Tasks	Description	Assessment
Task 5 Discussion Forum	Discuta o tópico "Writing and genre" com seu tutor e seus colegas após as leituras dos textos propostos.	As atividades 8 e 9 serão avaliadas segundo critérios esta-belecidos
Task 6 Brainstorming online	Para experimentar uma forma simples de "brainstorming", visite o site para criar mapas mentais: https://bubbl.us/.	
Task 7 Video	Veja um vídeo em: para aprender o básico para escrever um parágrafo. http://www.youtube.com/watch?v=ivAvsXeJAqM	
Task 8 Chat	Participe de um chat usando as questões sobre os provérbios. Essa é uma oportunidade de socializar ideias de citações e provérbios a serem utilizados na atividade de escrita.	
Task 9 Production activity	Produção de um texto (um parágrafo) seguindo os passos apresentados nesta unidade. Os passos e a produção final devem estar documentados na tarefa.	
Task 10 Communicating by e-mail	Comunique-se por e-mail com uma pessoa de outro país	

Unit 2 – CONCEPTS OF GENRE AND PARAGRAPH WRITING

7. Writing and genre

Analyzing discourse[4] allows us to draw conclusions about typical paragraph organization. "We can go even further than this, showing longer stretches of typical discourse which almost always behave in the same way. We can describe different types of writing – in different contexts and for different purposes – a different written genre"(HARMER, 2001, p. 27). This allows us to study different ways language is used. We can understand, for example, how postcards are normally written - if we take the idea of genre into account. We can also figure out (discover) how to write a recipe or an academic article appropriately.

In a genre approach to writing, students study texts in the genre they are going to be writing before they begin to do their own writing. So, if we want them to write business letters of various kinds, we let them look at typical models of such letters before starting to compose their own. If we want them to write newspaper articles we instruct them study real examples to discover facts about construction and specific language use which is common in that genre. This forms part of the pre-writing phase.

A genre approach is highly useful for general English students if we want them, even at low levels, to produce

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[4] *Discourse* traduz-se como discurso e, neste contexto, refere-se ao conjunto ordenado de frases escritas.

written work they can be proud of. Students who are writing a certain genre need to consider a number of (*several*) different factors. They need to have knowledge of the topic, the conventions and style of the genre, and the context in which their writing will be read, and by whom. Many of our students' writing tasks do not have an audience other than the teacher, of course, but that should not prevent teachers from proposing writing activities. (HARMER, 2001)

In Unit 1, we used the genre approach for the production of two written texts: a poem and an advertisement. We observed how other people produced their texts within the same genre, both professional writers and English as a foreign language student; then, we analyzed the characteristics and the rhetorical moves of each kind of genre. Only after the process of observation and analysis, we produced our own writing in order to share with tutor and classmates.

A tradução do termo *rhetorical moves* é movimentos retóricos, que podem ser compreendidos como ações lógico-redacionais. São padrões, estágios ou estruturas convencionalmente encontrados em um texto ou no segmento de um texto. Tomemos como exemplo um *abstract,* ou resumo científico: primeiro o autor apresenta o tema e os objetivos do seu artigo; na sequência apresenta sucintamente a fundamentação teórica e a metodologia que embasam o trabalho; e finalmente discorre sobre os principais resultados encontrados. Estes são os movimentos retóricos comuns em um *abstract*.

Faça uma leitura atenta de um excerto adaptado da seguinte tese: SOUZA, Valeska Virgínia Soares. *Dinamicidade e adaptabilidade em comunidades virtuais de aprendizagem*: uma textografia à luz do Paradigma da Complexidade. Orientadora: Vera Lúcia Menezes de Oliveira e Paiva. 2011. 255 f. Tese (Doutorado em Linguística Aplicada) - Faculdade de Letras, Universidade Federal de Minas Gerais, Belo Horizonte, 2011.

Todorov (1988) defende que os gêneros podem ser compreendidos como unidades que podem ser descritas a partir de duas perspectivas distintas, a da observação empírica e a da análise abstrata. Em uma sociedade se institucionaliza a recorrência de certas propriedades discursivas, e os textos individuais são produzidos e percebidos a partir da norma que constitui essa codificação. Um gênero é essa codificação de propriedades discursivas. O autor acrescenta que se faz necessário aprender a compreender os gêneros como princípios dinâmicos de produção, e não apenas o resultado estático da produção textual.

Na proposta sócio-retórica de Swales (1990, 1998, 2004), gênero é compreendido como um tipo de evento comunicativo realizado por uma comunidade discursiva que possui um repertório de gêneros. Cada gênero tem um propósito comunicativo, um léxico próprio e, ainda, convenções discursivas e valores adequados, atribuídos pela comunidade discursiva que o legitima.

