ENGLISH

# WRITING PACKET

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Period:\_\_\_\_\_\_\_\_\_\_

WRITING ESSAYS

INTRODUCTIONS

The first paragraph of every essay is considered an introduction. There are generally three necessary parts to the introduction. These parts include the attention getter, the background/transitional information, and the thesis statement.

Part I: Attention getter

An attention getter is a statement that opens your essay, hooking the reader.An attention getter should arouse the reader’s interest and set the tone. The following are some examples of effective attention getters. Remember that a one sentence attention getter is generally inadequate.

1. Quotation

Include source in parenthesis

Example: *“A flute,” wrote an early nineteenth-century British critic, “is a musical*

*weed which springs up everywhere” (Toff, 56).*

1. Framing generalization

General statement which includes the information to be presented

Example: *Parents, teachers and students generally agree that A-hour classes are a*

*valuable option in meeting credit requirements during high school.*

1. Anecdote/event/scenario

Prescribe a specific event or scenario which relates to the topic you are exploring.

Example: *A parent-teacher meeting was scheduled on Friday for the struggling student. The mother arrived, impeccably dressed, but indifferent to the lack of effort her child was expending in his calculus class. Without commitment from either the mother or the student, the teacher was unable to provide assistance towards graduation.*

1. Definition

Use this only if the definition is not obvious and your essay topic is unfamiliar to a general

audience.

Example: Oxford English Dictionary defines “apparition” as . . . (70).

1. Statistic or Fact

Example: The Center for Disease Control survey of more than 25,000 adults revealed that 55% do not exercise three times a week . . . (Runner’s World, 12).

1. Description

Example: It has a body of bronze and wings made from razor blades, and it behaves so much like a bee that it can convince real ones to leave their hive in search of nectar. It is a robot built by Danish and American researchers who study how bees communicate (Scientific American, 47).

1. Mystery/Intrigue

Talk about the subject without specifically naming it.

**8. Metaphor:**

Education is the backbone of society. Without it, the structure of a country will become arthritic and destined to be cared for and directed by stronger, more capable entities.

**9. Contradiction:**

The traditional family is a fragile structure, but it is still a strong foundation for well-adjusted children. The familial structure needs a great deal of nurturing in order to survive the stresses placed upon it from the bombardment of daily impositions.

**10. Dramatic or eye-opening statement (could include a statistic):**

High school is nothing more than an unnecessary stress imposed on teenagers by a conspiracy of adults. At least that is what many, if not most, teens infer when they rail on about the imposition of academia on their all too important social calendars.

Part II: Background/Transitional Information

It may be difficult to distinguish exactly where your attention getter ends and your transitional information begins, if the process has been done smoothly and correctly.

* Connect your attention getter to your thesis sentence.
* Provide the author and title of the work.
* Identify unfamiliar terms.

Part III. Thesis statement

* A thesis statement focuses your writing
* Your thesis statement is a combination of the subject about which you are writing and your opinion. It must be a complete sentence. (Thesis = subject + opinion) It can never be a question.

A specific **subject** + a **specific opinion** = an **effective thesis statement**

**Sample thesis statement:** *Changing the face of the world, the internet has become one of the most important inventions of the 21st century.*

**BODY PARAGRAPHS**

Body paragraphs contain the main structure of your essay, including your arguments and analysis of those arguments. Each body paragraph in your essay must include **four** parts.

**Part I: Topic sentence/premise** which includes a transition that smoothly links information from the introductory paragraph to the topic of the body paragraph and supports the thesis statement.

**Part II:** Specific **concrete examples** or **details**. This is your support or evidence proving that your topic is valid. You must include at least **two concrete examples for each topic sentence**. A transition must be used to introduce the second example in the body paragraph. Most frequently, you will also add a quote to support your example.

**Part III. Discussion/Elaboration/Analysis** comes next. Regardless of what you call it, this is the essential information that explains why the example is a good one and supports the topic sentence.

**Part IV.** A **concluding sentence**, which generally summarizes the information in the paragraph.

# CONCLUSION

The concluding paragraph must include the following **three** parts.

**Part I. Restatement of the thesis statement**. You should never use exactly the same words in your conclusion as you have used in your introduction. The conclusion must not introduce new material that you have not already discussed in your essay.

