces. The diseases like gastrointestinal infections, skin infections, parasitic diseases and other infections can contaminate the people. The most dangerous are houseflies and tsetse flies. The latter are transmitted in Africa. Second, their buzzing sound irritates or annoys people who relax, sleep or work. This annoyance disrupts the tasks. That is why people do not like flies.

Timmy's birthday party

Birthday parties are very fun, but they require a lot of planning. Invitations for Timmy's birthday party had been sent out a week in advance. All Timmy had to do was get himself ready for the day – here is how that went. He started off the morning by turning his alarm clock off cheerfully, thinking about all the fun he was going to have. He got out of bed and went to the bathroom, where he brushed his teeth, washed his face and combed his hair. Afterwards, he enjoyed a big bowl of cereal along with a cup of tea. Once he finished breakfast, Timmy picked out the sharpest suit he had and put it on. After that, he proceeded to text each of his friends, saying: "Looking forward to seeing you today! No need to bring a gift, your presence is enough." A few minutes later, he set up the music box, organized the chips and snacks neatly on the kitchen table, and got all his favorite games ready on Xbox 360 and PS4. Needless to say, Timmy spent his birthday with the biggest smile on his face, surrounded by his family and loved ones.

(Manole Victoria, XI A grade)

Should Smoking Be Banned in Public Places?

I strongly believe that smoking should be banned in public places. If a person chooses to smoke, he affects his health but if the non-smokers are exposed to secondhand smoke their right to stay healthy and live a healthy life is violated. It is unfair that people who care about their health have to suffer because of others' choices. Moreover, women exposed to secondary smoke risk giving birth to children with heart diseases or immune deficiencies and others. Research shows

that pregnant non-smoking women face a higher risk of premature birth. Systematic reviews find an increased risk of 20 percent of stillbirth. In order to avoid all this impact on people I suggest that smoking be prohibited in public areas. Everyone deserves to breathe clear air and live in a safe environment.

A Piece of Heaven

The meadow looked like a piece of heaven. Beautiful red and pink poppies filled the air with pleasant fragrance, while the murmuring sound of the river calmed everyone like a harmonious melody. Bees were dancing from flower to flower buzzling and singing their song of joy. Shadowy trees offered their cool refreshing air. In this marvelous place everything seemed to embellish the soul and attract the eye.

1.4. Argumentative versus Persuasive Paragraphs

Argumentative	Persuasive
Provides a point with logic, evidence, and reasoning.	Convinces or influences the reader, often appealing to emotions as well as logic.
The tone is objective, more balanced, more academic.	More personal, passionate, sometimes subjective.
Presents a claim, supports it with facts, statistics, examples, expert opinions, then explains logically why it's valid.	Includes reasons and evidence, but also emotional appeals, rhetorical questions, strong word choice.
Readers value evidence and rationality.	Readers' feelings, values, and beliefs are targeted.
Evidence+logic	Emotions+logic
Academic Style	Appeal to heart and mind
Formula for an Argumentative Paragraph **A. Topic Sentence** → Introduces the claim or position. **B. Supporting Argument 1**	**Formula for a Persuasive Paragraph** **A. Topic Sentence** → States your opinion clearly. **B. Persuasive Reason 1** → A strong, emotional, or value-based reason to

→ Logical reason that explains *why* the claim is true. **C. Evidence / Example** → Facts, statistics, expert opinion, or research that support the argument. **D. Supporting Argument 2 (optional)** → Another reason that strengthens the claim. **E. Concluding Sentence** → Restates the claim or summarizes why the argument is valid. Short Version (for students): **Claim → Reason → Evidence → Explanation → Conclusion**	support your opinion. **C. Supporting Evidence / Examples** → Illustrations, scenarios, or simple facts that make your opinion convincing. **D. Emotional Appeal (optional)** → Words that appeal to feelings, imagination, or values. **E. Call to Action / Concluding Sentence** → Tells the reader what they should believe or do. Short Version (for students): **Opinion → Reason → Example → Emotional Appeal → Call to Action**
Topic sentence: Online learning is as effective as traditional classroom instruction for motivated learners. **Argument:** First, online platforms provide access to high-quality materials, interactive tasks, and immediate feedback, allowing students to learn at their own pace. Moreover, research shows that students who are self-disciplined can achieve the same academic results online as in physical classrooms because they can review lessons repeatedly and manage their study time more efficiently. **Evidence:** For instance, several studies indicate no significant difference in learning outcomes between online and face-to-face instruction when the course is well-designed. **Conclusion:** Therefore, with proper structure and motivation, online learning can match the effectiveness of traditional education.	**Topic sentence:** Every school should include daily reading time to help students build strong literacy skills. **Persuasive appeal:** Reading for just fifteen minutes a day can significantly increase vocabulary, improve concentration, and develop critical thinking. When students read regularly, they become more confident learners and perform better across all subjects. **Emotional appeal:** Imagine a classroom where every child looks forward to opening a book and discovering new ideas, places, and characters. **Call to action:** Schools must adopt daily reading time to create a culture that inspires lifelong learning.

PRACTICE

1. Study the key differences between an argumentative and persuasive paragraphs and identify the types of paragraph from the ones suggested below:

1. Imagine a school where students' voices are truly heard or valued. The student council plays a vital role in creating this reality, because it represents the bridge between learners and teachers. By organizing events, suggesting improvements, and addressing students' concerns, the council ensures that everyone feels included and empowered. Without it, many important ideas would remain unheard. Supporting the student council means supporting fairness, leadership, and the chance for every student to shape school life. Don't we all want a school where students feel respected and engaged?

2. The student council plays an important role in school life as students can participate in decision-making. Being selected within the school, council representatives help teachers and administrators understand students' real needs and opinions. This cooperation fosters a stronger sense of community and responsibility among learners. Moreover, involvement in the student's council develops leadership, communication, and problem-solving skills, which are valuable for the future. Therefore, having a functional council is crucial for creating a democratic and inclusive school environment.

1. School uniforms should be mandatory because they reduce peer pressure, increase focus on studies, and promote equality, as shown by studies from the National Education Association.

2. Imagine a school where every school feels equal, without the stress of choosing expensive clothes. That is why uniforms are essential-they create fairness and belonging.

2. Compare the two paragraphs and answer the questions below:

Paragraph A:

I strongly believe that discipline is essential in every classroom. Without discipline, lessons turn into chaos and no real learning occurs. Students don't understand the topic, getting into frustration or troubles. Additionally, when students follow the rules and respect the teacher everyone feels safe, focused and satisfied. Good discipline also teaches responsibility and respect,

values that students will need all their lives. For these reasons, every school should make discipline a top priority.

Paragraph B:

Discipline plays a crucial role in creating an effective learning environment. Studies show that classrooms with clear rules and consistent routines have higher academic achievement and fewer behavioral problems. When teachers set boundaries and students respect them, time is used more efficiently, and cooperation improves. Therefore, maintaining discipline is not only about control but about supporting better learning outcomes.

a) Which paragraph expresses personal opinion and emotions? Underline the emotional and opinion words.

b) Which paragraph presents facts or research-based evidence. Underline these words.

c) Which paragraph appeals more to feelings and values? (respect, responsibility…) Underline the words.

d) Which one uses logical reasoning to support its ideas?

e) Find one sentence that sounds persuasive and one that sounds argumentative.

_____

_____

_____

---

1. Find one fact and statistics about how discipline affects education. (from website, article, report)

Fact or statistics:

_____

Source:

_____

2. Use the model below and complete it with your research:

Should Students Be Encouraged to Conduct Their Own Research About Pollution?

Pollution has become one of the most dangerous threats to human health today. The air we breathe, the water we drink, and even the food we eat are often contaminated by industrial activities

and human negligence. Air pollution, for instance, can lead to serious diseases such as asthma, heart problems, and lung cancer. (insert your research data here but write in your own words)

_____

_____

_____

_____

When students explore real data about pollution, they can better understand how daily actions like using cars too much or wasting plastic-directly influence people's well-being. Doing their own research also helps them realize that protecting the environment means protecting health. Therefore, learning about pollution through research develops both scientific curiosity and social responsibility.

3. Write an argumentative paragraph on the topic:

Should Students Organize Campaigns for Protecting the Environment?

Students should organize campaigns for protecting the environment, because they play an important role in raising awareness in their schools and communities. Firstly, _____

_____

_____ Secondly, by organizing campaigns, such as clean-up days or recycling projects, students can learn _____, which _____

_____

_____

_____

For example, a school campaign that collects plastic waste can reduce pollution in the local area and _____

In conclusion, students lead environmental campaigns _____

_____

_____

_____

1.5. Expository versus Descriptive Paragraphs

Expository paragraph	Descriptive paragraph
Explains, informs, give facts about a topic	Describes a person, a place, object, event using sensory details
Focuses on logic and clarity, gives examples, reasons, facts	Focuses on imagery and feelings
Neural, factual language	Figurative language, sensory language
Has a logical structure: topic sentence, supporting details, concluding sentence	Has a special or sensory structure: describes from bottom, near to far
The reader understands the topic better	The reader feels or imagines the experience
Formula for an Expository Paragraph **Purpose:** To explain, inform, or clarify a topic using facts and logical organization. Structure / Formula: **A. Topic Sentence** → Clearly introduces the main idea you will explain. **B. Supporting Detail 1** → A fact, explanation, or step connected to the topic. **C. Supporting Detail 2** → Another fact, clarification, or example. **D. Supporting Detail 3 (optional)** → Additional information that deepens understanding. **E. Concluding Sentence** → Summarizes the explanation or reinforces the main idea. Short Version (for students): **Main Idea → Fact/Explanation → Fact/Explanation → Example → Conclusion**	**Formula for a Descriptive Paragraph** **Purpose:** To describe a person, place, object, or event using sensory details. Structure / Formula: **A. Topic Sentence** → Introduces the subject that will be described. **B. Sensory Detail 1 (Sight)** → Describe what it looks like. **C. Sensory Detail 2 (Sound/Smell/Taste/Touch)** → Add vivid details that make the description realistic. **D. Additional Descriptive Details** → Use adjectives, figurative language (similes, metaphors), and spatial order. **E. Concluding Sentence** → Leaves a final impression or summarises the description. Short Version (for students): **Subject → Sensory Details → Vivid Language → Spatial Order → Final**

	Impression
EXPOSITORY PARAGRAPH – EXAMPLE **Topic sentence:** Regular physical exercise is essential for maintaining good health. **Supporting detail 1:** First, exercise strengthens the heart and improves blood circulation, reducing the risk of cardiovascular diseases. **Supporting detail 2:** It also helps control body weight by burning calories and increasing metabolism. **Supporting detail 3:** In addition, physical activity boosts mental well-being by releasing endorphins, the hormones responsible for reducing stress and improving mood. **Conclusion:** Therefore, incorporating exercise into one's daily routine is a simple yet powerful way to support both physical and mental health.	DESCRIPTIVE PARAGRAPH – EXAMPLE **Topic sentence:** The old town square is one of the most charming places in our city. **Sensory detail 1 (Sight):** Colorful buildings with ornate balconies surround the square, and their warm pastel tones glow beautifully in the afternoon sunlight. **Sensory detail 2 (Sound/Smell/etc.):** The soft sound of street musicians blends with the gentle hum of people chatting at nearby cafés, while the smell of freshly baked pastries drifts through the air. **Additional descriptive details:** Cobblestone paths wind around a central fountain, and flower stalls add splashes of red and yellow, making the whole area vibrant and inviting. **Conclusion / final impression:** Overall, the square feels like a peaceful, picturesque corner where time slows down and every visitor wants to stay a little longer.

PRACTICE

1. Listen to the poem "The arrow and the song" by Henry Wadsworth Longfellow:

https://youtu.be/Nx1fdO2snls?si=6vyVcQe5hdEafrLO

2. Work in groups and try to explain what the words “arrow”, “the song” might represent? What is the poem about?

3. Read the poem carefully. Answer the questions below and use the answers to write your expository paragraph.

- ***Who is the author of “The Arrow and the Song”?***
- ***What does the arrow symbolize in the poem?***
- ***What does the song symbolize?***
- ***What lesson does the poet want to teach us?***
- ***How can our words or actions affect other people?***
- ***Can you give your own example of something kind that lasts over time?***
- ***How would you rewrite the sentence: “This shows that everything we do or say can touch others”?***
- ***How can you end your paragraph with a positive message?***



4. Follow the tasks so as to be able to write a descriptive paragraph about a friend of yours. Work in groups and brainstorm adjectives describing a person. Add 3-4 adjectives to each category:

Appearance: tall, _____.
Personality: kind, patient, _____.
Voice and gestures: calm, _____.