Swales (1990, p. 58, itálico original) parte do pressuposto que "seres humanos organizam seu comportamento comunicativo *parcialmente* por meio de repertórios de gêneros" para sugerir uma abordagem para análise de gêneros[5]. Sua proposta embasa-se nos conceitos de comunidade discursiva, gênero e tarefa, que por sua vez estão conectados por um propósito comunicativo. Comunidades discursivas são grupos sócio-retóricos detentores de convenções, formados para atingir determinados objetivos. Gêneros são propriedades dessas comunidades discursivas, compreendidos como classes de eventos comunicativos tipicamente estáveis. Tarefas são os procedimentos processuais moderados pela caracterização dos gêneros na situação sócio-retórica dada ou emergente. Em geral, essa abordagem tem se mostrado muito produtiva para fins aplicados ao investigarmos o discurso socialmente situado, tanto falado como escrito.

Discorro sobre o termo "gênero", que é cada vez mais utilizado na academia e no setor educacional, e poderia ser definido como parte de um repertório pelo qual os seres humanos organizam seu comportamento comunicativo. Entretanto, de certa forma, gênero ainda continua tendo um conceito impreciso, o que não

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[5] "human beings organize their communicative behavior partly through repertoires of genres".

impede o apontamento de que é possível utilizar gêneros para propósitos educacionais sem reduzir cursos ao prescritivismo e sem impedir oportunidades de reflexão sobre escolhas retóricas ou linguísticas. Tal imprecisão pode estar ligada ao fato de que gêneros variam, significativamente em vários parâmetros, como complexidade e meio de expressão, entre outros.

Swales (1990) oferece uma caracterização de gêneros que pressupõe que:

1) gênero é uma classe de eventos nos quais a linguagem ocupa um papel significante e indispensável;
2) o que torna um conjunto de eventos comunicativos um gênero é principalmente possuírem os mesmos propósitos comunicativos;
3) exemplares de gêneros variam em sua manifestação prototípica e geralmente são agrupados por definição ou semelhança;
4) o raciocínio acerca de um gênero estabelece limitações nas contribuições em termo de conteúdo, posicionamento, forma e público-alvo; e
5) é importante considerar a nomenclatura dada ao gênero pela comunidade discursiva e ainda sua posterior validação.

Como estudos embasados em gêneros são comumente equacionados à análise textual, é importante compreender que a ideia que Swales tem de gêneros ultrapassa o conceito de texto. Mesmo sendo necessário utilizar textos para compreender como os gêneros se organizam em termos de informação, retórica e estilo, a análise meramente textual mostra-se insuficiente para a compreensão holística do gênero, porque não oferece o entendimento das razões pelas quais os textos adquiriram certas características.

O que você compreendeu ao ler o excerto adaptado da referida tese? Reflita e escreva abaixo suas reflexões.

BUSTAMANTE, Isabela Gomes. A produção escrita em inglês como língua estrangeira através do ensino de gêneros discursivos: a análise de uma lição. Disponível em: http://www.maxwell.lambda.ele.puc-rio.br/9743/9743

Task 5 – Discussion forum

After reading and reflecting upon what you have read, discuss with your tutor and your classmates at the discussion forum. This forum will be used in other moments of this unit. Remember the criteria for a good performance:
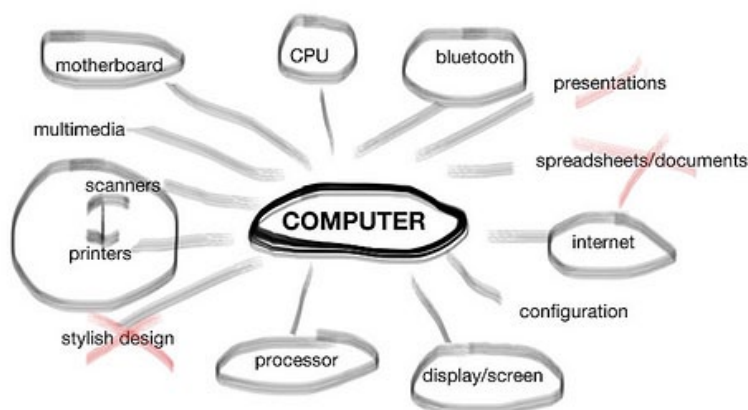
✓ Follow the directions for participation without deviating from them.
✓ Offer arguments that are theoretically founded, demonstrating you have studied the textbook with attention.
✓ Collaborate with your tutor and with your classmates with questions and answers.
✓ Produce a text that is appropriate to the formal demands of academic writing.
✓ Complete the discussion task on time.

