

OUTLINE OF UNIT 4

Tasks	Description	Assessment
Task 18 Discussion Forum	Discuta com seu tutor e seus colegas sobre os tópicos “Proofreading” e “Error correction”.	As atividades 21 e 22 serão avaliadas segundo critérios
Task 19 Video: English grammar - punctuation	Assista a um vídeo sobre diferentes tipos de pontuação para uma melhor compreensão de como utilizar esses sinais em: http://www.youtube.com/watch?feature=fwp&NR=1&v=zmXVhw67Euc .	
Task 20 Video: Fable	Assista ao vídeo contendo a fábula “The ant and the grasshopper”: http://www.youtube.com/watch?v=ATuBscFxi9U&feature=related .	
Task 21 Production activity	Produza sua própria versão de uma fábula ou um conto folclórico e use a ferramenta “Bookr” para inserir sua história. Socialize com seus colegas e seu tutor.	
Task 22 Wiki	Produza uma carta de apresentação colaborativamente em uma atividade em grupo.	

Unit 4 – PRODUCTION AND PROOFREADING

17) Proofreading

a. Revising your writing



Revising means improving the content and organization of your written text. It is common to write different drafts of the same textual production and the final draft only comes after a detailed revision process. According to Strauch (2005), when you revise, you can add material, delete material, or move material from one place in the composition to another. You can use editing marks when you revise. Use carets or space symbols (^) to show where to insert material; lines to cross out material; and circles and arrows (→) to show where you’re moving material.

When you revise, you should check for these elements in your composition: a clear, complete main idea sentence, transition signals, and a conclusion that gives closure. To exemplify, when writing a composition, one common mistake is not developing or explaining the ideas in the body with enough specific, supporting details. Then, it is interesting to develop a checklist to verify if your final production is appropriate:

- ✓ Cross out any words or letters you want to delete.
- ✓ Check any spelling or punctuation that you are unsure of.

The following paragraph assessment checklist could be used to revise each paragraph in your essay. They are criteria for a well-written paragraph.

- You have thought carefully about the topic and have a clear main idea.
- The paragraph is convincing because there are enough logical points to support the main idea.
- Only relevant points are included.
- The paper has your voice; that is, it sounds like you.
- The paragraph has correct format. The first sentence is indented, and the remaining sentences follow each other without gaps.
- The main idea is clearly expressed in a topic sentence.
- The logic is easy to follow; the reader understands the paper after one reading.
- The paper is easy to understand. These elements are used well:
 - Sentence structure (no fragments)
 - Grammar
 - Vocabulary
 - Mechanics (spelling, capitalization, punctuation)

b. Grading an essay

Proofreading in order to come up with a final draft is important, especially when you are writing an essay for a test, be it a competency or proficiency test for international language knowledge recognition, be it part of a job entrance exam. It is important, thus, to understand how essays are generally graded. What characteristics should an essay have in order to receive a good grade?



Exemplificamos a aplicação de provas discursivas em língua inglesa em um concurso público para provimento de vagas em cargos de nível superior e de nível intermediário, organizado pelo Instituto Brasileiro de Turismo. Uma parte do processo seletivo para técnico especializado na área de turismo foi uma dissertação em língua inglesa. Observe a figura que demonstra os critérios utilizados para a correção da prova discursiva, que teve como objetivo avaliar a capacidade de expressão na modalidade escrita e o uso das normas do registro formal culto da língua inglesa.

ESPAÇO RESERVADO PARA CORREÇÃO - NÃO ESCREVA NESTA ÁREA			
1	TX <input type="radio"/> <input checked="" type="radio"/>	1	EC <input type="radio"/> <input checked="" type="radio"/>
1	AR <input type="radio"/> <input checked="" type="radio"/>	4	NE <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
1	CA <input type="radio"/> <input checked="" type="radio"/>	29	TL <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/>

ANSWERS:

Os critérios foram aplicados no item 7.10 do edital, transcrito abaixo:
 7.10. No texto avaliado, a adequação ao tema, a argumentação, a coerência argumentativa e a elaboração crítica totalizarão a nota relativa ao domínio do conteúdo (ND), assim distribuídos:
 a) Tema / Texto (TX), pontuação máxima igual a 1,0 (um) ponto. Serão verificadas a adequação ao tema (pertinência ao tema proposto), a adequação à proposta (pertinência quanto ao gênero proposto) e a organização textual;
 b) Argumentação (AR), pontuação máxima igual a 1,0 (um) ponto. Serão verificadas a especificação do tema, a seleção de ideias distribuídas de forma lógica, concatenadas e sem fragmentação e a apresentação de informações fatos e opiniões pertinentes ao tema, com articulação e consistência de raciocínio, sem contradição estabelecendo um diálogo contemporâneo;
 c) Coerência Argumentativa (CA), pontuação máxima igual a 1,0 (um) ponto. Será verificada a coerência argumentativa (seleção e ordenação de argumentos; relações de implicação ou de adequação entre premissas e as conclusões que delas derivam ou entre afirmações e as consequências que delas decorrem);



PRACTICAL ACTIVITY

Grading an essay. Use the following writing score guidelines, grade the essay paragraph below and explain, using excerpts from the paragraph, why you have decided on this score.

- 6: The writer has very strong organizational, structural, and grammatical skills.
- 5: The writer has good organizational, structural, and grammatical skills. However, the essay contains some errors.
- 4: The writer has adequate organizational, structural, and grammatical skills. The essay contains a number of errors.
- 3: The writer shows evidence of organizational, structural, and grammatical skills that still need to be improved
- 2: The writer shows a minimal ability to convey ideas in written English.
- 1: The writer is not capable of conveying ideas in written English.

Megan came from America and she teaches english at UCBC. I do like her teachings. She speaks slowly when she's talking to student. When students make noses she punnishes them or she advices them and she invites them to leave bad habits. She like every student to take part in her class so that even if one of them doesn't raise his hand she choose them to give either an answeror to practice on an activity. She likes order in her class and she do hate noses. For those reasons I admire Megan and many student want to be taught by her. She's a very good english teacher even if she is an architect.

We would grade this essay as a 3. First of all, we can see that the writer shows the distinct parts of an essay: introduction (from “Megan came” to “her teachings”), development (from “She speaks” to “do hate noses”)

and conclusion (from “For those” to “an architect”). Unfortunately, these parts were not developed as much as they should and the last sentence seems a detail that shouldn’t be in a conclusion. Also, there are many errors in the text: a) spelling errors, such as “nose” instead of “noise”; b) grammar errors, such as “She like” instead of “She likes”; c) word choice errors, such as “answeror” instead of “answer”, among others. Although there were these problems, it is possible to understand the writer’s message, and this is a basic condition for a textual production.

One of the widely recognized international proficiency test, the Test of English as a Foreign Language (TOEFL) requires the writing of an essay that has defined criteria to guide students, from grades 1 to 6, such as the activity we have completed previously. You are going to read three different textual productions and how they were assessed according to Philips (2001). The topic students should write about was:

- Do you agree or disagree with the following statement?
 - Some people place a high value on loyalty to the employer. To others, it is perfectly acceptable to change jobs every few years to build a career. Discuss these two positions. Then indicate which position you agree with and why.
- Use specific reasons and details to support your answer.

ESSAY # 1

Different cultures place varying values on loyalty to the employer. In some countries, most notably in Asia, there is a high degree of loyalty to one company. However, in most European countries and the United States, loyalty to one’s employer is not highly valued; instead it is considered more rational and reasonable for an employer to change jobs whenever it is warranted to achieve the optimal overall career. Both of these positions have advantages and disadvantages.

In cultures that value loyalty to the employer, a kind of family relationship seems to develop between employer and employee. It is a reciprocal arrangement which the employer is concerned with assisting the employee to develop to his/her full potential and the employee is concerned about optimizing the welfare of the company. The negative aspect to absolute loyalty to one company is that an employee may stay in one job that he/she has outgrown and may miss out on opportunities to develop in new directions. From the employer’s point of view, the employee may be burdened with employees whose skills no longer match the needs of the company.