Complete the sentences about your beloved friend:
My best friend is_____
He/she is into_____
He/she looks_____
His/her voice sounds_____

Write a descriptive paragraph describing your beloved friend. Use the ideas you have written above, the formula from the grid .and write your paragraph in the provided space: (90 words)

_____
_____
_____
_____
_____
_____

5. Follow the tasks as to be able to write a descriptive paragraph about your favorite room. Work in pairs to brainstorm as many adjectives as you can:

Space adjectives: big, _____
Color adjectives: _____
Furniture/material adjectives: _____
Condition/appearance adjectives: _____
Style adjectives: _____

Sound adjectives: _____

Feeling adjectives: _____

Temperature adjectives: _____

6. Complete the sentences with the verbs suggested:

To be located, to stand, to hang, to face, to be decorated with.

My room _____ on the second floor of the house

A big bookshelf _____ in the corner near the window.

Several pictures _____ on the wall above the bed. The main window _____ the street, so it's often noisy.

A small mirror _____ goes next to the wardrobe.

My study desk _____ by the window where the light is good.

7. Write your descriptive paragraph using 5 words you've brainstormed and the formula in the grid:

_____

_____

_____

_____

_____

1.6. Descriptive versus Narrative Paragraphs

Descriptive paragraph	Narrative paragraph
Describes a person, a place or an event using sensory details.	Tells a story or describes events in chronological order.
Focuses on imagery and feelings.	Focuses on actions, characters, and events.
Uses figurative language and sensory language.	Uses time linkers (first, then, after that, finally) and narrative tenses: past simple, past perfect, past continuous.

Has a topic sentence, supporting details that describe using the senses, and a concluding sentence that sums up the description.	Has a story structure-beginning-middle-ending.
The reader imagines or feels the experience.	The reader understands what happened and how events developed.
FORMULA FOR A DESCRIPTIVE PARAGRAPH **Purpose:** To describe a person, place, object, or event using sensory details. STRUCTURE / FORMULA: **A. Topic Sentence** → Introduces the subject that will be described. **B. Sensory Detail 1(Sight)**-describe what it looks like. **C. Sensory Detail 2 (Sound/Smell/Taste/Touch)** → Add vivid, realistic details. **D. Additional Descriptive Detail** → Use adjectives, vivid language, similes, metaphors, spatial order. **E. Concluding Sentence** → Leaves a final impression or summarizes the description. SHORT VERSION (FOR STUDENTS): **Subject → Sensory Details → Vivid language → Spatial Order → Final Impression.**	FORMULA FOR A NARRATIVE PARAGRAPH **Purpose:** To describe a person, place, object, or event using sensory details. STRUCTURE / FORMULA: **A. Topic Sentence** → Introduces the main event or situation. **B. Supporting Detail** → First event/action in chronological order. **C. Supporting Detail 2 (Second Event)** → Add an event, an action that develops the story. **D. Supporting Detail 3 (optional)** → Additional event or detail that deepens the storyline. **E. Concluding Sentence** → Shows the outcome, result, or final feeling of the story. SHORT VERSION (FOR STUDENTS): **Topic → First Event → Next Event → Final Event → Ending/Outcome.**
DESCRIPTIVE PARAGRAPH-EXAMPLE	**NARRATIVE PARAGRAPH-EXAMPLE** **A MEMORABLE WEEKEND**

A PICTURE PERFECT DAY Last Sunday was a picture-perfect day that felt almost too beautiful to be real. **Sensory detail 1** (Sight): The sky was a brilliant shade of blue, with soft white clouds drifting slowly above the green hills around the lake. **Sensory detail 2** (sound/smell/etc.) Gentle waves lapped against the shore, birds sang in the trees, and the fresh smell of pine mixed with wildflowers in bloom. **Additional descriptive detail:** Sunlight sparkled on the water like tiny diamonds, families picnicked in the shade, and children's laughter echoed across the field. **Conclusion/final impression**: The entire scene created a peaceful, uplifting atmosphere that made the day feel calm, warm, and unforgettable.	Last weekend turned out to be one of the most memorable ones I have ever had. **Event 1:** On Saturday morning, my friends surprised me with a spontaneous trip to a small mountain cabin hidden in the mountains. **Event 2:** We spent the afternoon hiking along narrow trails, laughing, taking photos, and discovering waterfalls we had never seen before. **Event 3:** In the evening, we gathered around a campfire, shared stories, and watched the stars appear one by one in the clear night sky. **Conclusion/final impression**: That weekend reminded me how important it is to take a break, enjoy nature, and create memories with people who matter most.

PRACTICE

1. Follow the grid and write your narrative paragraph on the topic "My school trip":

Introduce the event. (What trip? Where? With whom?)

_____

_____

First event: (How did you travel? What did you see on the way? How did you feel?)

_____

_____

Next event: (What happened next?)

_____

_____

Final event: (Optional but recommended)

(What happened at the end of the trip? Did something funny, relaxing, or unexpected happened?)

_____

_____

Concluding sentence: (Your impression)

_____

2. Visit a museum with your teacher and write a guided paragraph on the topic: "My first visit to the museum".

On my first visit to the museum, I felt very (excited/curious/amazed/…) because I wanted to discover new things. (first event) When I entered the (entrance hall/main hall), I noticed (paintings, statues, fossils, …) and the atmosphere was (quiet, bright, impressive). A guide welcomed our group and explained _____

_____

(Next event) I walked into the (history section/art gallery/science area) where I saw (artifacts, /sculptures/ancient objects). I stopped to look at (something specific-name it-a statues/a painting/….) _____

_____

I also read the information labels to learn (what the object was, when it was made…..)

_____

_____

Later, we _____that helped me understand

_____

My first visit to the museum was (amazing/educational/unforgettable), and it made me (want to explore more museums in the future/…) _____

VOCABULARY TO USE: entrance hall, ticket desk, exhibition room, ancient artifacts, sculptures, paintings, statues, historical documents, pottery, coins, weapons, maps, archeological findings, to explore, to walk through the exhibitions.

Chapter II. The Structure and Development of a Paragraph

2.1. The Topic Sentence

A topic sentence is the most important part in a paragraph, a well-thought sentence at the beginning of a paragraph that states the main idea of the paragraph itself. In other words, it discusses what the paragraph is going to be about. It unifies the content of the whole paragraph and directs the order of the sentences. By looking at the first sentence readers already understand what the paragraph is going to be about. So, that is why the topic sentence comes at the beginning of the paragraph, usually being the first one. Nevertheless, sometimes the topic sentence can come second in the paragraph, the first one providing background information. It is usually done by experienced writers; the students are recommended to place it right at the beginning.

There are cases when paragraphs do not have topic sentences. It happens in narrative paragraphs, when a paragraph narrates a series of events and the idea should develop in the next paragraph. In persuasive paragraphs the presence of the topic sentence is mandatory.

A topic sentence is a complete sentence containing at least a subject and a verb. The following are not complete sentences because they do not have verbs:

Riding the horses.

How to apply for university.

The poverty in India

Topic Sentence

Aspect	Explanation	Examples / Notes
Definition	The topic sentence is the **main sentence that expresses the central idea** of a paragraph.	"Daily exercise improves mental and physical health."
Position	Usually the **first sentence** of a paragraph, but can sometimes appear at the end for effect.	At the beginning: *"The garden behind the house is very peaceful."*
Purpose	- Introduces the main idea- Guides the supporting sentences- Helps the reader	Without it, a paragraph may lack direction or

	understand the paragraph's focus	clarity.
Characteristics	- Clear and specific- Broad enough to allow supporting details- Concise and focused	Avoid vague sentences like: *"This paragraph is about something important."*
Connection to Coherence	- Ensures **unity**: all sentences relate to the topic- Works with **linking words** to maintain flow	Linking words like *furthermore, for example, as a result* support the topic sentence.
Role in Paragraph Types	- **Expository:** explains a fact or idea- **Descriptive:** introduces what will be described- **Argumentative/Persuasive:** states a claim or opinion	Example (Persuasive): *"Schools should implement daily reading time to improve literacy."*

The topic sentence has two parts: a topic and a controlling idea. The topic names the subject of the paragraph. The controlling idea tells the main idea about the topic. It is called the controlling idea as it limits the topic for a specific idea that can be discussed in the space of a single paragraph. Here are some topic sentences with the controlling ideas:

1. Some sport activities are relaxing.
2. Some sport activities are too expensive.
3. Some jobs are perfect for students.
4. Some jobs are boring and repetitive.
5. Driving on waterways requires skill and courage.
6. There are many things I like about my hometown.

A topic sentence should not have controlling ideas that are not related. The three parts of the following controlling idea are too unrelated for a single paragraph. They require three separate paragraphs (and perhaps more) to explain fully.

Indie films are characterized by experimental techniques, low production costs, and creative themes. (too many ideas)

Indie films are characterized by experimental techniques. (good)

The controlling idea can be placed at the beginning or at the end. Notice its position. Underline the topic. Circle the controlling idea.

Pollution has negative effects on teenagers. (at the end)

Offering students much more flexibility and independence, online education has become increasingly popular.

In my opinion, daily exercise is important for keeping the body strong and healthy.

Marvelous beaches make Puerto Rico a tourist paradise.

Studying abroad is stressful for young people.

A topic sentence is a complete sentence, it contains at least a subject and a verb.

Complete sentences: Driving on waterways requires skill and courage.

Incomplete sentences: Driving on waterways.

The topic sentences should be not too general, not too specific.

Too general: A job is a must have. (it is not clear what the paragraph will discuss).

Too specific: An increasing number of people in the United States work 50 hours a week.

Good: The age for retiring in Moldova has changed in the last 10 years. (it is good as it gives the reader a hint the paragraph will tackle the age people in Moldova retire missing details).

Too general: Gold is everything.

Too specific: Iron is used to make tools like axes, shovels and many others.

Good: Iron is a precious metal.

PRACTICE

1. Read the paragraph identifying the position of the topic sentence:

There are many things I like about my hometown, Kishinev. It is the cultural center of the country. Here I can visit museums, go to the cinema, go to the theatre, enjoy various live performances in the concert halls or any other entertainment places. As an illustration for my point I should mention "The Opera and Ballet Theatre" or the National Palace " Nicolae Sulac" that always have their doors opened for the spectators. Besides, it offers the best public transport service, a comfortable utility for those who don't drive cars. For these reasons I adore my native town.

2. Here are some topic sentences. Identify too specific, too general, incomplete or good ones:

It is estimated that leisure travelers spend more than 500 $ billion in the United States. _____

Research shows that there are three main purposes for travelling. _____

Digital cameras have several advantages over film cameras. _____

Digital cameras are a common form of technology nowadays. _____

Photography is nice. _____

Learning a foreign language is beneficial in many ways. _____ __

Cats have a lot of characteristics that make them perfect pets. _____ _____

Rainbows are beautiful. _____

3. Read the following topic sentences tackling the same issue and identify an incomplete/ /good/ general/specific/irrelevant one:

Rainbows are beautiful.

The belief that you can find a pot of gold at a rainbow's end

Many cultures interpret rainbows in positive ways.

A rainbow seen from an airplane is a complete circle.

The North American Catawba Indians of the Southeast and the tribe in North Africa consider the rainbows a bridge between heaven and earth.

Respect is the foundation of any strong group because it helps everyone feel valued and accepted.

Respect is everything.

Respect makes the students solve many conflicts and make peace among the colleagues.

A classmate looks sad and stressed when not respected.

Why to mention respect.

4. Circle the topic and underline the controlling idea:

Class participation can be challenging for many students.

Requiring strong abilities, riding horses can be difficult for beginners.

In my opinion, many television commercials for beauty products give women false impressions.

Owning an automobile is a necessity for me.

Healthy eating is essential for maintaining strong mental health.

Expensive and burdensome, the high cost of books can make education less accessible.

Life in the city is expensive.

5. Write 2-3 controlling ideas for the topics given. (pair work)

Cell phones

_____

_____

Movies

_____

_____

Your home town

_____

_____

Advertising

_____

_____

6. Remember that the topic sentence is the most general in the paragraph. Read the following paragraphs and decide which sentence is the topic sentence. Write it in the allotted space.