1. Writing a paragraph: Brainstorming, Outlining, Topic Sentences, Paragraphing

a. Brainstorming

Brainstorming can be an effective way to generate lots of ideas on a specific topic and then determine which idea – or ideas – is the best. It is a method students can use to generate ideas for writing a composition or a paper. In the process of brainstorming you should discard any concerns about staying organized. The goal is to pour your thoughts onto paper without worrying about whether they make sense or how they fit together.

Two different ways to brainstorm for a writing activity are free form and mind mapping. For the first technique, on a blank piece of paper, begin to write down any idea that comes into your head about your topic. No idea is too small or silly to write down. Don't think about spelling, grammar or where each idea will fit in your paper. Write in point form or using keywords. For the second one, write your main topic in the middle of the page. Write the subtopics of your theme around the main topic. Add even more details around your subtopics until everything you know about your subject is on the mind map. Using different colored pens, connect ideas that are related with lines and arrows. This process will help you to think of ideas, start to organize your thoughts and see where you need to do some more research.

Source: http://www.gyanguru.org/how-to-use-brainstorming-technique-to-write-quickly-and-neatly/

The figure above shows a mind mapping approach to brainstorming. First of all, the topic – computer – is written in the middle of a diagram. Then, the writer pens down all the words that come to his or her mind. Observe that some words are cut out and others are marked for other purposes. After brainstorming, it will be necessary to organize the ideas imagined at first.
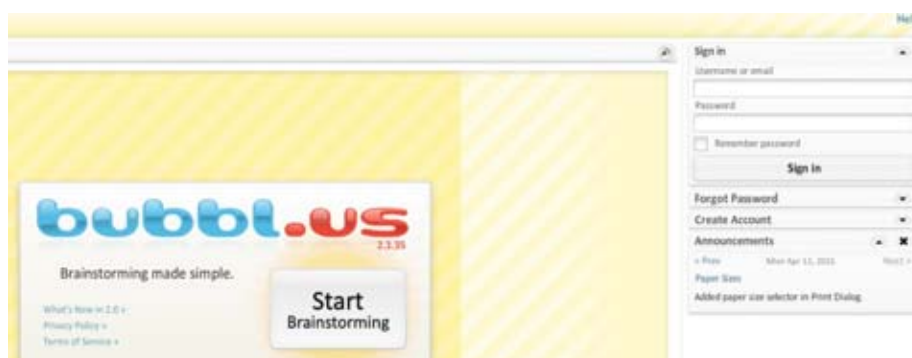
Task 6 – Brainstorming online

One interesting website to create mind maps is https://bubbl.us/. In order to experience "brainstorm made simple", follow the following steps:

Click on "Start Brainstorming".

Type your thoughts in the bubbles. You can create other bubbles and also child bubbles from the first bubble which appears on screen.

TUTORIAL VIDEO

You can watch this tutorial which will help you create a bubbl.us mind map, which is available at youtube: http://www.youtube.com/watch?v=AllXU_3nktU.

The figure below shows a bubbl.us mind map produced by Professor Valeska before she developed an essay on the process of inversion. It will give you an idea of the final look of your work.
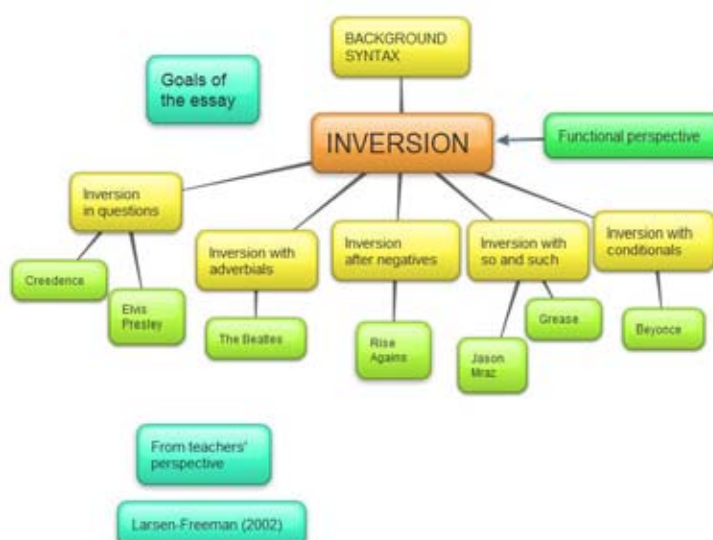
b. Outlining

A second step – outlining – will make writing better-organized, making it easy for the reader to grasp the main idea and follow the logic of the writer's points. Before writing a draft, making an outline is a good way to organize one's thinking by giving ideas order and priority. If the order and the priority of the ideas in one's writing are clear, it will be clear to readers which ideas are main points and which are secondary points.