**Part II.** Do not restate all the points you have already made in your essay.

**Part III.** End with a **clincher.** The clincher is a statement at the end of your essay that leaves the reader with something to remember. It should also tie your ideas together, and it need not be only a single sentence, nor only one strategy. Examples of clinchers include the following:

* A prediction
* A universal statement about the subject that applies to most people
* A recommendation or call to action
* A quotation that is relevant to your topic
* A conclusion or evaluation drawn from the essay
* An anecdote or metaphor (If you began your essay with this strategy extend it and finish your essay by wrapping it up with the same thread.)
* A remaining problem—pointing to future issues if current circumstances are not addressed
* **Do not ask the reader a question!**

Transitional Expressions

Transitional expressions help to connect your ideas so that the relationship between ideas is clear to the reader. Here are examples of these expressions.

**USE: TRANSITIONAL EXPRESSIONS:**

To show addition: also, and, and then, as well, besides, beyond that, first (second, third,

last, and so on), furthermore, in addition, moreover, next, what is more, again, equally important, indeed, likewise, plus, together with, or, similarly, jointly, another, equally important, not only… but also

To show subtraction: but, nevertheless, still, however, on the other hand, it is true, on the contrary, instead of, against, or, either…or,

less than, different from, other, neither…nor, separately, yet, with the exception, barely, hardly, just, almost, practically, not, in contrast to, instead, although, other than, individually, by groups, even though, after all, and yet, notwithstanding,( at the same time, however), although this may be true, otherwise, on the other hand

To show comparison: also, as well, both, in the same way or manner, likewise, neither,

(similarity) similarly, in comparison,

To show contrast: although, be that as it may, but, even though, however, in contrast,

(difference) nevertheless, on the contrary, on the other hand, yet, whereas, after all, at the same time, conversely, for all that, in spite of that, nonetheless, notwithstanding, still yet,

To show concession of certainly, granted that, of course, no doubt, to be certain, to be sure,

of a point or principle: surely, it is obvious that, after all, although this may be true, at the same time, naturally,

To indicate emphasis: above all, especially, in fact, in particular, one such, indeed, probably, most likely, importantly, most important, of prime or major importance, specifically, mainly, in any event, particularly, specifically, the basic cause, the biggest advantage, the chief factor, principally, especially significant, valuable to note, a key feature, special attention should be paid, a major concern

To illustrate a point or idea: as a case in point, as an illustration, for example, for instance, in particular, one such, yet another

To demonstrate or describe above, beside, below, beyond, further, here, herein, inside, near,

location: nearby, next to, on the far side, outside, to the south (west, east, north)

To qualify: perhaps, maybe, it is possible that, possibly

To give a reason: as, because, for, since, however, for this reason, for this purpose, to this

end, with this object, in order that, ad that, another reason, in response to, why, for

To indicate effect or result: and therefore, because of \_\_\_\_, as a consequence, as a result, consequently, for this reason, hence, therefore, thus, accordingly, hence, in short, then, truly, for this reason, to this end, with this purpose, so that, as determined by, by this, satisfactorily, completely, partially, in part, a number of, there upon, thereby,

To show summary: all in all, finally, in brief, in other words, on the whole, in short, thus, to conclude, to sum up, to summarize, on the whole, for this reason, perhaps, in general, as a result of, supposedly

To indicate a point in time: after a while, after, afterward, at last, at this time or at present, briefly, currently, momentarily, during, eventually, finally, gradually, immediately, in the future, later, meanwhile, now, recently, soon, suddenly, when, before, in the meantime, lately, shortly (after), soon, then, while, presently, since, temporarily, thereafter, until, yet at the same time, at length, when, as soon as, as often as, as long as, recently, from…to…, today, in the same period, sometimes, past, initially, erratically, daily, weekly, monthly, etc.

To indicate an example: for example, for instance, in particular, in this manner, namely, that is, to illustrate, in general, for… then, statistically, incidentally, specifically

To show reiteration: in other words, that is, to put it another way

To show frequency: always, constantly, several, usually, often, one or two, many, few, fewer, more, rarely, some, somewhat, only, throughout, each, never, alternately, all, every, any, most, frequently, infrequently, a percentage of

To show restriction or provided that, in case that, in the event that, even if, as if, as though, if

uncertainty: only

To show place: beyond, in, at, (all prepositions), opposite to, first, second, third, in relation to, what, where, at first, at the inception (beginning), pre-, in the end, post-, finally, here, there, nearby, adjacent to, on the opposite side, contingent to, over, under, neighboring, juxtaposed/juxtaposition

VERB TENSES

A tense is a verb form that shows the time of an action or condition. English has six verb tenses. You will write in either Present, Past or Future Tense.