_____ Eva mounted up the picked-up apples on her plate until they looked like a mountain. Then, she placed her coconut flakes in a ring around the foothill of the mountain. Then she spread the coconut flakes over the pick of the mountain and the base of it. She pretended that coconut flakes were flowing towards the village.

- Eva played with her food.
- Eva liked the apples.
- Eva put on too much imaginary snow.

_____ When we look at mountains, we usually think of a cone-shaped mountain with a white hat at the top. Many mountains do look like that, but there are also many that do not. Some mountains are rounded at the top and have lakes, or waterfalls on their sides from which springs flow. One mountain started out simply as a hill in a field.

- Rounded mountains have lakes and rivers on their sides.
- Mountains come in different shapes.
- A mountain is a cone-shaped hill with snow on the top.

_____ Unlike books, phones slow down their mind and focus on overstimulation of the nervous system rather than relaxation. Research shows that unsupervised children who spend six hours a day on phones face serious risks for their health and education like sleeping problems, lack of attention. Besides, by setting limits parents offer children the possibility to foster social and communication skills. Without them they won't be able to adapt in a modern society.

- Parents should limit the time children spend on phones.
- Children should play on the phone less.
- Phones are expensive.

2.2. Developing the Paragraph: Supporting Sentences

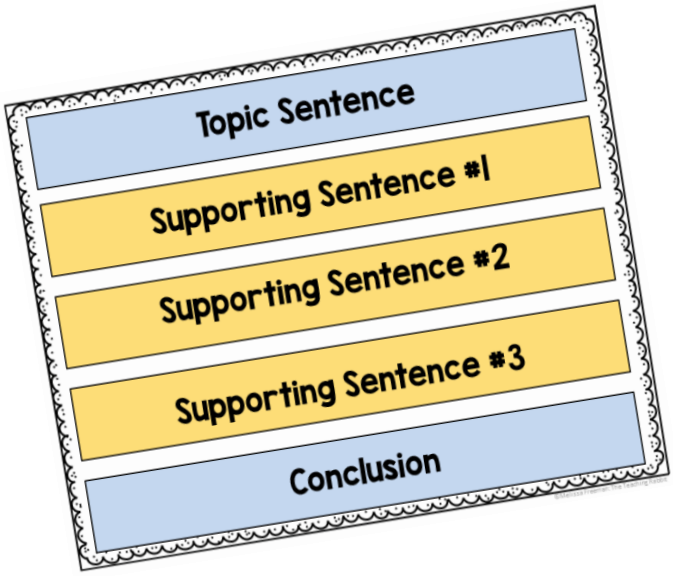
The body of a paragraph follows the topic sentence, discussing the topic sentences (the main idea) using facts, examples, arguments, analysis and other information. After you write a topic sentence you must provide information to support it. This is done with the help of supporting sentences. In supporting sentences, you present the details, advantages/disadvantages, examples, definitions, explanations, statistics/evidence.

The supporting sentences explain the topic. They should use specific details to be thorough and convincing. Supporting sentences explain or prove the topic sentence. Sometimes the student may fail to support their ideas adequately.

PRACTICE

1. Read the paragraph and find the supporting sentences. See how they are related. Are they all related to the same topic sentence?

I do strongly support the idea that students should organize as it is one of the most important skills for academic and personal success. When they plan their days wisely they are organized and can keep with the rhythm of the busy modern life and school work. Teens who practise good time management are more successful in school having better grades and time for extracurricular activities. Moreover, they find time for sleep. For example, a study from the American Academy of Pediatrics found that teens who slept more had higher grades, better memory, and stronger problem-solving skills compared to those who were sleep-deprived. Besides, the ones who manage their time wisely are more likely to meet deadlines. When someone organizes his time he is less stressed and agitated as they have a lifestyle that works for them. They work smarter rather than harder. By sticking to a schedule, students set themselves up for long-term success.



2. This sample paragraph lacks a supporting sentence-an advantage+explanation. Write it in the space provided:

What One Thing Would You Take on a Trip?

I believe the only thing to take on holiday is the phone. First, a phone is very practical because it combines many devices in one: it can be a map, a camera or even a ticket holder. For example, if you see beautiful scenery or pretty people you made friends with, you will surely want to keep the best memories of them. Besides, the phone is the best thing in case you are lost. The apps can find the location of your phone and you can easily be found by the relatives or you can use the map to find the place you stopped at. In addition, _____

_____

_____

_____ Therefore, the phone can be of great help in any situation either good or bad, but unreplaceable in any trip.

3. Read the paragraph. Choose the most appropriate topic sentence for the paragraph above and write it on the line.

Why Should Everyone Do Gymnastics?

_____. First, it is easy to get started. Unlike other forms of exercises, gymnastics does not require a lot of special equipment

or clothing, and it can be done almost everywhere. This form of exercise can be done regardless of people's age or physical condition when they start out. However, most important are the benefits of yoga. It improves body strength and flexibility and is an excellent way to relieve stress. It is clear that gymnastics is an easy way to get exercise to keep fit.

- Gymnastics is a way to strengthen the body and the mind.
- Gymnastics is becoming popular with people of different ages.
- Gymnastics is a form of exercise for several reasons.
- Gymnastics is an example of how getting exercise reduces stress.

4. What supporting sentences does the paragraph contain?

Supporting sentence 1_____

What is the explanation for the first supporting sentences?

_____

Supporting sentence 2_____

Explanation to the second supporting sentence_____

5. Work in pairs and write the supporting sentences 1,2,3. Brainstorm ideas as to write the most suitable and well-developed ones:

Leading a Healthy Lifestyle

Topic sentence: _____

Advantage 1_____

Advantage 2_____

Advantage 3_____

6. Work in pairs and write the supporting sentences 1,2,3. Brainstorm ideas as to write the most suitable and well-developed ideas:

Leading an Unhealthy Lifestyle

Topic sentence: _____

Supporting sentence 1 _____

Supporting sentence 2 _____

Supporting sentence 3 _____

7. Complete the paragraph. Add two more advantages + explanation.

The Advantages of Eating Healthy

These days students have a great variety of food, but eating healthy should be their priority. First, healthy food strengthens their immune system thus keeping students fit and strong. A student who is healthy works more efficiently and productively, doesn't miss classes and is more resilient to stress. Moreover, _____

_____

_____

_____ Third, _____

_____

_____

To sum up, _____

2.3. Writing Examples. Useful Linkers and Techniques.

Examples represent the most effective types of supporting details. You can use examples either from your knowledge and experience or from literature, statistics, history, art, science to illustrate a topic or main point. Examples are effective if they are specific and make your meaning clear.

The example signals are: For instance, for example, as an illustration for my point, followed by a comma. We may use a propositional phrase "such as" in the middle of a sentence but it is not followed by a comma. See the sentences below:

For example, Australian parents spend about $330 on average for their child's primary school uniform that suits both summer and winter, plus a sports uniform. For secondary school students this cost increases to around $526 per student. (followed by comma)

Individuals with hobbies such as photography develop their observatory skills. (not followed by comma)

PRACTICE

1. Read the sentences below and underline the example signals:

a) For example, many students enjoy online learning because it allows them to study in their own space.

b) Some outdoor activities, such as hiking and cycling, improve both mental and physical health.

c) As an illustration, let's consider how teamwork helps students succeed in group projects.

d) For instance, children who read every day develop stronger vocabulary skills.

2. Fill in the blacks with: such as, for example, for instance:

a) Students can use several digital tools, _____Google Classroom and Quizlet, to learn vocabulary.

b) _____, some schools provide free lunches to support children from low-income families.

c) _____, teenagers who participate in sports tend to have better time management skills.

d) Many animals, _____dolphins and elephants, are known for their intelligence.

3. Read the sample paragraph and identify the example. Begin it with a linker and write it in the space provided. Underline the example sentence. How is it related to the previous supporting sentence?

Why Is Music Important to Many People?

Music has always played a very important role in people's life. Music is a form of art that accompanies everyone from life to death. A baby falls asleep to the music of a lullaby, a teenager plays a musical instrument, an adult listens to music soothing the soul. There is music for any occasion: wedding, birthday, Christmas, New Year. _____, on Valentine's Day love songs hit the top charts. On parties and holidays people celebrate with loud music. Moreover, music relieves stress and improves the mood. When people feel blue there is always something nice to cheer them up. A tune of rock and roll, jazz or pop music will entertain anyone. All in all, it is hard to imagine one's life without music.



4. Write a paragraph using your own example.

Topic sentence: The role of music in people's life is tremendous.

Supporting sentence 1_____

_____

Supporting sentence 2 _____

_____

Example: _____

_____

5. Fill in the paragraph with the topic sentence and an example from literature:

Reading Books Is a Way to Reduce Stress.

Reading books is _____.

First, books help us escape from everyday problems by taking us into new stories and adventure.

For example, _____

_____

_____. Second, reading calms the mind which makes people feel more relaxed.

_____

_____To sum

up,_____

_____

2.4. Writing Examples in Argumentative and Persuasive paragraphs.

It is important to differentiate examples from argumentative paragraphs and persuasive paragraphs. They should be real, based on facts, statistics, studies, research, historical data, scientific facts. They support the sentences in a neutral tone and don't appeal to emotions.

Useful linkers here:

According to statistics…

Research shows that …

For instance, studies conducted by …

An example that supports the idea is…

Students should wear uniforms because they reduce social inequality. For example, a 2023 survey showed that 68 % of parents noticed fewer conflicts related to clothing at school after uniforms were introduced.

In persuasive paragraphs the purpose is to persuade emotionally and personally. The examples can be personal, hypothetical, from the personal experience or real-life stories. The tone is subjective.

Useful linkers:

Imagine a situation where…

Think about how it feels when…

For example, many students feel more confident when…

A real-life story shows that…

1. Read the exercise and add an example based on statistics. Use the following connectors: For example, according to statistics, a recent study shows that….

Reading improves concentration. _____

_____

Exercise is good for mental health. _____

_____

Social media has a big impact on young people. _____

_____

Learning a foreign language helps your brain. _____

_____

2. Identify the type of example (fact, statistics, expert opinion, personal, hypothetical) What type is accepted for a persuasive paragraph and an argumentative one:

According to UNICEF, over 280 million children worldwide don't attend school. _____

Imagine being a student who cannot afford school books. _____

From my own experience, teamwork helps me stay motivated. _____

Research shows that students who sleep less than six hours perform worse on tests. _____

According to psychologists, children learn better through plays. _____

3. Complete with the example required:

a. Reading develops empathy. (add a statistic) _____
b. Students should wear uniforms (add a hypothetical example) _____
c. Sports help students focus (add a personal example) _____
d. Recycling should be encouraged. (add a fact) _____

4. Underline the example that can fit in argumentative paragraph:

a. For example, many people think healthy food is important.
b. According to a WHO report, 60 percent of adults eat less than the recommended amount of fruit and vegetables.
c. I enjoy studying English online.
d. In 2024, over 70 percent of students in Europe used digital apps to learn English.

5. Write an argumentative paragraph by filling the space:

Recycling helps protect the environment. According to the _____

_____

Experts also say that recycling reduces _____

If _____.

Therefore, everyone should take responsibility for the planet's future.

2.5. Writing Conclusions

The final sentence summaries the ideas and arguments presented in the body. The concluding sentence signals the end of the paragraph and reminds the reader of the controlling idea. Here are three tips to help you write a good concluding sentence:

The concluding sentence begins with a concluding linker. Most concluding linkers have commas after them, others do not. Here are some followed by a comma:

All in all *In short*

Indeed *In summary*

In brief *To summarize*

To conclude *In conclusion*

To sum up

Not followed by a comma:

It is clear that

These examples show that

You can see that

The evidence suggests that

The concluding sentence makes the connection between the topic sentence and the concluding one or reminds your reader of the topic sentence by repeating the controlling idea of your topic sentence in different words. Do not copy the topic sentence.

Topic sentence-*Some hobbies are too expensive.*

Concluding sentence-*Indeed, most people simply do not have enough money for certain pastimes.*

The concluding sentence summarizes the main points of the paragraph.

Concluding sentence-*In short, only the wealthiest of people can afford to be serious collectors of coins, old cars, and art.*

The concluding sentence may include your final thoughts, a suggestion, or a prediction. Nevertheless, never end the paragraph with a new and unrelated idea.