Let's do some activities adapted from: PHILIPS, D. *Longman Introductory course for the TOEFL Test.* 2 ed. N. Y.: Pearson, 2001.

BEFORE WRITING

The first and most important step when you are writing a paragraph or an essay is to read the writing topic carefully. The writing topic will show you how to organize your response, so you must read the topic and think about how you will organize your paragraph or essay. Study the following writing topic:

> **Essay Topic**
>
> Some people prefer warm weather, while others prefer cool weather. Discuss the advantages of each type of weather. Then indicate which you prefer and why.

As you read this topic, you should think about the organization of your response. Your essay should start with an introduction, and that introduction should mention warm weather, cool weather and the advantages of each. This introduction should be followed by supporting paragraphs describing the advantages of warm weather and the advantages of cool weather. In the final paragraph, you should discuss whether you prefer warm weather and cool weather and why. The final paragraph is your conclusion; it brings together the ideas in the previous paragraphs about warm and cool weather. The following is a good outline for an essay on this topic:

> Paragraph 1: INTRODUCTORY PARAGRAPH
> (mentioning the advantages of warm and cool weather)
>
> Paragraph 2: FIRST SUPPORTING PARAGRAPH
> (listing and discussing the advantages of warm weather)
>
> Paragraph 3: SECOND SUPPORTING PARAGRAPH
> (listing and discussing the advantages of cool weather)
>
> Paragraph 4: CONCLUDING PARAGRAPH
> (saying whether you prefer warm or cool weather and why)

If you are writing only a paragraph, you should follow the same structure and substitute the idea of paragraph for the idea of sentence.

ACTIVITY 1: For each of the writing topics, indicate the type of information that you will include in each paragraph of your response.

INTRODUCTORY PARAGRAPH: mentioning the characteristics of a good teacher
SUPPORTING PARAGRAPH 1: the first characteristic, with an example
SUPPORTING PARAGRAPH 2: the second characteristic, with an example

SUPPORTING PARAGRAPH 3: the third characteristic, with an example
CONCLUDING PARAGRAPH: summary of the characteristics of a good teacher

TOPIC 1: What kind of music do you like most? Give reasons to support your response.

TOPIC 2: Some people prefer to attend large universities, while others prefer to attend small schools. Discuss the advantages of each. Then indicate which you prefer and why.

THE SUPPORTING IDEAS

After you decide how to organize your paragraph or essay, you need to plan your supporting ideas. Your ideas need to support the topic clearly and provide the type of support that the question asks for. Study the following topic:

Essay Topic:

What kinds of classes do you dislike the most? Use examples to support your response.

As you read this topic, you should see that the overall organization of your paragraph or essay should be an introduction, supporting paragraphs with examples of the kinds of classes you dislike, and a conclusion. You should take a few minutes before you begin writing to develop your supporting ideas. In this example, there are three kinds of classes that the writer most dislikes: classes that are too disorganized, too large, or too boring. Each of these ideas is supported with an example.

INTRODUCTION: kinds of classes that I dislike the most

SUPPORTING PARAGRAPH 1: classes that are too disorganized
(example) a history class that I once took that had no syllabus, no clear reading schedule, no clear written assignments, no clear basis for grades

SUPPORTING PARAGRAPH 2: classes that are too large
(example) a chemistry course that I once took in large auditorium with 500 students enrolled, no possibility of discussion with other students or the professor

SUPPORTING PARAGRAPH 3: classes that are too boring
(example) a psychology class that I once took where the professor basically read from the textbook during each class period

CONCLUSION: three least favorite kinds of classes: too disorganized, large, boring

ACTIVITY 2: For each of the following topics, develop ideas to support it.

> TOPIC 1: Some people are very careful with their money, while other people are not. Which kind of person are you? Use examples to support your response.

INTRODUCTORY IDEA: _____

EXAMPLE 1: _____

EXAMPLE 2: _____

EXAMPLE 3: _____

> TOPIC 2: Do you agree or disagree with the following statement? Money cannot buy happiness. Support your response with specific reasons.

INTRODUCTORY IDEA: _____

REASON 1: _____

REASON 2: _____

REASON 3: _____

Go back to Task 5 - Discussion forum – and share your answers with your tutor and classmates.

c. Topic sentences

A good topic sentence satisfies the following two criteria:

- The topic is narrow enough to cover is a paragraph
- The statement about the topic is specific, but general enough to lead to a well-developed paragraph.

Look at these topic sentences. Reflect whether they meet the two criteria.

1. Psychology is an interesting subject to study.

2. I wanted to sign up for the adolescent psychology course, but the class was already full.

3. When a boy in my country turns eight, he faces a number of new responsibilities.

4. B. F. Skinner was a famous American psychologist who studied the learning process.

5. Children who grow up without siblings usually learn to play well by themselves.

6. Children in my country are more dependent than children in the United States.

7. Research has shown that children from happy marriages are more likely to have successful marriages themselves.

8. Children are always interesting to watch.

Reflita e escreva abaixo suas respostas.