**Simple Tenses**

|  |  |  |
| --- | --- | --- |
|  | Singular | Plural |
| Present + *s* or *es* in third-person  singular | I sneeze  you sneeze  he/she/it sneezes | we sneeze  you sneeze  they sneeze |
| **Past** | I sneezed  you sneezed  he/she/it sneezed | we sneezed  you sneezed  they sneezed |
| **Future**  will (shall) +  present | I will (shall) sneeze  you will sneeze  he/she/it will sneeze | we will (shall) sneeze  you will sneeze  they will sneeze |

**The following three verb tenses are not tenses which you will use for writing. All of the perfect tenses are made from the past participle.**

**Perfect Tenses**

|  |  |  |
| --- | --- | --- |
|  | **Singular** | **Plural** |
| **Present Perfect**  *have* or *has* +  past participle | I have sneezed  you have sneezed  he/she/it has sneezed | we have sneezed  you have sneezed  they have sneezed |
| **Past Perfect**  *had* + *past*  participle | I had sneezed You had sneezed  He/she/it had sneezed | we had sneezed you had sneezed  they had sneezed |
| Future Perfect *will (shall) have*  + past participle | I will (shall) have sneezed  you will have sneezed  he/she/it will have sneezed | we will (shall have sneezed)  you will have sneezed  they will have sneezed |

**DICTION:**

**Instead of writing “said,” try:**

accused continued grunted persisted snapped

added corrected harped persuaded snickered

ad-libbed cried hesitated pleaded sniffled

admitted dared hinted pondered sobbed

advised declared hissed pouted speculated

affirmed declined hollered prayed spoke

agreed deduced howled preached sputtered

announced defended hummed predicted squeaked

answered demanded implied proclaimed squealed

argued denied indicated pronounced stammered

asked denounced informed proposed stated

assumed described insisted protested stuttered

assured directed instructed presumed submitted

babbled discussed interrupted provoked suggested

balked divulged interpreted questioned tattled

bantered drawled inquired quipped taunted

begged echoed jeered quizzed teased

bellowed elaborated joked quoted testified

bet embellished justified ranted thanked

blamed emphasized laughed realized thought

blurted encouraged lamented recalled threatened

boasted exaggerated lectured refused told

bragged exclaimed lied relayed urged

cackled explained maintained remarked uttered

called expressed mentioned reminded voiced

cautioned exploded mimicked repeated volunteered

chimed fibbed moaned replied vowed

choked flaunted mocked reported wailed

chuckled flirted mouthed responded warned

clarified fretted mumbled restated wept

coaxed fumed murmured roared whimpered

commanded gasped mused scoffed whined

commented giggled muttered scolded whispered

complained grinned nodded screamed wondered

complimented griped noted shouted yawned

concluded groaned objected shrieked yelled

confessed growled offered sighed yelped

consoled grumbled ordered silenced

DESCRIPTIVE WORD BANK

**(FIVE SENSES)**

**TASTE:**

oily rich bland raw buttery hearty

tasteless medicinal salty mellow sour fishy

bitter sugary vinegary spicy bittersweet crisp

fruity hot sweet ripe tangy burnt

**SMELL:**

sweet piney acrid sickly scented pungent

burnt stagnant fragrant spicy gaseous musty

aromatic gamey putrid moldy perfumed fishy

musky spoiled dry fresh sour damp

earthy sharp rancid dank

**TOUCH:**

cool wet silky sandy cold slippery

velvety gritty icy spongy smooth rough

lukewarm mushy soft sharp tepid oily

woolly thick warm waxy furry dry

hot fleshy feathery dull steamy rubbery

fuzzy thin sticky bumpy hairy fragile

damp crisp leathery tender

**SIGHT:**

colorful round dotted tidy white flat

freckled handsome ivory curved wrinkled tall

yellow wavy striped lean gold ruffled

bright muscular orange oval clear sturdy

lime angular shiny healthy green triangular

sparkling fragile turquoise rectangular jeweled pale

blue square fiery sickly pink hollow

sheer miniscule red wide muddy tiny

maroon narrow drab huge lavender crooked

dark massive purple lumpy ancient immense

gray swollen worn attractive silver long

messy perky hazel wiry cluttered showy

brown lopsided fresh lacy black shapeless

clean elegant

**SOUND:**

crash squawk crackle chime thud whine

buzz laugh bump bark clink gurgle

boom bleat hiss giggle thunder bray

snort guffaw bang blare bellow sing

roar rumble growl hum scream grate

whimper mutter screech slam stammer murmur

shout clap snap whisper yell stomp

**Rules for Formal Writing**

# Usage, Style and Content

1. Point of view: Determine which point of view – 1st or 3rd person – is appropriate for your assignment. **Do not use 2nd person (you) point of view.**
2. Do not use: In this essay I will discuss