Incorrect-*In conclusion, becoming a collector offers a great deal of enjoyment.*

Correct-*In conclusion, consider the cost before beginning a new hobby.*

Do not use the phrase "At last" as an end-of-paragraph signal. At last means 'at the end of a long period of time", as in this sentence; "At last, you've come home"

A concluding sentence serves two purposes:

- It signals the end of the paragraph.
- It leaves the reader with the most important ideas to remember.

You can do this in two ways:

- By summarizing the main points of a paragraph

Or

- By repeating the topic sentence in different words.

A paragraph does not always need a concluding sentence. For single paragraphs, especially long ones, a concluding sentence is not needed for every paragraph in a multiparagraph essay.

PRACTICE

1. Read the concluding sentences provided and write the best of it on the line. Be prepared to explain your choice to the class.

Getting Involved in Summer Camp Activities

Students who participate in different projects during summer receive a number of advantages. To begin with, joining a summer camp or attending summer activities or events can provide much needed activities to keep away boredom. There are a number of students who can't stay cross handed even during their time off. In addition, getting involved in student activities at a summer camp is a good way to make friends. This is especially important for students who are feeling alone during their first days of their vacation. Another advantage is learning new skills. For example, students who belong to Altair camp can learn more about their major and develop leadership skills that will be valuable later in life.

_____

_____

- In conclusion, students can have a lot of fun when they join summer camp activities.
- In conclusion, students who are involved in camp life get more out of school.
- In conclusion, students will not feel lonely if they join a summer camp with other students.

2. Underline the topic sentence in the paragraph. Add a concluding sentence to the paragraph. You may either paraphrase the topic sentence or by summarizing the main points.

Anyone can be a good speaker by being a good listener. While discussing with a person, be careful to the conversationalist' words. Agree or disagree with him by using gestures like nodding or moving your hand. Moreover, don't disturb while he is speaking, it shows disrespect. Even if you have something important to say, wait until the speaker has finished his speech. Also, watch your body language, it can affect your communication whether you are the speaker or the listener. For instance, do not swing on the chair or make agitated movements with your hands or feet. Be calm and bend your hand showing interest in the discussion. _____

_____

3. Write your paragraph of 70-80 words including 1st supporting sentence+explanation, 2nd supporting sentence+example/detail, the concluding sentence.

Students who participate in different projects during summer receive a number of advantages.

_____

_____

_____

_____

_____

2.6. Writing Coherent Paragraphs.

In order to make the paragraph coherent each sentence should flow smoothly into the next without shifts or jumps. A coherent paragraph also highlights the ties between old information and new information to make the structure of ideas or arguments clear to the reader.

Features of Writing Coherent Paragraphs

Feature	Description	Purpose / Effect	Example / Notes
1. Unity	The paragraph contains one main idea; all sentences support it.	Keeps writing focused and clear.	A paragraph about *benefits of reading* should not mention unrelated topics.
2. Topic Sentence	Introduces the main idea, usually at the beginning.	Helps the reader know what the paragraph is about.	"Regular exercise improves mental health."
3. Logical Order	Ideas are organized in a clear sequence (chronological, spatial, cause-effect, etc.).	Makes the paragraph easy to follow.	"First… Next… Finally…"
4. Linking Words / Connectors	Words that show relationships between sentences (addition, contrast, sequence).	Creates smooth transitions and flow.	*however, therefore, in addition*
5. Consistent Point of View	Same tense, person, and perspective throughout the paragraph.	Prevents confusion for the reader.	Do not switch from "students" to "you" to "we."
6. Supporting Details	Facts, examples, explanations that develop the main idea.	Strengthens the paragraph and adds clarity.	Examples, statistics, descriptions.
7. Smooth Transitions	Sentences connect naturally using pronouns, repetition, or key words.	Improves cohesion and readability.	"This habit…" "Such benefits…"
8. Concluding Sentence	Summarizes or restates the main idea.	Brings closure to the paragraph.	"Therefore, reading every day is essential for growth."

There are different techniques for bringing coherence in a paragraph:

Repeat key words and phrases. Particularly in paragraphs in which you define or identify an important idea or theory, be consistent in how you make reference to it. This consistency and key word repetition will link the paragraph together and help the reader comprehend your arguments.

Be consistent in verb tense, number, pronouns and ideas. If you move from "you" to "one", from "past to present", from a "man" to "they" you make your paragraph less coherent and puzzle the reader.

Use connectors. They are also named connecting words or linking words or linkers. They help the reader understand the ideas better and help the writer make connection between ideas.

Connectors for Addition	**Connectors for Contrast**	**Connectors for Cause and Effect**	**Connectors for Examples / Illustration**
and	however	because	for example
also	on the other hand	so	for instance
in addition	nevertheless	therefore	such as
furthermore	although	as a result	to illustrate
moreover	even though	consequently	in particular
besides	yet	thus	
as well as	in contrast	for this reason	
Connectors for Sequence / Order	**Connectors for Comparison**	**Connectors for Summarising / Concluding**	**Connectors for Descriptive Writing (Spatial Order)**
first, second, third	similarly	in conclusion	on the left / on the right
then	likewise	to sum up	in front of
after that	in the same way	overall	behind
finally	just like	in summary	near
next	just as	all in all	next to
before / after			in the middle
meanwhile			around

PRACTICE

1. Read the paragraph. How is coherence achieved here?

A Good Friend

A good friend should be honest. Honesty is the foundation of any strong friendship because it creates trust between people. When a friend tells the truth, even if it is difficult, it shows respect and care. An illustration for my point is the book The Adventures of Tom Sawyer by Mark Twain, where Tom and Huck are honest with each other about their plans and secrets, which strengthens their friendship. Dishonesty, misunderstandings and problems can quickly damage a friendship. Therefore, honesty is essential for a friend to be reliable and supportive in both good and bad times.



2. Work with a partner or in groups. Describe another quality that a friend should possess and write your persuasive paragraph in 8 sentences.

_____

_____

_____

_____

_____

_____

_____

_____

1. Look at the title. What is the topic of a paragraph? Look at the second sentence. What does it say about the topic? Look at the last sentence. Does it summarize the main points or restate the topic sentence in different words?

Leisure Time

In today's busy schedule, it is usual to miss the idea of the importance of time off. Whether it lasts for a couple of minutes or a few quarters of an hour or whole days, the time for relaxation has a number of tremendous good effects. To begin with, your time out reduces stress that can damage your health. For example, there are people that relax by watching movies or reading. Others go to the gym. Regardless of the activity they embrace, they start feeling physically and emotionally healthier. Another advantage is creativity. Persons taking up hobbies such as painting, travelling, and dancing develop new talents and get ideas that they use at school or in the office. Last but not least, interests outside of work can lead to a positive attitude. For instance, when volunteers help children learn something, they feel proud of what they have achieved. Then they feel like working harder when they return to their basic activities. All in all, leisure time helps people stay healthier and makes them work more industriously and productively.

2. Pay attention to the adjectives. They offer more precise details, add color to your writing. Write the same paragraph paraphrasing it as much as possible.



3. Put the sentences in the right order so as to make a well-built paragraph. Underline the connecting words.

What Gift Would Be a Suitable One for Your Peer?

Furthermore, it will be a practical and indispensable thing to be taken on any trip. To sum up, the soft toy pillow is the best thing a teenager can receive on his birthday. Last but not least, it won't fill your space and anyone can find a tiny place to fit in. Comfortable sleep may always be something anyone desires. Nonetheless, after much consideration I think it will be a soft toy pillow. These days we live in the world of big consumers with a great variety of choices thus being offered some comfort but to my mind a more confusing and stressful situation when it comes to choosing an appropriate gift for a friend on his birthday. To begin with, a soft toy pillow will be a great memory of our friendship.

_____

_____

_____

_____

_____

_____

_____

_____

_____

2.7. Linking Words. Function and Use

The role of linkers, also called transition words or connectors, play an important role as they connect the ideas in the paragraphs, making the text clearer and easy to read. Without them the writing can seem choppy and difficult to understand.

For example, words like first, next, and finally show the order of ideas. Meanwhile, because, so, and therefore explain reason and result.

Comparison Table: Linking Words vs. Connectors

Aspect	Linking Words	Connectors	Similarities
Definition	Single words or short phrases that join ideas within a sentence.	Words, phrases, or expressions that connect ideas between sentences or paragraphs.	Both help connect ideas and improve coherence.
Length/Form	Usually single words (and, but, because).	Can be single words or longer phrases (however, on the other hand, as a result).	Both can be simple or complex depending on context.
Scope	Mostly used at the **sentence level**.	Used at **sentence and paragraph level**.	Both improve the logical flow of writing.
Function	Show simple relationships (addition, contrast, cause).	Show broader logical relations (sequencing, summarizing, exemplifying).	Both express relationships between ideas.
Grammar Type	Often conjunctions.	Often adverbials, discourse markers, or transitional phrases.	Both can act as transitional elements.
Complexity	Generally simpler; common in informal writing.	Often more formal; common in academic writing.	Both appear in academic or non-academic texts.
Examples	and, but, or, because, so, although	however, therefore, in addition, on the contrary, as a result	Both include words like *however, therefore* depending on classification.

Nowadays, all in all, the third advantage, furthermore, I do agree with the idea that, in my opinion, from my point of view, these days, first, firstly, second, secondly, third, thirdly, moreover, what's more, besides, additionally, in addition, to sum up, to cut the story short, briefly, in conclusion, to sum it all up, from all outlined above, to conclude I can say that, taking all these into consideration, finally, all things considered, apart from, let me first consider, let us consider, I think, I believe, to sum up I would like to point out, another positive aspect, consequently, therefore, as far as I am concerned, for example, for instance, to draw the conclusion.



A Basic Paragraph-4 Key Parts

1	Topic sentence	Key topic in this paragraph
2	Development	The topic discussed in more details
3	Example	Support/data/evidence/statistics that show that your development is valid, credible.
4	Summary	Overall main points summarized/evaluated

PRACTICE

1. Rewrite the linking words in the space provided for the topic sentence, body, conclusion. You may add some more if you know any.

The topic sentence	**The body**	**The concluding sentence**
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. Read the sentences and recognize the linker in each sentence and say what is shown (addition, contrast, reason, result, example)

Discipline is important because it helps students focus.

However, some students find it difficult to follow the rules.

For example, punctuality shows respect for the teacher.

Therefore, teachers should explain clearly why rules exist.

In addition, discipline teaches students how to be responsible.

3. Choose the correct linker:(because, however, for example, in addition, as a result)

Students need discipline _____they can learn effectively.

Some pupils talk during the lesson, _____,the class loses time.

_____, respecting the rules helps everyone stay focused.

_____, teachers should set clear expectations for students.

Some students don’t like strict rules, _____, they prefer freedom.

4. Join the pairs of sentences with a suitable linker: (because, although, therefore, moreover, for instance)

Some students don’t do homework. They get low grades.

_____

Teachers should be fair. Students will respect them more.

_____

I like discipline. Sometimes I find it difficult to stay quiet.

_____

Good behavior helps learning. It also makes the teacher’s job easier.

_____

Some rules seem strict. They are necessary for a calm atmosphere.

_____

5. Rewrite this paragraph by replacing some linkers with synonyms.

Discipline is important because it helps students learn better. For example, punctual students usually perform well. In addition, discipline makes the classroom calm. Therefore, teachers should encourage it.