ANSWERS:

1. ☺ Both *psychology*, the topic, and the statement about it are too general. Neither would give the writer any direction in developing a paragraph.

2. ☺ *Signing up for a course* is narrow enough to be a good topic, but the statement about it is too specific; there is little more to say. Making an adjustment could result in a better topic sentence: *Registering for classes can be hectic and disappointing.*

3. ☺ The topic, a boy turning eight, is narrow enough, and the statement about it can easily lead to a paragraph. The statement is likely not true of boys in most students' countries, but that is not the point here.

4. ☺ The topic, B. F. Skinner, is sufficiently narrow. The statement about the topic, however, is too general; whole books are written about the learning process.

5. ☺ The topic is narrow enough; the statement about it could lead to a good paragraph about how only children learn to play by themselves.

6. ☺ Both the topic and the statement about it could lead to a good paragraph. Students may argue that the statement is not true about their countries, but that is not the point here.

7. ☺ The topic, children from happy marriages, is sufficiently narrow; the statement could lead to a good paragraph containing a discussion of reasons.

8. ☺ Both the topic and the statement about it are too general to help a student write a good paragraph.

Read the paragraphs below. They are missing a topic sentence. Write a topic sentence that introduces the main idea of each paragraph.

_____. Who takes care of you? Who supports you? Who sees you grow up? Family is very important. My family has six people: my grandma, my parents, myself, and my two brothers. My grandma loves me very much. When the weather is cold, she always tells me to wear more clothes. Although I often argue with my brothers, they will give me support when I need it. My parents have taken care of me since I was born. My definition of family is an organization which is full of love.

_____. When you travel to Europe, you can visit many different countries, such as England, Spain, Germany, and Greece. Many different languages are spoken in Europe, and the cultures of the countries are all unique. Also, the weather in Europe varies a lot. Countries in the north are very cold, and you can go skiing. In the south, there are beautiful beaches, and these are popular places for vacations. As you can see, Europe is a very interesting place with different kinds of people and many possibilities.

_____. Her name is Mrs. Graham, and she not only teaches music in my school, but she is also a friend to all of her students. In class, she teaches us to love music, and she introduces us to different songs and styles of music. She taught me to play the piano and violin, and I am sure that I will enjoy playing these instruments for the rest of my life. Mrs. Graham often tells interesting stories in class, and she always helps us or gives us advice when we have problems. Mrs. Graham is more than just a music teacher, she is like a star in the sky.

Attention!!! These are not topic sentences, they are only titles. A sentence must contain a subject and a predicate.

Topic Sentence 1 : The family importance.

Topic Sentence 2 : Europe : the best place in the world!

Topic Sentence 3 : More than a teacher, a friend!

Go back to Task 5 - Discussion forum – and share your answers with your tutor and classmates

Extra practice

If you want extra practice writing topic sentences, you can visit the website:

http://www1.aucegypt.edu/academic/writers/practice/practice_topic_sentences.htm.

d. Paragraphing

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[6] Worksheet available at: http://www.stickyball.net/writing.html?id=511.

A paragraph is a group of sentences about one main idea. According to Smalzer (2005), a well-written paragraph follows some particular criteria. The writer has a clear main idea (expressed in the topic sentence) and shows logical points to support this idea. Also, only relevant points, which are connected to the topic, are included. A paragraph should be easy to understand and its logic easy to follow. These elements are used well: sentence structure (no fragments), grammar, vocabulary and mechanics (spelling and punctuation).

Task 7 - Video – Paragraph lesson and song

Watch the following video in order to learn the basics of writing a paragraph: http://www.youtube.com/watch?v=ivAvsXeJAqM.

- Introduce the topic in a general way.
- Add details of what you want to say.
- Write a clincher as the last sentence of the paragraph.

> Clincher - **noun -** a statement, argument, fact, situation, or the like, that is decisive or conclusive. Source: www.dictionary.com

2. Understanding the structure of a sentence

As we have mentioned in the topic sentence activity, a sentence should have a correct structure. A sentence is formed by one or more clauses, so it is important to understand sentences, firstly, to understand the structure of a clause.

a. Clause patterns

A clause is the key unit of syntax, capable of occurring independently.