In cultures in which it is quite acceptable to change jobs every few years, employees can build the career they choose for themselves. They can stay in one company as long as it is mutually beneficial to company and employee. As long as good relationship exists and the employee’s career is advancing at an acceptable pace, the employee can remain with a company. But at any time the employee is free to move to another company, perhaps to achieve a higher position, to move into a new area, or to find a work situation that is more suitable to his/her personality. The disadvantage of this situation is employees tend to move around a lot.

Although both these systems have advantages and disadvantages, it is much better for employees have the opportunity to move from job to job if it is necessary to have a better career.

- THE “6” ESSAY
- Strengths of this essay
 - It discusses all aspects of the topic
 - It is clearly organized.
 - The ideas are well developed.
 - It has good, correct sentence structure.
 - It has only a few spelling and grammar errors
- Weaknesses of this essay
 - The concluding paragraph is rather weak

*It is important to observe that although there are some errors in the essay (such as the spelling of the words “rationa**l**” and “themsel**ves**” and constructions like “for employees **to** have”), this essay got a good grade because of other positive characteristics.

ESSAY # 2

Some people place high value on loyalty to the employer. They believe the company is responsible for the employee’s career. The company will make decisions for the employee about his job. The company will decide to raise employee to new position or keep him in the old position. In this way the company will have overall plan for the good of the company and everyone in the company.

Other people believe it is perfectly acceptable to change jobs every few years to build a career. They believe employee is responsible for his own career. The employee will make decisions about his career. Employee will choose what is good for employer rather than the company.

The best system is one when employer takes responsibility for the careers of employees. Employer should take responsibility. It is his duty. Employee knows that employer is watching out for his career. Then employee will work hard and do good job. He will be loyal to the company. This system works out best for everyone. It is best for both the comp

- THE “4” ESSAY
- Strengths of this essay
 - It discusses he topic fully.
 - It is clearly organized.
- Weaknesses of this essay
 - It copies too directly from the question.
 - The sentence structure is very simple.
 - There are several examples of grammatical errors, particularly with articles.

ESSAY # 3

First, there is a disadvantage to place a high value on loyalty to the employer if your employer is no a good employer and your job is no a good job then you should no be loyal to a bad employer. Many employer are no good employers and if you are loyal to a bad employer it is a waste because a bad employer he will no be good to you.

Next, there is a advantage to change jobs every few years to build a career if you get boring with your job and you want to move from one job to other so yo can get a better job instead of stay in your old boring job.

Finally, people should decide for themselves where they want to work, if they decide one plce when they are young, how can they be sure whe they are older that they still want to work there?

- THE “2” ESSAY
- Strengths of this essay
 - The overall organization is clear.
 - The writer’s main point is clear.
- Weaknesses of this essay
 - The sentence structure is poor.
 - There are numerous errors in spelling and grammar.
 - The ideas are not very well developed.

Task 18 – Discussion forum

After doing the activities and reading the criteria of the TOEFL essay test, discuss with your tutor and your classmates at the discussion forum. How similar were your first thoughts and the ones proposed by the authors? What did you learn? 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.
- ✓ Produce a text that is appropriate to the demands of academic writing.
- ✓ Complete the discussion task on time.

18) Error correction

Errors are a natural part of learning, not proof of failure.

For each thing students do wrong, they do many, many things right.

A variety of feedback techniques should be used with the students.

The type of feedback teachers use should be based on the type of error that was made and the context in which it occurred. One of the teacher's goals is to make students aware of their errors so that they can self-correct. The overall objective is to help students communicate successfully and reach their goals.



According to Edge (1989 *apud* HARMER, 2001), mistakes can be divided into three categories:

- 1) slips: mistakes which students can correct themselves once the mistake has been pointed to them
- 2) errors: mistakes which they cannot correct themselves and which therefore require explanation
- 3) attempts: when a student tries to say something but doesn't yet know the right way of saying it

Let's analyse some kinds of errors, which are especially recurrent among Brazilian students. First, you will read the incorrect sentence and, below it, you will read the error which was made and an appropriate version of the sentence.