_____

_____

_____

2.8. Outlining

To organize ideas, make an outline before you begin to write. An outline is a plan; in other words, it is like an architect’s plan for the house. Imagine building a house without a plan. The plan not only helps you to organize the ideas. It also ensures that you don’t leave out anything important. An outline may look like this:

Topic sentence	*India*
A. Supporting sentence 1	*delicious cuisine+example*

B. Supporting sentence 2+explanation *architecture + A building*

C. Supporting sentence 3 *wildlife*

Concluding sentence *paraphrasing the topic sentence or wrap the points*

Topic sentence *From all English speaking countries I would prefer to visit India.*

Supporting sentence 1 *I have chosen it for its mind-blowing flavor and spicy cuisine, including a spectrum of vegetarian and meat-based dishes.*

Example *As an illustration for the fact mentioned is the warming mutton curry called Jungly Ma. Another option may be the sweet territory with the traditional Jalebi, widely found in street markets.*

Supporting sentence 2 *Also, the desire to see the most significant monuments has never left me. One India's most famous landmark-the Taj Mahal is a must visit place being a pillar of Indian history of the 17th century.*

Supporting sentence 3 *Furthermore, India is worth visiting for its incredible wildlife, crowning its expansive grasslands and forests with flourishing ecosystems. Setting off on an Indian safari is a brilliant way to encounter its magnificent animals.*

Concluding sentence *All in all, India is on top list due to its cuisine, wildlife and architecture.*

PRACTICE

1. Create your outline and write your paragraph on the same topic:

Topic sentence _____

Supporting sentence 1 _____

Example _____

Supporting sentence 2 _____

Explanation _____

Supporting sentence 3 _____

Explanation _____

Concluding sentence _____

2. Write your paragraph.

_____

_____

_____

_____

_____

_____

_____

_____

_____

3. Use your imagination and creativity to complete the mini paragraphs below:

There are many reasons why I love _____

One reason is _____

_____

Another _____

_____

What is more, _____

_____

Above all, _____

_____

Of all the social networks in the world, I would recommend that you use _____

In the first place, _____

_____

More importantly, _____

_____

On top of that _____

_____

In short, _____

_____

There are many reasons I dislike _____

First, _____

_____

Furthermore, _____

_____

Finally, _____

_____

For all reasons, it is clear that_____

_____

2.9. Review Focus

- **A topic sentence must be a complete sentence, with a subject and a verb.**
- **A topic sentence should be neither too general nor too specific. If it is too general, the reader cannot tell exactly what the paragraph is going to discuss. If it is too specific, the writer will not have anything to write about in the rest of the paragraph.**
- **A topic sentence should not have unrelated controlling ideas.**
- **Good supporting sentences explain or prove the topic sentence**
- **Supporting sentences are specific and factual**
- **Supporting details can be examples, statistics, or quotations.**
- **A good concluding sentence signals the end of a paragraph.**
- **A good concluding sentence summarizes the important points briefly or restates the topic sentence in different words.**

Chapter III. Independent Writing Tasks

3.1. Steps in Writing a Paragraph

PRACTICE 1

The process of writing a paragraph:

You are going to write a persuasive paragraph on the topic suggested by your teacher.

Use all you have learnt about the basic structure of a paragraph. Follow the steps in the writing process.

Step 1: Prewrite to get ideas

Here is list of pre-writing techniques that can be used in pre writing stage:

Use the topic that you selected.

You may try free writing, listing, or brainstorming.

Gather ideas about your topic until you are satisfied with it.

Underline or highlight the parts that you like the most.

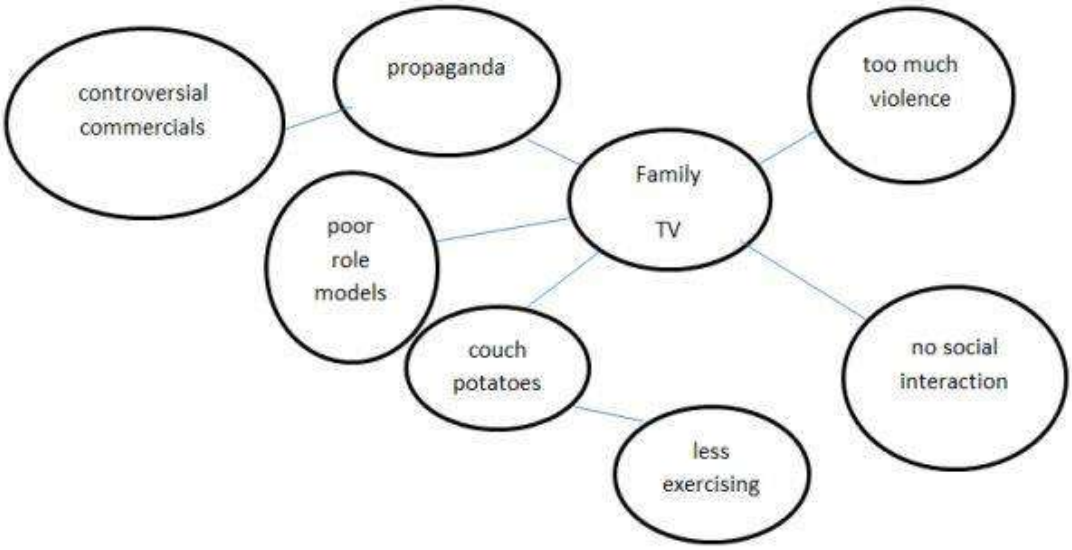
Create a web that can also help you collect and organize ideas.

Remember that your colleague might have some experience or knowledge to share. Listen carefully to what others have to say and ask questions about opinions and stories that emerge.

Brainstorming alone or with others.

Clustering is a type of brainstorming. Begin by writing a word or phrase on a piece of paper. Circle it. Now, outside this circle, write down any word or phrase that you associate with that nucleus word. Put each idea in its own circle and connect it with the nucleus. Branch out from the new circle in a similar manner. When a new train of thought begins, start again at the nucleus.

Limit and refine a topic.



Choose a technique recommended and put ideas on paper, words on paper.

Step 2: Organize your ideas

Make a detailed outline. Include your topic sentence, your supporting sentences and your conclusion. Use your outline to guide you as you write. Organize your ideas ranking from the most important to least important.

Step 3: Write the first draft

Write the first draft at the top of your paper.

Begin with a topic sentence. Be sure it states your controlling idea.

Include a supporting sentence for each of your main points.

Use examples and explanations to support your main points. Use signals to introduce your examples.

Write a concluding sentence. Use a transition signal.

Pay attention to the sentence structure.

Include both simple and compound sentences and punctuate them correctly. Use adjectives and adverbs to add color and detail to your paragraph.

Write a title. It should clearly identify your topic.

Step 4: Revise and edit your draft

Exchange papers with your classmate and ask him to check your first draft. Write a second draft. Check your second draft for format, content, organization, grammar, punctuation, capitalization, and sentence structure. Proofread it, fix any errors and fix the time.

Step 5: Time your writing. You should start from 50 minutes and lastly succeed to write your paragraph in 30 minutes.

PRACTICE 2

1. Write a well-built persuasive paragraph on the topic:

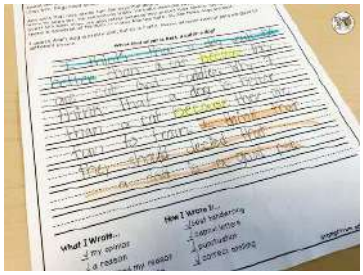
Step 1: Prewrite to get ideas. (Choose one strategy-listing, free writing, clustering, brainstorming, questioning)

Step 2: Organize your ideas. (from most important to least important)

Step 3: Write the first draft.

Step 4: Revise and edit your draft. (proofreading)

Step 5: Time your writing. You should start from 50 minutes and lastly succeed to write your paragraph in 30 minutes.



3.2. Guided Paragraph Writing. What Country Would You Never Visit?

Write a paragraph on the topic: What country would you never visit? Include the topic sentence, supporting sentences and the concluding sentence. The paragraph can range between 6-8 sentences.

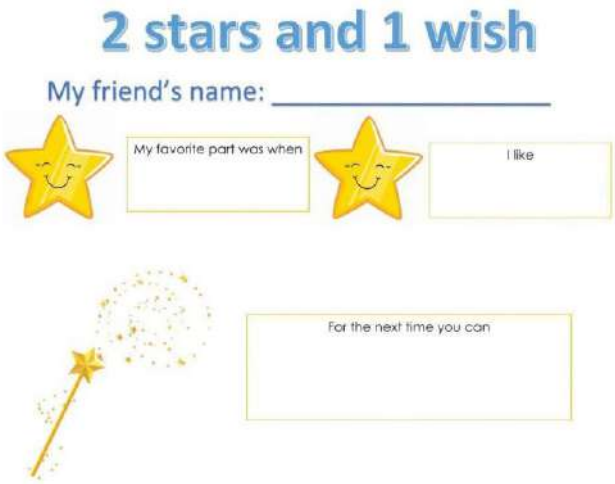
Pre-writing-ideas on paper-group work.

First Drafting-organizing Ideas-Individual work.

Peer evaluation!

Is your topic good/relevant/irrelevant/general/specific? Are there included supporting sentences and details that support the topic sentence? Are the supporting sentences presented in logical order? Is each sentence a complete thought? Are the linkers appropriate? Is your example good? Does the concluding sentence wrap up by stating the main points or does it summarize the topic sentence?

Write 2 things done well and one recommendation-



Final drafting-publish-individual work.

Check in pairs for punctuation, spelling, grammar!

3.3. Guided Paragraph Writing: The Advantages of Wearing a Uniform

Write a paragraph on the topic: The advantages of wearing a uniform. Include the topic sentence, 1st supporting sentence+explanation, 2nd supporting sentence+example, 3rd supporting sentence+detail,concluding sentence.

Useful phrases and expressions: to obey the regulations, to be a badge of pride, to be mandatory, to have less trouble in picking clothes, to focus on studies.

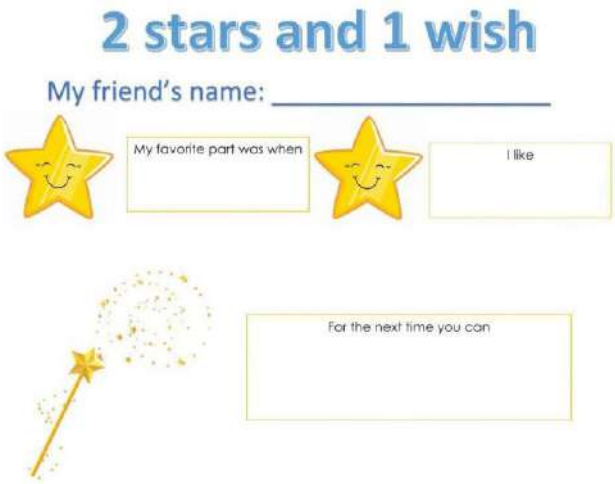
First drafting-ideas on paper-group work.

Second Drafting-organizing ideas-Individual work.

Peer evaluation!

Is your topic good/relevant/irrelevant/general/specific? Are there included supporting sentences and details that support the topic sentence? Are the supporting sentences presented in logical order? Is each sentence a complete thought? Are the linkers appropriate? Is your example good? Does the concluding sentence wrap up by stating the main points or does it summarize the topic sentence?

Write 2 things done well and one recommendation-



Final drafting-publish-individual work.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Check in pairs for punctuation, spelling, grammar!

3.4. Guided Paragraph Writing: The Disadvantage of Wearing a Uniform

Write a paragraph on the topic: The Disadvantages of Wearing a Uniform. Include the topic sentence, supporting sentences and the concluding sentence. The paragraph can range between 6-8 sentences.

Useful phrases and expressions: drawbacks, to show off, to be alike, outfit established by others, to develop the habit of making choices by themselves, to suit someone.

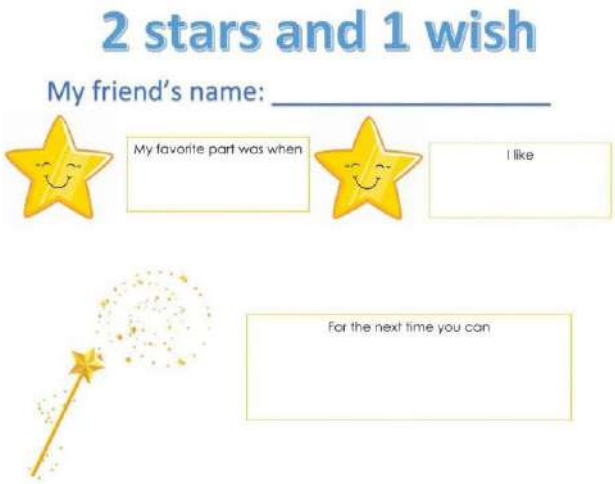
Pre-drafting-ideas on paper-group work.

First Drafting-organizing ideas-Individual work.

Peer evaluation!

Is your topic good/relevant/irrelevant/general/specific? Are there included supporting sentences and details that support the topic sentence? Are the supporting sentences presented in logical order? Is each sentence a complete thought? Are the linkers appropriate? Is your example good? Does the concluding sentence wrap up by stating the main points or does it summarize the topic sentence?