Biber *et. al.* (2002) point that the verb phrase is the central element in each clause. The five major clause patterns are:

- Intransitive pattern:
  Subject + verb phrase
  Sarah and Michael disappeared.
- Monotransitive pattern:
  Subject + verb phrase + direct object
  She changed her dress.
- Copular patterns:
  Subject + verb phrase + subject predicative or adverbial
  The Swiss cheese has gone bad.
  Marc was in the bathroom.
- Ditransitive pattern:
  Subject + verb phrase + indirect object + direct object
  You gave her the wrong kind of egg.
- Complex transitive patterns:
  Subject + verb phrase + direct object + object predicative or adverbial.
  That makes me so mad.
  They're sending us to Disneyland.

b. Clause elements

What are the characteristics of the elements of a clause? Check them below:

- **Verb phrase**: central element of the clause
- **Subject**: 1) noun phrase; 2) it occurs with all types of verbs; 3) subject pronouns are in the nominative case (not accusative); 4) it often precedes the verb phrase; 5) it determines the number of the verb phrase, 6) it can make a passive clause. It denotes the agent of the action or represents the topic.
- **Object**: it is a noun phrase; often follows the (transitive) verb; object pronouns are in accusative form; it can be moved to become the subject of a passive form; direct objects (role: denote the entity affected by the action), indirect objects (denote people receiving something)
- **Predicative**: role: characterizing a preceding noun clause; subject predicative (or complement), object predicative (or complement)
- **Adverbials**: obligatory adverbials (used in order to complete the meaning of verbs: copular and complex transitive patterns); optional adverbials (added to clauses with any type of verb).

c. Sentences

A sentence is composed of one or more clauses. There are three types of sentence structures:

1) A simple sentence is a sentence that has only one clause. This means that the sentence has one subject and verb.

➢ The cat quickly ran into the bushes.

➢ The information seems unimportant.

For each simple sentence you should check that the sentence has **both** a subject and a verb.

2) A compound sentence is a sentence that has more than one main clause. (A main clause in an independent clause that has both a subject and a verb). This means that the sentence has more than one subject and verb and that each subject and verb is joined to another subject and verb with a coordinate connector (and, but, so, or, yet) and a comma.

➢ The cook must stir the stew, or the dinner will burn.

➢ The woman dropped her watch, and then she stepped on it, but it still worked.

3) A complex sentence is a sentence that has a main clause and at least one subordinate clause. (A subordinate clause is a dependent clause. It has both a subject and a verb and is introduced by a subordinate connector). This means that the sentence has a subject and verb in the main clause and another subject and verb in each subordinate clause, which is joined by a connector. Adverb clauses, for example, are introduced by connectors such as after, before, since, until, when, while, because, if, among others.

➢ The store has been in the same location since it first opened.

➢ When the concert ended, the audience left for the theater.

d. Fragments

In formal writing every sentence must be grammatical. A grammatical sentence must have at least one independent clause with a subject and a complete verb that has tense. The independent clause must express a complete thought.

Sometimes what looks like a sentence is not a sentence. Look at these examples:

- A Finishing my homework before going to bed.
- B Because I got up late this morning.

These examples are not sentences. Example A is a phrase with no complete verb or subject. Example B is a dependent clause. It is an incomplete thought that can't stand alone. Although the examples are written as complete sentences with capital letters and periods, these examples are fragments because they are not independent clauses

You can correct a fragment by (1) connecting it to an independent clause, or (2) adding the necessary words to make it into an independent clause. Look at these examples:

FRAGMENT In a dispute between siblings, parents usually take the side of the younger child. Because that child is weaker and smaller.

CORRECTION TYPE 1 In a dispute between siblings, parents usually take the side of the younger child because that child is weaker and smaller.

CORRECTION TYPE 2 In a dispute between siblings, parents usually take the side of the younger child. They do so because that child is weaker and smaller.

Now, we suggest you do the quizzes below and check how much you have learned about the subjects. The computer itself will provide the answers. Remember you can repeat the activities as many times you wish.

About phrases or sentences, take the following quiz: http://www.softschools.com/quizzes/grammar/phrase_or_clause/quiz2825.html

About simple, compound and complex clauses, take the following quiz: http://eslbee.com/cgi-bin/quiztest.cgi?simplecompoundorcomplex. Don´t forget to fill in information about yourself to receive correction as soon as you finish the quiz!

About fragments, take the following quiz: http://webquiz.ilrn.com/ilrn/quiz-public;jsessionid=4B64680A1D18176ABBF4E2F68965E646?name=scde07q%2Fscde07q_chp03A&cookieTest=1. You have to click on START ASSIGNMENT NOW in order to begin.