The purpose of this essay is

To sum it up

In conclusion

I am writing to

3. Make sure to capitalize. "I" should always be capitalized!

1. Do not use contractions.
2. Do use your HIT list.
3. When using numbers in writing, observe the following:

Spell out numbers of one or two words (one or sixty-seven)

Spell out numbers that begin sentences

When the word “o’clock” is being used, always express the numbers in words.

When using several numbers in a sentence, be consistent.

1. Maintain consistent and appropriate verb tense throughout the paper. Literature should be discussed and analyzed in the present tense.
2. Make sure to use the appropriate homonym. (their, there, and they're)
3. Remember that “should have” is correct. “Should of” is not a verb phrase.
4. Use transitions where appropriate.
5. A single-paragraph essay will have an attention getter, supporting details, and a clincher.

A multi-paragraph will have an introduction, body paragraphs with supporting details and commentary, and a conclusion.

1. Do not use a question as an attention-getter or a conclusion.
2. Do not begin a sentence with "and, but, or."

14. Use spell check carefully. Remember there are a lot of words that are spelled almost like another. Choose wisely!

15. Use vivid verbs and colorful adjectives. EX. Ran verses sprinted. EX. Red verses scarlet. These words tend to not be as vague and add information to your sentences.

16. Use grammar check.

17. Watch your word choice and tone! Remember who your audience is.

## Mechanics

1. Beware of comma splices. They create run-on sentences. (A “comma splice” is a comma placed between two complete sentences. Use a period instead.)
2. Use a semi-colon correctly. It is only used between complete sentences; the sentences must be related.
3. Commas and periods belong inside quotation marks at all times.
4. Make sure to vary the sentence patterns. For example: I like grape jelly. I like strawberry jelly. Verses: I like grape jelly. However, strawberry jelly is my favorite.

**Hints:**

1. Many times it is easier to type a response in a word program. The program may have spell check, grammar check, and even a thesaurus. It is easy to use the same words over and over, but in order to improve vocabulary, try using the thesaurus. Be careful not to pick a word that does not fit into the rest of your level of writing.

2. Do not use texting language, especially in formal assignments.

# The ABC’s of Writing Terms

**Attention Getter** – the first sentence in an essay that grabs the reader’s attention.

## Example: Quote, Fact/Statistic, Rhetorical Question, Anecdote, Generalization

**Attitude** – how the author feels about his/her subject.

**Body** – the middle part of the essay which supports the thesis and explains the topic.

**Clincher** – the last sentence in an essay that leaves the reader wondering about the topic.

*Generalization, Prediction, Question, Recommendation, Last Event (anecdote)*

**Closing sentence** – ends a paragraph; should support/relate to what is written in the paragraph.

**Coherence** – the sentences relate clearly and logically to one another.

**Commentary** – a writer’s personal opinions, response, reaction, or reflection about a specific detail within an essay.

**Conclusion** – the final paragraph in an essay, which restates the thesis, wraps up the essay, provides a finished feeling, and leaves the reader thinking about the topic.

**Concrete Detail / Supporting Detail** – supports the topic sentence.

**Drafting** – a stage in the writing process when the rough draft is written.

**Editing** – a stage in the writing process when the rough draft is scoured/proofread for errors.

**Introduction** – the first paragraph in an essay, which grabs the reader’s attention, gives background information, and includes a thesis.

**Paradigm** – a type or style of organization for an essay.

**Point of View** – the perspective from which an essay is told. (Formal English = 3rd person: he, she , they)

**Prewriting** – a stage in the writing process when the writer brainstorms for ideas.

**Revising** – a stage in the writing process when the writer changes ideas and checks for accuracy.

**Thesis statement** – the main point of an essay. (Includes a topic and an opinion or idea.)

**Topic** – the main idea.

**Topic sentence** - tells the main idea of the paragraph.

**Transitions** – words or phrases that lead from one idea to the next. EX: next, furthermore, another example, first, after, next.