Write 2 things done well and one recommendation-



Final drafting-publish-individual work.

Check in pairs for punctuation, spelling, grammar!

Chapter IV. Writing Paragraph Using Thematic Vocabulary

4.1. Lesson 1. Visiting a Museum

Activity Type: reading, vocabulary and writing exercises, graphic organizer completion, writing a paragraph.

Focus: writing an argumentative paragraph about benefits of visiting a museum.

Aim: to guide students into writing an academic paragraph on the required topic.

Read about the largest museum in the world and do the tasks associated with it:

The Smithsonian Institution in Washington, D.C., covers so many subjects and contains so many objects that you have to call it a super-museum. In fact, its collection of artifacts and memorabilia is rather vast-more than 134 million items. The Smithsonian Museum needs 17 separate museums to hold everything. Even more incredible is that the museum is free to the public because the institute is funded and managed by the United States government. Even though the Smithsonian is an American institution, it was because of an Englishman's generosity that it exists today.

In 1829, wealthy British scientist James Smithson died and passed his enormous fortune on to his nephew Hungerford. However, Smithson stated in his will that if Henry died without having children, all the money would be donated to the U.S. government. He wanted the government to establish an institution "for the increase and diffusion of knowledge".

As it turned out, Hungerford did not have any heirs, so the money came to America. Congress debated for many years about how exactly the money should be used, but in 1846 President James Polk signed a bill into a law that founded the institution.

Today, almost 24 million people visit the Smithsonian museums each year, including the National Museum of Natural History, The National Portrait Gallery, The National Museum of American Indians, the Zoological Park, and many others.

1. Write the words from the text that match the meanings below:

Objects that are worth remembering _____

Enormous, wide-reading _____

Financially supported _____

The act of scattering or spreading out _____

2. Guess the words on the basis of the definition provided: (not based on the text)

A person who collects things of a specified type, professionally or as a hobby is a c_ _ _ _ _ _ _ _.

If you don't have to pay for the entrance of the museum you say it is f_ _ _ _ _ _ _ _ _ _ _ _.

The objects displayed at a museum are called a_ _ _ _ _ _ _ _.

To display means to e_ _ _ _ _ _.

3. Write the synonyms for the words given. Use a dictionary if necessary:

Exhibits _____

To exhibit _____

Astonishing _____

Colossal _____

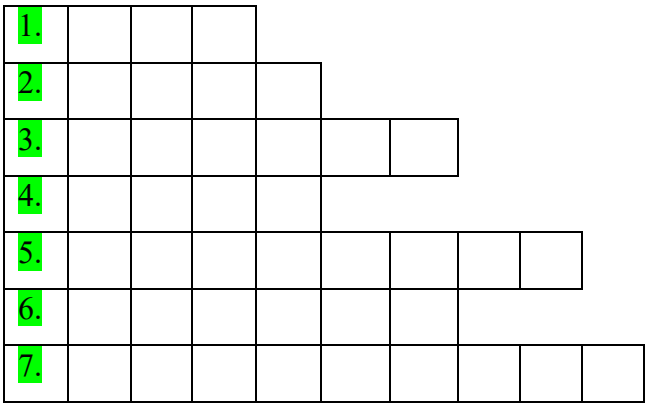
Painters _____

Employee _____

Breathtaking _____

Must-see place _____

4. Do the crossword and find a new word down. Find its meaning with the help of a dictionary.



Across:

1. Differ in size, amount, degree, or nature from something else of the same general class.

2. Something that is part of a list or group of things.

3. Care for and protect (someone or something) while they are growing.

4. A tall, narrow building, either free-standing or forming part of a building such as a church or a castle.

5. A usually simple object (such as a tool or an ornament) showing human workmanship or modification as distinguished from a natural object, an object remaining from a particular period.

6. A room or building for the display or sale of works of art.

7. An event or occurrence which leaves an impression on someone.

5. Write an argumentative paragraph on the topic" *The Benefits of Visiting a Museum"* listing advantages. Write the topic sentence, the supporting sentences, the concluding sentence using the structure suggested:

_____.

First of all, it allows us to _____

_____.

In addition, museums _____

_____

_____

_____They

also _____

_____For

example, studies show that when students see real objects or artworks they can _____

_____

_____Therefore, visiting museums is an excellent way to_____

_____



4.2. Lesson 2. Dangerous Diseases

Activity Type: reading, vocabulary and writing exercises, graphic organizer completion, writing a paragraph.

Focus: writing a paragraph of contrast and comparison about testing animals on research purpose.

Aim: to write a paragraph of contrast and comparison on the required topic.

1. Read the paragraph. Choose the word below the paragraph that fits best in each numbered blank:

Laughter is a good medicine. Scientists believe that laughter (1) _____ (heals/stresses/weakens/strengthens) the heart and lungs. Laughter burns calories and may help (2) _____ (raise/lower/eliminate/elongate) blood pressure. It also (3) _____ (relieves/increases/revives/releases) stress and tension. If you are (4) _____ (excited/enthusiastic/nervous/knowledgeable) about an upcoming test, laughter can help you relax.

2. Fill the gaps using these key verbs: Mutate, disclose, multiply, piece together, recover, outweigh, evolve, merge.

1. If something_____ something else, it is more important, more useful or more valuable than the other thing.

2. If two things_____ _, they combine or become mixed so that you can no longer tell the difference between them.

3. If something_____, it changes genetically.

4. If you _____ something together, you create something by combining separate parts to make a whole.

5. To _____ means to give information to people, especially information that was secret.

6. The verb to _____ means to develop gradually over a period of time.

7. If you _____ from a disease, you become fit and healthy again.

8. To _____ means to increase by a large amount.

3. Match these idioms with their meaning:

1. Swept the globe	*from the beginning again*
2. Claimed the lives	*became stronger and difficult to stop*
3. A handful	*spread around the world very quickly*
4. From scratch	*just a few*
5. Played a part	*killed*
6. Took hold	*had a role*

4. Insert the necessary prepositions: to (3), with (2), from (2), for:

1. Give rise _____

2. Merge _____

3. _____ *scratch*

4. Responsible _____

5. Available _____

6. Injected _____

7. Escape _____

8. similarities _____

5. Write a paragraph expressing your opinion on the matter below.

Is it right or wrong to recreate dangerous diseases for the purpose of research?

On one hand, recreating dangerous diseases can be useful because_____ _____For example, it may help scientists to _____ _____. On the other hand, this practice can be risky since_____ _____Moreover, there is a concern that _____ In contrast, some people argue that_____ _____Nevertheless, the potential benefits include_____ _____Therefore, while there are clear dangers, the advantages might overweigh the _____.

4.3. Lesson 3. Travelling

Activity Type: reading, vocabulary and writing exercises, graphic organizer completion, writing a paragraph.

Focus: writing a narrative paragraph about personal adventures while travelling.

Aim: to guide students into writing a narrative paragraph on the required topic.

1. This is a mad lib-style worksheet. Ask your partner to give information for each item below. When you are done, use the numbers next to each item to fill in the blanks in the story. Numbers next to each blank in the story match the items below. Give the paragraph to read it out loud-get ready to laugh.

1. Person's name_____

2. Adjective_____

3. Noun_____

4. Linker to give example_____

5. Noun_____

6. Linker for the second reason_____

7. Adjective_____

8. Adjective_____

9. verb_____

10. noun (an activity) _____

11. concluding linker_____

12. a large number_____

13. adjective_____

14. linker for the third reason_____

15. adjective_____

Why Do People Travel?

I do believe that _____ (1) should travel as there are many reasons for travelling. The main reason that people travel is that they can make full use of the _____ (2) resources that a trip can offer. _____ (1) learn from it, exploring and admiring thus expanding their knowledge in different areas like biology, geography, arts, and _____ (3). Some places of interest may arise travelers' curiosity about who built it, in what year and so. _____ (4), a tour guide will take you to a spot and give you detailed information about the _____ (5) that cannot be found in the internet or learnt at school. _____, (6) travelling offers you a nice opportunity to socialize especially if _____ (1) doesn't travel alone. A nice companionship is needed and _____ (7). On a trip _____ (1) can find a _____ (13) friend that may inspire and give a feeling of security or warmth for

the lifetime. _____ (14), the third reason worth mentioning is that travelling means entertainment and _____ (10) Some people _____ (9) much and are waiting for the moment of having fun or _____ (10). _____ (11), there is a never-ending list to follow in addition to what is said above like getting more acknowledged, building links or relaxing that lure to take up travelling and people should try it more and more.

2. Have you ever had any trouble at the airport? Tell your classmates about the problem, but don't say how the problem was resolved. Write some scenarios: the best outcome and the worst outcome.

Passenger	Best outcome	Worst outcome
Your plane was due to leave at 00.30 on 2nd of April at the airport on 3rd of April so you have missed your plane.		
Your luggage exceeds the weight allowance by 5 kg.		
You are waiting by the gate to board your plane. You notice one of the other passengers looks like a terrorist like in pictures you saw in the newspaper. You do not want to travel on the same plane as that person.		
Your story:		

3. Write a narrative paragraph about a trip to remember or an adventure. Use narrative tenses like past simple, past perfect, past continuous, past perfect continuous.

A Trip to Remember

(When)_____I had the best trip of my life. It was a trip; I can never forget. It was_____(season). This trip made me so happy because I _____

_____

The first thing I did_____

_____ Then,

_____

_____

_____One of the most exiting experience was _____

_____

_____

_____Finally, before leaving, I _____

_____

The trip will always remain in my memory because_____

_____

Vocabulary to use: Go sightseeing, explore the city, go hiking, swimming, sunbathing, buy souvenirs, unforgettable, crowded, try local food, monuments.



4.4. Lesson 4. Inspirational Quotes

Activity Type: reading, vocabulary and writing exercises, graphic organizer completion, writing a paragraph.

Focus: writing a descriptive paragraph about an idol. (your teacher, mother, influencer…)

Aim: to guide students into writing descriptive paragraphs on the required topic, to practice and expand the vocabulary on the topic.

Read the text and do the tasks associated with it. What quote represents you personally?

Oprah Winfrey is an Emmy Award-winning talk show host, media executive, Academy Award-nominated actress, and philanthropist. She is best known for being the host of the wildly popular program, *The Oprah Winfrey Show*, which aired for 25 seasons from 1986 to 2011. Its success helped her become the world's first woman billionaire in 2003.

She was born on January 29,1954, in the rural town of Kosciusko, Mississippi. Her aunt named her after the biblical figure Oprah. After a troubled adolescence in a small farming community, where she was sexually abused by a number of male relatives, Winfrey moved to live with her father Vernon Winfrey, a barber and businessman.

Winfrey attended East Nashville High School. In 1972, she won the Miss Black Nashville pageant. She would go on to become Miss Black Tennessee and compete for Miss Black America. In 1971, Winfrey entered Tennessee State University and majored in speech communications and performing arts. She began working in radio and television broadcasting in Nashville and dropped out of college in 1975, one credit shy of her degree. Years later, she resumed her studies and graduated as part of Tennessee State's 1986 class.

She has never married nor had her own children. In a 2019 interview, she said she feels a maternal connection through the work of the *Oprah Winfrey leadership Academy*.