3. Writing a paragraph from a topic

In this part of this unit, we will try to put into practice the knowledge which was built previously. Your final goal is to write a paragraph using a proverb or a quotation as your topic.
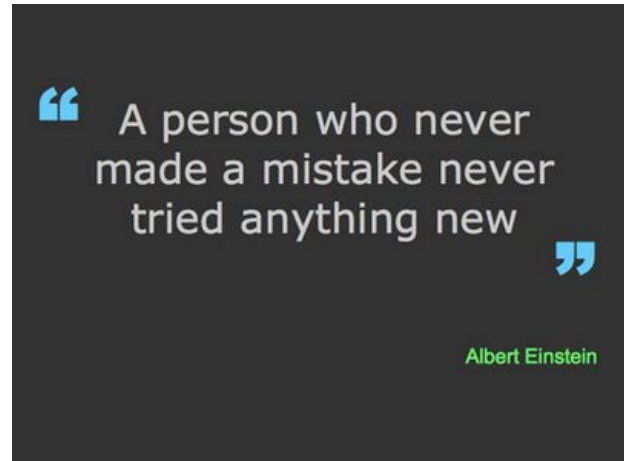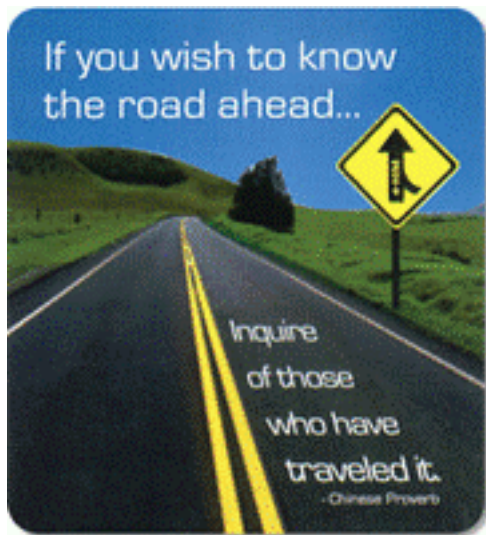
✍ LET'S GET READY FOR WRITTEN PRODUCTION! ✍

Can you think of any common proverbs from your native language? Can you think of any well-known quotations? Proverbs and quotations are usually short statements that contain a great deal of wisdom. Do you have any favorites that say what you think about life?

Read the texts in the following figures:

You probably noticed that the first one is a proverb – a short popular saying, usually of unknown or ancient origin, that expresses effective a wise or useful thought – and that the second one is a quotation – a sentence or passage usually from a book, a poem, a speech, etc. - by Albert Einstein. We can understand the Chinese proverb suggests less experienced people to take advantage of the wisdom of more experience ones and that Albert Einstein was trying to show us the importance of doing things, regardless of the mistakes we make – which will probably teach us.

Let's try a guessing activity! There are proverbs and quotations. Three of them are related to the countries: Japan, Russia and the United States. Three of them are related to famous people: John Donne, John Kennedy and Mahatma Gandhi.

1) "Ask not what your country can do for you; ask what you can do for your country".

2) "You cannot buy a friend with money".

3) "Where there's a will there's a way".

4) "No man is an island".

5) "The world belongs to the whole world".

6) "The weak can never forgive. Forgiveness is the attribute of the strong".

USING ANOTHER'S WRITING: PARAPHRASING

When referring to quotations, it is possible to write down the exact words of the person being quoted by the use of quotation marks and it is also usual to paraphrase. Paraphrasing ideas means to express them in your own words. There are two reasons to paraphrase. First, you want your audience to know that you understand the ideas and are not just copying them from the next. Second, using someone else's words as your own

ANSWERS:

(1) Quotation - John Kennedy; (2) Proverb – Russia; (3) Proverb – United States; (4) Quotation - John Donne; (5) Proverb- Japan; (6) Quotation - Mahatma Gandhi

is plagiarism. Plagiarism is considered dishonest in academic circles and many cultures. Plagiarism makes it impossible to know the original source of the information or ideas. Read an example of a paraphrased quotation:

Mahatma Gandhi defended that strong people tend to forgive more often while weak ones do not usually possess this attribute.

About paraphrasing, take this quiz: http://amarris.homestead.com/files/paraphrase.html. The answers are hidden in the drop-down menu. Select the appropriate option writing the letter in the space below and the check if you did it correctly.

Task 8 – Chat

Now that you have read a little bit about proverbs and quotation, let's chat for a while. Read the list of proverbs below and ask each other these questions. You will also share your ideas of topics – the quotations or proverbs you will probably write your paragraph about – with your tutor and your classmates, as a brainstorming pre-writing phase.

- Act quickly, think slowly. (Greek)
- How important is it to think before we act?

- Failure teaches success. (Japanese)
- How many times have you learned from your mistakes?

- A good conscience makes a soft pillow. (German)
- How important is it to be at peace with your conscience?

- God helps the early riser. (Spanish)
- Do you think God has anything against who wakes up late? Explain.