**Unity** –all of the sentences in a paragraph support the main idea.

Paradigms (types of essays) and Writing

**Cause and Effect** – shows how one action or event (cause) causes other events to happen (effects), or shows how several actions or events (causes) lead to an outcome (effect). EX. Smoking can lead to lung cancer, bad breath, and wrinkled skin.

**Classification** – classifies items by kind or type. EX: There are many different styles of automobiles including sport cars, trucks, and sedans.

**Comparison/ Contrast** – points out similarities and/or differences. EX: \_\_\_\_ and \_\_\_\_ are both \_\_\_\_\_\_\_\_\_\_\_\_\_, but they differ in \_\_\_\_\_\_\_\_\_\_\_\_\_.

**Descriptive** - loaded with many sensory details/ descriptive phrases EX: Te night was moonless and black. The streetlight’s reflection swayed like a dancer back and forth on the glassy, moss-covered, lake.

**Expository or Informative** – explains or informs with the complete understanding of a subject. EX: This monument honors George Washington, Thomas Jefferson, Theodore Roosevelt, and Abraham Lincoln, all great American presidents who earned their place in history.

**Literary Analysis** – a review, interpretation or explanation of a piece of literature. EX: Jonas, the main character in The Giver, is quite satisfied with his world until he meets the Giver, and then everything changes.

**Narrative** – a story essay which the writer creates in their imagination. EX. Once upon a time in a land far away

**Personal Narrative** –a story told in 1st person (uses I/me) which involves their personal experiences. EX. This was it. There was no turning back. As the well-greased wheels pulled slowly up the track, my grip on the steel bar across my lap tightened…

**Persuasive**–persuades/argues for or against something that is two-sided. EX: Contrary to popular belief, most hunters are friends of the environment.

**Process Analysis** – step-by-step explanation of how-to do something. EX: Studying for a exam takes planning and effort to have a successful result. (sometimes told in 2nd person)

**Summary** – restates the main idea of a reading selection. EX: In the first chapter of To Kill a Mockingbird, Scout is seen as tomboy who loves her father and brother.

MLA formatting guidelines

You must use these MLA formatting guidelines for **all** typed assignments. Your grade one assignments will include your usage of MLA format.

Step 1—

Use **only** Times New Roman; 12 point font

Step 2—

Set the auto format for **double-space** (go to Format, Paragraph, Line Spacing, Double)

Set Page Set-up (in the File menu) so that the *Left*, *Right*, *Top*, *Bottom* margins are all **one inch**.

# Step 3—

You must also include the header, which includes your last name and the page #.

1. Go to View
2. Select Header and Footer
3. Tab to the right hand edge
4. Type your last name
5. Click on the icon that automatically inserts the page number (*if you do not do this, and you enter the number yourself, then all succeeding pages will have the same page number*).

Step 4—

Four items must always appear in the upper left hand corner of the 1st page ONLY.

**Your Name** (first and last)

**My Name** (Mrs. Russo)

**Date** (Day Month 2011)

**Class Name** (English 10, 1st period, etc)

Step 5—

Center the title of your essay or assignment (it MUST be a creative, appropriate title). You will always be required to title assignments.

Step 6—

Be sure to indent the first line of every paragraph ½ inch—no more, no less. You can get a ½ inch by pressing the tab key once.

Word Hit List

1. ‘cause/cuz
2. ain’t
3. alot/a lot
4. and then…
5. awesome
6. bunch
7. dumb
8. good
9. got
10. gotten
11. I (no 1st person pronouns)
12. just
13. like
14. lots
15. many
16. most
17. much
18. nice
19. okay
20. pretty
21. really
22. so/ so then
23. some
24. sorta/kinda
25. sorts
26. stinks
27. stuff
28. sucks
29. thing/s
30. til/till
31. totally
32. um
33. very
34. well (as a transition)
35. whatever
36. yeah/yea
37. you
38. you know
39. ­­­­­­­­­­­­­­­ any form of “to say”
40. any form of “to show”
41. In this essay….
42. As you see….
43. I will tell you about
44. To begin
45. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
46. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
47. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
48. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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68. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
69. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
70. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please keep this in the WRITING section of your notebook. (Don’t panic, we probably won’t end up with 70 words, but I like to be prepared. ☺ )

In addition to all of these words, you must also avoid slang words and phrases as well as contractions. Remember, this is an academic essay, so you need to use appropriately formal language; however, don’t go Shakespeare on me. ☺