Winfrey is a producer, actress, and television icon. She was the first Black American woman to own her production company. She was nominated for an Academy Awards in her first movie, *The Color Purple*. She is also very well known for her quotes. Here are some of them:

- *What I learned at a very early age was that I was responsible for my life. And as I became more spiritually conscious, I learned that we all are responsible for ourselves, that you create your own reality by the way you think and therefore act. You cannot blame apartheid, your parents, your circumstances, because you are not your circumstances. You are your possibilities. If you know that, you can do anything.*

- *What other people label or might try to call failure, I have learned, is just God's way of pointing you in a new direction.*
- *This is what I know for sure: In order to be truly happy, you must live along with and you have to stand for something larger than yourself. Because life is a reciprocal exchange. To move forward, you have to give back.*
- *Learn from every mistake because every experience, encounter, and particularly your mistakes are there to teach you and force you into being more who you are.*
- *When you're doing the work you're meant to do, it feels right and every day is a bonus, regardless of what you' re getting paid.*
- *Every right decision I've made—every right decision I've ever made—has come from my gut. And every wrong decision I've ever made was a result of me not listening to the greater voice of myself.*
- *No matter what triumphs, defeats, sad times, painful times, whatever you have to go through in life—you are your own best thing.*
- *You're never going to run out of people who are looking for a more joyful life.*
- *I've always known that life is better when you share it. I now realize it gets even sweeter when you expand the circle.*
- *When you do well, do your best, people notice.*
- *Nothing about my life is lucky. Nothing. A lot of grace, a lot of blessings, a lot of divine order, but I don't believe in luck. For me, luck is the moment of preparation meeting the moment of opportunity. There is no luck without you being prepared to handle that moment of opportunity.*

1. Match the words with their definitions:

Pageant	*a person who introduces guests and performers, especially on TV or radio.*
Host	*a competition in which young women and girls are judged on their beauty.*
Major(v)	*lose the energy or interest to continue doing what you are doing, end.*
Drop out of	*stop going to classes before they have finished their course.*
Fulfill a goal	*a person who helps the poor, especially by giving them money.*
Run out of	*to deal with, have responsibility for, or be in charge of.*
To handle	*do something that is expected, hoped for, or promised, or to cause it to*
Philanthropist	*study something as your main subject at college or university.*

2. Write the suitable prepositions to the words you have encountered in the text:

Regardless _____

To be responsible ___

To be well-known ___

To give _____*yourself*

_____*the way*

3. Who is your idol or influencer? Write a descriptive paragraph on the topic: My idol. Include the name, general description, physical appearance, character, why she/he is worth being admired. Follow the tips.

The famous person I would like to describe is _____(name). She/he is a _____

_____ (general description, who is she/he?). _____

_____

_____

_____ (physical appearance). _____

_____

(describe the character). _____

_____ (what has she/he done?) _____

_____

(inspirational detail as conclusion).

4. Choose one inspirational idea expressed by Oprah Winfrey that you liked most. Explain your choice by writing a guided paragraph.

The inspirational idea from Oprah Winfrey that I appreciated the most is_____

_____

One reason why this idea resonated with me is that_____

_____

Another important reason is that _____

_____

For example, I experience something similar when_____

_____

For these reasons, Oprah's idea _____ _____

_____

Chapter V. Assessment Rubrics

5.1. Teacher's Assessment Form

1. Respecting length

3 points for 80-120 words.

1 point for 60-80 words

0 points for less than 60 words.

Topic Development

Relevant topic sentence-(2p)

Irrelevant topic sentence-(1p)

The lack of topic sentence-(0p)

Paragraph development:

The supporting sentences are relevant, fully related to the topic sentence, 2 in number. (2p)

The examples are irrelevant and don't support the topic sentence or are less than 2. (1p)

The arguments are not in connection with the topic sentence. (0p)

Example:

The supporting sentence/argument is supported by 1 relevant example. (2p)

The supporting sentence/argument is supported by an irrelevant example. (1p)

The example is missing-(0p)

Conclusion:

Relevant conclusion that restates the main points. (2p)

Irrelevant conclusion. (1p)

The conclusion is missing. (0p)

2. Linguistic Competence (semantic aspect)

The pupil used 2-3 connectives when expressing different ideas or giving examples. (2p)

The pupil used only 1-2 connectives when expressing different ideas or giving examples. (1p)
The pupil used no connectives when expressing different ideas or giving examples. (0p)

3. **Linguistic competence (lexis and orthography)**

The pupil makes use of a wide range of literary and relevant topical vocabulary, using it correctly and respecting the orthography. (2p)
The pupil makes use of neutral, relevant topical vocabulary. (1p)
The pupil uses poor vocabulary with multiple repetitions of the same words. (0p)
Note: one point will be equal to three lexical or orthographic mistakes, therefore, if you make more than nine mistakes that are not repeated, points are no longer decreased.

4. Linguistic competence (grammar and orthography)

The text has no grammar/spelling mistakes. (2p)
The text has 1-5 grammar/spelling mistakes. (1p)
he text has more than 5 grammar/spelling mistakes. (0p)
Note: one point will be equal to three lexical or orthographic mistakes, therefore, if you make more than nine mistakes that are not repeated, points are no longer decreased.

GradeMe

Write a paragraph on the following topic: _____

	Topic sentence 2 / 1 / 0
	Supporting sentence1 2 /1 /0
	Example 2/0
	Supporting sentence 2 2/ 1 /0
	Concluding sentence 2/1/0
	Vocabulary 2 / 1 / 0
	Connectives 2 / 1 /0
	Grammar Spelling
	Total points _____

18p-10

16-17p-9

14-15p-81

12-13p-7

10-11p-6

8-9p-5

Chapter VI. Grammar Practice

6.1. Clauses of Purpose

Clauses of Purpose follow the sequence of tenses.

Paragraph Type	Example Paragraph	Clause of Purpose
Expository	*Students should review their notes regularly **so that they can retain information better**. Teachers often give quizzes **so that students understand the material more deeply**. Group discussions are encouraged **so that learners develop critical thinking skills**.*	*so that they can retain information better, so that students understand the material more deeply, so that learners develop critical thinking skills*
Descriptive	*The park has many benches **so that visitors can sit and enjoy the scenery**. Pathways are lined with lanterns **so that people feel secure at night**. There are quiet corners **so that readers can enjoy their books in peace**.*	*so that visitors can sit and enjoy the scenery, so that people feel secure at night.*

1. To infinitive: *She came **to see** us.*

2. In order to/in order not to: *She invited us **in order to discuss** the environmental problems. He hurried **in order not to** miss the bus.*

3. So that+will/can/may: *She is writing the letter **so that she will/can/may apologize** for her behavior.*

4. So that+would/could/might: *They encouraged her **so that she would/could/might do** the best in the competition.*

5. *So as to/so as not to: They hurried **so as to catch** the bus. They slowed down **so as not to** get into an accident.*

6. In case+present tense: *Take your hat **in case it gets** too hot.*

7. In case+past tense: *We took an umbrella **in case it rained.***

1. Choose the correct phrase for the following sentences:

We worked hard just before Christmas (so that/in order to/to) _____we could enjoy the holiday.

She studied hard (in order to/ so that/so as not) _____pass the exam.

He left early (so that/in order to/to) _____ he would catch the first bus. /

John just popped out (to buy/ for buy/ buy) _____ the paper.

He arrived at the office before the others (so that/in case) he could start work early.

This oven is used (for make/to make/for making) _____bread.

This bracelet is (to/for/in order to) _____ Sarah. It's her birthday tomorrow.

John whispered (for/so as not to/to) _____disturb the other passengers on the flight.

Take your house keys in case I (went/have gone/will go) _____ out.

Eva admitted her fault in case she (will be/would be/ was) _____ caught red handed.

The river Nistru should be protected so as (supply/to supply) _____ water to citizens.

2. Paraphrase using the clauses of purpose:

I left to catch the first bus. (so as to) _____

I left early to catch the first bus. (so that) _____

I left early to catch the first bus. (in order to) _____

We use emails to communicate quickly. (so that) _____

We use emails to communicate quickly. (so as not to) _____

3. Translate the sentences into English using clauses of purpose:

1. *Am închis ușa ca să nu deranjez pe nimeni.*

_____

2. *Băiatul a luat trenul de 5.30 ca să ajungă acolo înainte de a se întuneca.*

_____

3. *Noi am scris Anei azi dimineață astfel ca să ajungă la noi joi.*

_____

4. *Ea a trimis o telegramă tatălui ei ca să afle vestea cea bună.*

_____

5. *Citește textul cu voce tare ca să-l poată auzi toți copiii.*

_____

6. *Închide ușa ca să nu iasă pisica afară.*

_____

7. *El a cumpărat la toți cadouri pentru ca toți să fie mulțumiți.*

_____

8. *Am stat în picioare ca să văd toți actorii din piesa mea de teatru preferată.*

_____

9. *Am fugit la stația de autobuz ca să prind autobuzul.*

_____

10. *Profesorul a cerut elevului să repete cuvintele noi de mai multe ori ca să le poată pronunța corect.*

_____

4. Write your guided paragraph on the topic suggested. Mind the usage of the clauses of purpose by underlining purpose connectors.

People study for many reasons. They study so that they_____

_____They learn new skills in order to _____People read books and attend classes to _____

_____

They study hard so that they can _____

_____

Second, some people study languages for the purpose of communicating with others and travelling to new countries so that_____

_____*In all this way,*

_____.

5. Refer to the sample above and write your expository paragraph on the topic suggested. Mind the usage of the clauses of purpose by underlining purpose connectors.

Why Do People Go to University?

_____

_____

_____

_____

_____

_____

_____

_____

Vocabulary to use: gain knowledge, develop skills, to advance career prospects, better job opportunities, pursue personal interests and passions, acquire critical thinking abilities, gain practical experience, gain independence and responsibility, broaden horizons, achieve academic goals.

6.2. Adverbial Clauses of Result

Adverbial Clauses of Result may be introduced by *that* following an adjective, adverb or noun preceded by so or such or so that. An adjective or an adverb is preceded by so, a noun by such. So, …that, such…that and so that are followed by a present tense if the main verb is present, and by a past tense if the main verb is past.

Paragraph Type	**Example Paragraph**	**Adverbial Clause of Result**
Expository	*Regular exercise is essential for maintaining good health. Exercise improves blood circulation so that oxygen and nutrients are delivered efficiently to all parts of the body. It also*	*so that, in such a way that*

	strengthens the muscles, so that people can perform daily activities more easily. Moreover, it reduces stress and anxiety in such a way that mental well-being improves significantly. Therefore, including exercise in your daily routine is necessary so that both your body and mind stay healthy.	
Descriptive	*The garden behind the old house is a peaceful retreat. The flowers bloom in vibrant colors, so that the entire garden looks like a living painting. A small fountain splashes gently, so that the air feels cool and refreshing on hot summer afternoons. The scent of jasmine spreads through the paths, in such a way that every visitor feels relaxed and calm. As a result, the garden becomes a perfect place to read or meditate quietly.*	*so that, in such a way that, as a result*

The boy speaks so unclearly that I can never understand what he says.

It was so foggy that we couldn't see the road.

It was such a foggy night that we couldn't see the road.

He worries about his son all day, so that he can't sleep at night.

When *so that* is used. That is sometimes omitted.

Example: *No one answered the first time so I called again.*

Sometimes for emphasis so is placed at the beginning of the sentence. The verb must then be inverted.

Example: *So absorbed was she in her work that she did not hear the knocks at the door.*

1. Combine each of these pairs of sentences by using: so…that, or such…that:

Model: *A. The dress cost a lot of money. I couldn't afford it.*

The dress cost so much money that I couldn't afford it.

B. It was a bad storm. We had to seek shelter.

It was such a bad storm that we had to seek shelter.

1. The pie was good. I ordered another one. 2. Tom was exhausted. We went to bed. 3. It was cold coffee. I caught a cold. 4. We had fun. We want to go on that school trip again. 5. The music was loud. It gave me a headache. 6. She is an ambitious girl. I am sure she will be successful. 7. The wind was strong. It blew down several trees. 8. It was sunny. The driver couldn't see before his eyes. 9. He speaks silently. I can hardly follow him. 10. It was a heavy table. He couldn't move it by himself. 11. I stayed at that hostel for a long time. I finally had to leave. 12. The water was dirty. I wasn't able to swim. 13. The coffee was sweet. I couldn't drink it. 14. It was a difficult problem. I couldn't solve it. 15. The table was heavy. I couldn't move it without help.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

2. Translate into English:

1. *Ea a vorbit așa de clar încât noi am putut înțelege tot ce spunea.*

_____

2. *Era atâta lume la teatru, încât nu am putut găsi nici un loc.*

_____

3. *Atât de repede vorbea ea încît de-abia o puteam urmări.*

_____

4. *El a fugit atât de repede, încât noi nu l am putut prinde.*

_____

5. *Nu ne puteam auzi pe profesor, așa că m-am mutat în față.*

_____

6. Paltoanele nu i s-au potrivit, astfel că el le-a întors la magazinul de haine.

_____

7. Atât de violentă a fost furtuna, încât copacii întregi au fost dezrădăcinați și rupți.

_____

8. Nu aveam cerneală în stilou, așa că nu am putut scrie scrisoarea.

_____

3. Complete the sentences supplying adverbial clauses of result:

The dress was so expensive that _____.2. She is such an ambitious student that _____3. So quickly did he speak that_____. 4. The soup was so hot that _____5. It started to rain so _____6. To such an extent was she hurt that _____7. It was so hot that _____8. I was so tired that_____9. She game so much trouble that_____.