- There's no use crying over spilt milk. (English)
- Do you ever complain about something you can't change? Why (not)?

- Silence is the voice of complicity. (American)
- Do you agree that keeping quiet is accepting? Why (not)?

- Teachers open the door, but you must enter by yourself. (Chinese)
- Is it possible to force someone to learn? Explain.

- Good things come in small packages. (French)
- Do you believe we tend to judge things according to their appearance? Explain.

- Hopes die last. (Mexican)
- Do you believe hopeful people die first? Explain.

- Better a wise enemy than a foolish friend. (Arab)
- How can a foolish friend cause us problems?

- The road to a friend's house is never long. (Danish)
- Do you ever visit your friends when you are just passing by? What for?

- The voice of the people is the voice of God. (Latin)
- Do you agree that when people are united they get what they want? Explain.

Task 9 – Production activity.

You are going to produce a text (paragraph) with all the steps of writing. 1) Write about the brainstorming process, what ideas you had and which you chose. 2) Produce a mind map using the website www.bubbl.us and insert the picture generated in this document. 3) Write down an outline. 4) Write your draft including: a) proverb or quotation, b) author or source, c) Meaning, d) opinion and support for opinion (reasons or examples), e) conclusion. MINIMUM: 180 words.

You have to save all the steps and your final production and post it for your tutor's reading and assessment.

Check examples of possible final work:

You can't judge a book by its cover

The saying "You can't judge a book by its cover' means that you should not judge any person because of his or her appearance or your first impression of that person. For me, this saying is true, based on a personal experience that changed my life. Two years ago when I visited my brother in Jordan, I met his roommate. At first sight I didn't like him because he looked shy and unexciting. Later when I asked my brother about him, he replied he was lucky to have a roommate like him. I was surprise and asked why. My brother then told me great stories about his roommate: how he led prayers at an early age and how he had his master's degree by the time he was twenty-two years old. The more I got to know my brother's roommate the more I came to respect him. I found that he was intelligent, kind, honest, and sincere in his dedication to all that is noble and good. The unexpected outcome is that he is my husband now, and we are very happy together. This experience taught me that a person can't judge a book by its cover. (197 words)

Adapted from a composition written by the student Lobna Kara-Ali (STRAUCH, 2005)

Love demands infinitely less than friendship. - George Jean Nathan

Since human beings are inherently social and oriented to mating, the feeling of love, understood as sexual bonding, plays an important role in everyone's life. George Jean Nathan's quotation - "love demands infinitely less than friendship"- points to the claim that to be a friend is a more demanding role. However, I believe loving may be much more complex than having friends because it requires trust and respect. Trusting your partner is one of the greatest challenges in a love relationship. Partners who are constantly inquiring each other about their whereabouts may weaken their relationships. It is also important to be open and listen to

the other person's viewpoint in situation in which jealousy or distrust arise. If you just infer what happened and let your imagination flow negatively, this may be the beginning of the end. A second obstacle in a love relationship is when there is a lack of respect. We should have respect to each other's individualities, tastes and opinions. When a couple forgets there is a minimum of respect which should be foundation of a solid relationship, it may go down the drain. All in all, I believe there is no evidence a love relationship is an easier task than friendship. (205 words)

Written by Professor Valeska in 2011

You could use the tool *livetyping* to give more dynamism to your final draft. Reviewing the tools we have learned to use is a good way to insert it to your technological repertoire.

4. Professional writing 2: e-mail

About using computers for the writing process, Harmer (2001) states there are many good reasons for using them. The following list shows some:

- A word-processing package removes the problem of poor handwriting that some students suffer from.
- A word-processing package allows the competent user to edit his or her material at great speed and with great facility.
- Spellcheckers can ease the task of achieving correct spelling.
- A computer screen frequently allows students to see their writing more objectively and in different ways (zooming, for instance).

In the age of digital technologies, we can also observe the advantages of using the web. The e-mail is one of the tools which are generally used nowadays. Getting students to write e-mails in English to others around the world can be extremely motivating. The communication is immediate and exciting, and may well stimulate and motivate students where other letter writing does not. E-mails represent a genre all of their own where linguistic accuracy is not so formally important. But despite this, we can still encourage students to 'sit back' and consider the results of their efforts before clicking on the 'send' icon.

Task 10 – Communicating by e-mail

Now use the website http://www.penpal.net/ in order to communicate with someone from another country. Share your experience with your tutor and your classmates using the chat room once more.

What have we learned so far?

- Reflecting on the concept of written genres
- Understanding the sentence: clause construction and elements.
- Basic concepts of writing: brainstorming, outlining and paragraphing
- Producing a paragraph in a process-oriented way
- Using internet tools: bubbl.us.
- Professional writing 2: e-mail.

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