6.3. Relative Clauses

Relative clauses are introduced by:

1. Relative pronouns

2. Relative adjectives

3. Adverbs

Relative clauses are of 2 kinds:

1. Defining

2. Non-defining.

A defining relative clause is one that is essential to the meaning of the sentence.

Example: This is the man who broke his leg. In defining clauses that can be used as the subject for both persons and things (though who is often preferred after people and after the pronoun those. Which is occasionally used as the subject for things, but that is much more common.

Paragraph Type	Example Paragraph	Relative Clause
Expository	*A smartphone is a device **that allows people to communicate instantly**. It also has many applications **which help users organize their tasks efficiently**. The battery, **which lasts for several hours**, ensures that people can use it throughout the day.*	*that allows people to communicate instantly, which help users organize their tasks efficiently, which lasts for several hours*
Descriptive	*The library, **which is located at the center of the city**, is surrounded by tall oak trees. It has a reading room **that is filled with sunlight in the morning**. The shelves, **which are made of dark wood**, give the space a warm and cozy atmosphere.*	*which is located at the center of the city, that is filled with sunlight in the morning, which are made of dark wood*

Example: The girl who(that) lives opposite my house is pretty.

The book that (which) is lying on the desk is mine.

!!! We can't use which for people.

When the relative is the object of the verb in the clause, the relative pronoun is usually omitted. This is the boy I met at the theatre.

This is the dress I bought yesterday.

Non-defining relative clauses are not essential to the meaning of the sentence and can be omitted. The non-defining relative clause gives extra information about a person or thing. The non-defining relative clause is put between commas. It doesn't use the relative pronoun that for people. It uses which for things and who for people. (Murphy)

W. Shakespeare, who was the greatest poet of the 16th century, opened the Globe theatre in the open air.

My sister Sara, who lives in London, is a shop assistant. (in non-defining clauses we don't use that)

We stayed at the Continental Hotel, which my sister recommended. (we can't use that)

My cousin suggested applying for a new job, which he is trusting a lot.

We can also use whom for people when it is the object.

This morning I met Chris, whom I hadn't seen for ages.

In both types of relative clauses, we can use whose or where.

Kate, whose dress was spoiled by a spot, was in a very bad mood.

Martin has just visited London, where her daughter lives.

1. Make one sentence from two. Use the sentence in brackets to make a relative clause. (non-defining) You will need to use who, whom, whose, which, where: (Murthy, 2012)

Sara is very amiable. She lives next door.

Sara, who lives next door, is very amiable.

a) We stayed at the Park hotel. A friend of ours recommended it.

We stayed at the Park Hotel, which a friend of ours recommended.

b) We often visit our friends in Cambridge. It is not far from London.

We often go to visit our friends in Cambridge_____

c) I went to see the doctor. She told me I needed to change my diet.

I went to see _____

d) Steve is one of my closest friends. I have known him for a very long time.

Steven_____

e) Liza is away from home a lot. Her job involves a lot of travelling.

Liza_____

f) The new stadium will be finished next month. It can hold 90,000 people.

_____

g) Alaska is the largest state in the USA. My brother lives there.

_____

h) Our teacher was very kind. I have forgotten her name.

_____

2. Read the information and complete each sentence. Use a relative clause defining or non-defining. Use commas where necessary. (Murthy, 2012)

a. There is a woman living next door to me. She is a doctor.
The woman who lives next door to me is a doctor.

b. I've got a brother called Ben. He lives in London. He is an architect.
My brother Ben, who lives in London, is an architect. (Murthy, 2012)

There was a strike at the factory. It began ten days ago. It is now over.

The strike at the factory _____

I was looking for a book this morning. I've found it now.

I've found _____

I've had my car for 15 years. It has never broken down.

My car_____

A job was advertised. A lot of people applied for it. Few of them had the necessary qualifications.

Few of _____

(Murthy, 2012)

3. Some of these sentences are incorrect. Correct them and put commas where necessary:

Anna told me about her new job that she is enjoying very much.

Anna told me about her new job, which she is enjoying very much.

My office that is on the second floor, is very small.

_____

The office I'm using at the moment is very small.

_____

Mark's father that used to be in the army, now works for a TV company.

_____

The doctor that examined me couldn't find anything wrong.

_____

The sun that is one of million stars in the universe provides us with heat and light.

_____ (Murthy, 2012)

Compare what and that:

What happened was my fault.

Everything that happened was my fault.

The washing machine that sold well is not produced any more.

1. Explain what the words mean. Write a sentence with who.

An architect is someone who designs buildings.

A designer is someone _____

A dentist is someone _____

A nutritionist is someone _____

A journalist is someone _____

A firefighter is someone _____

2. When talking about things, use that or which. Make one sentence from two. Use who/that/which. (Murthy, 2012)

The girl was injured in the accident. She is now in hospital.

The girl who was injured in the accident is now in hospital.

A waitress served us. She was impolite and impatient.

The _____

A building was destroyed in the fire. It has now been rebuilt.

_____

Some people were arrested. They have now been released.

The _____

A bus goes to the airport. It runs every half hour.

The _____

3. Refer to the grid and write an expository paragraph using adverbial clauses of result.

The Job of a Firefighter

_____

_____

_____

_____

_____

_____

_____

Vocabulary to use: to protect people, protect property, occur an emergency, respond to accidents, equipment, to put out fires, rescue people, to prevent fires, teach community, require courage, physical strength, essential role.

4. Complete the sentences. Choose from the box and make a relative clause:

Example: Helen works for the company that makes furniture. (Murthy, 2012)

Invented the telephone
Runs away from home

Stole my wallet Were hanging on the wall Gives you the meaning of words Can support life Cannot be explained

The book is about a girl _____

What happened to the pictures_____

A mystery is something _____

The police have arrested that man_____

A dictionary is a book _____

Alexander Bell was the man_____

It seems that Earth is the only planet _____

5. Correct the wrong sentences:

I don't like stories who have unhappy endings. _____

Where's the nearest shop who sells bread? _____

The driver which caused the accident was fined $500. _____

Do you know the person that took these pictures? _____

6.4. Conditional Clauses

The second conditional expresses an imaginary, unreal situation in the present.

The third conditional expresses a real, unreal situation in the past.

If+past simple	**Future in the past: would+V1**
If+past perfect	**Future perfect in the past**

	Would have done **or modals** **Might have done** **Could have done**

If I knew Paul's number, I would call him.

We wouldn't have any money if we didn't work.

If the weather had been good, we would have gone out/might have gone out/could have gone out.

!!!We can use were instead of was for all persons.

If I were you, I wouldn't buy that cardigan. (Murthy)

Wish+ Past simple **If only+**	**Regret about something we don't have now**	**I wish it were warmer now.** **If only it were summer now.**
Wish+ Past perfect **If only +**	**Regret about a thing done or not done in the past**	**I wish I had known that Carry was ill then.** **If only I had known that Carry was ill then.**

Paragraph Type	**Example Paragraph**	**Conditional Clause**
Persuasive	*If our school offered longer art classes, students would develop their creativity much faster. Many learners feel they cannot fully express their ideas in short lessons. If teachers had more time to guide practical activities, students would produce better projects and feel more confident. Moreover, the school would build a stronger artistic culture, which would motivate students*	*If+past simple* *If+would+V1*

	to participate in competitions. Therefore, if the administration supported this change, it would greatly improve students' creative skills.	
Persuasive	*If the community had invested in environmental education earlier, local pollution would have decreased significantly. Many residents continued harmful habits because no one taught them how to recycle or reduce waste. If schools had organized ecological workshops, students would have influenced their families in positive ways. And if local authorities had launched awareness campaigns, people would have changed their behavior sooner. As a result, the town would have enjoyed cleaner air, safer parks, and a healthier environment.*	*If+past perfect*

1. Choose the right form of the verb:

If I (am/were) you, I would become a holidaymaker.

I wish it (is/were) summer now.

If only I (had/have) a little sister!

I wish we (are/were) not here.

If I (would have/had) enough time, I (came/would come) to see you.

If only he (doesn't/didn't) tell lies!

I wish my sister (were/will be) not ill.

If you (called/will call/had called) me, I (told/would tell/would have told) you that secret, but you didn't.

If only they (found/will find) him alive!

If it (were/will be) warm tomorrow, we (don't/wouldn't) stay at home.

2. Circle the correct answer:

a) ***Conditional Type I*** *expresses unreal situations* *T* *F*

b) ***Conditional Type I*** *expresses real situations.* *T* *F*

c) ***Conditional type I*** *you don't use present simple* *T* *F*

d) In ***conditional type III*** *you use past simple* *T* *F*

e) The ***conditional type III*** *uses past perfect* *T* *F*

3. Answer the questions:

1. What would you do if you won a lot of money? 

_____

_____

2. What would you do if you met an alien? 

_____

_____

3. What would you do if you got lost in the forest?

_____

4. What would you do if you saw a ghost?

_____

5. What would you do if you saw a burglar in your room?

_____

6. What would you do if you got fat?

_____

4. Choose the right item:

a. If I _____my finger, it wouldn't have hurt for weeks.

a) cut b) didn't cut c) hadn't cut

b. The police officer made the driver _____the car.

a) stopped b) stop c) stopping

c. The plane to Paris _____early on Monday morning.

a) will take off b) is going to take off c) would take off

d. When my mother was in hospital, I _____with my aunt.

a) was staying b) stayed c) had been staying

e. If my train _____late, I will take a taxi.

a) were b) will be c) is

f. If I were you, I _____a lamp on the wall.

a) will fix b) fixed c) would fix

g. I wish I _____her.

a) would know b) know c) knew

h. If only she _____the truth to me then!

a) tell b) will tell c) had told

5. Complete the ideas:

1. If I were you, I _____

2. I wouldn't be sleepy if I _____

3. If I spent less time on social media, _____

4. If I stayed on the phone less, _____

5. If technology were less developed, _____

6. Refer to the grid and write a paragraph using the second conditional. The topic sentence is already crafted.

If teenagers spent less time on social media, they would have a healthier lifestyle. _____

_____
_____
_____
_____
_____
_____
_____
_____
_____

Vocabulary to use: scrolling through posts, engaging in activities, balanced use of technology, focus on real-life goals, improve sleep quality, digital habits, promote, meaningful lives.

7. What would you have done in these situations? Play the game using conditional type III. Follow the example below:

(Example: If I had taken the medicine, I would have felt better then. If I had felt better then, I would have written the test well. If I had written the test well I would have been more proud of myself).

1. You got sick last week because you didn't follow the dietician's advice.

_____
_____
_____

2. You got food poisoning after eating undercooked chicken at the restaurant.

_____
_____
_____

3. You got in contact with sick people and you caught a flu.

_____
_____
_____

4. You stopped exercising and you put on weight.



8. Refer to the grid and write a paragraph of the same structure using conditional type III:

If people had developed healthier habits, they would have enjoyed a much better quality of life.

Vocabulary to use: more energetic, follow a balanced lifestyle, take care of the well-being, avoid health problems, avoid junk food, long term benefits, make positive changes, stronger immune system, have healthier routines.

Chapter VII. PUNCTUATION FOCUS

PUNCTUATION RULE	EXPLANATION	Example
Capital Letters	Use for names, countries, nationalities, languages, days, and months.	Maria lives in Spain and speaks Spanish. Summer is coming!
Full Stop (.)	Put a full stop at the end of a sentence.	I enjoy reading in my free time.
Question Mark (?)	Use at the end of a direct question.	Where do you live?
Comma in a list (,)	Use commas to separate three or more items.	We bought apples, bananas, and grapes.
Comma after an introductory word/phrase	Use a comma after words like first, then, in the morning.	First, we discussed the main ideas.
Comma before linking words (and/but/so)	Use a comma before and, but, so when joining two independent ideas.	I like reading, and I enjoy writing too.
No commas before "because"	Do not use a comma before "because" when it introduces a reason.	I stayed at home because it was raining.
Although (contrast connector)	Introduces a contrast. No coma needed at the beginning of short sentences.	Although it was raining, we went to the park. Although he was tired he continued working.
Apostrophes for possession. ('s)	Use a apostrophe to replace missing letters in contractions.	I'm happy because we're going on a trip.
Quotation Marks (" ")	Use to show exact words spoken.	"I'm ready". she said.

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