ERRORS IN GRAMMAR

- I just finished painting the portrait.
- Verb conjugation – I **have** just **finished** painting the portrait.
- When a stranger talks to me, I am caution.
- Part of speech – When a stranger talks to me, I am **cautious**.
- The food is great. I really like a lot.
- Transitive/Intransitive – The food is great. I really like **it** a lot.
- I stopped to smoke and my health improved.
- Infinitive/gerund – I stopped **smoking** and my health improved.

LEXICAL ERRORS

- I made a lot of homework last night.
- DO X MAKE – I **did** a lot of homework last night.
- I committed a mistake on my homework.
- COLLOCATION – I **made a mistake** on my homework.
- I won a present from my mom.
- COLLOCATION – I **got a present** from my mom.
- I formed in medicine at the university.
- WORD CHOICE – I **graduated in** medicine at the university.

Some errors are related to the context in which the language was produced. Observe how some sentences would not be appropriate for the context in the examples below.

ERRORS INVOLVING PRAGMATICS

- IN THE CLASSROOM
- Teacher! Repeat, please!
- In a classroom setting, the imperative form seems rude – an order. It would be more appropriate to ask a question: “Could you repeat, please?”
- AT AN OFFICE
- I’m applying for this job ‘cause I believe I’m the most qualified for it. I’m very good at computer stuff.
- The word reduction (‘cause) and the use of slangs (stuff) are too informal for an office situation.
- AT A RESTAURANT
- Good evening, lady. Are you ready to order?
- The word “lady” would not be correct to refer directly to a woman you are talking to. It would be proper to call her “madam” or “ma’am”.

How we organize the words in sentences is also a problematic issue. Check some examples of this kind of error and reflect upon situations in which a different word order would be acceptable.

ERRORS IN SYNTAX

- I very much love my mother.
– I **love my mother very much.**
- The guy is the one sitting over there that I like.
– **The guy that I like is the one sitting over there.**
- I don’t know what is the meaning of the word.
– **I don’t know what the meaning of the word is.**

Now, consider the following:

- Only I saw Mary. X I saw only Mary.
– In the first sentence, you (no one else) saw Mary and in the second sentence, you saw Mary (and no one else but her).
- Naturally, I got up. X I got up naturally.
– The first sentence means that it was obvious that I got up while the second one means that no one woke me up, I got up by myself.
- The man saw me with a dog. X The man with a dog saw me.
– In the first situation, I had a dog with me and in the second situation the man had a dog with him.



PRACTICAL ACTIVITY

WHAT KIND OF ERROR? HOW WOULD YOU CORRECT EACH SENTENCE

1. Teacher! I have a doubt.
2. I'm making a course in Arts this semester.
3. It depends of the person.
4. Is very important to study hard.
5. People prefer to buy things more expensive.
6. I like European soccer, specially English teams.
7. I participate in my school's competition all semester long.



Take a look at how the errors were corrected in the essay below and think if it is a nice way to correct a written text. Why do you think so?

Short Biography

Jack Friedhamm was born ^{Prep} to New York ^{Prep} in October 25,
 1965. He began school at the age of six and continued
 until he was 18 years [^]. He then went to New York
 University to learn Medicine. He decided on Medicine
 because he liked biology when he was at school. While
 he was ^{Prep} to University ^P he met his wife Cindy. Cindy was a beautiful
 woman with hair long black. They went along ^{Prep}
 for years ^{WO} before they decided getting married. Jack began
 to work ^{SP} like a doctor as soon as ^{Gr} he graduated to Medical
 School. They ^{Prep} had ^{tense} two children named Jackie and Peter, and have
 lived in Queens ^{tense} since ^{Prep} the past two years. Jack
 is very interested ^{Prag} painting and likes to paint portraits of his sun
 Peter. [^] WW

ANSWERS:

1. Pragmatic error: I have a question. 2. Lexical error: I'm taking a course. 3. Grammar error: depends on. 4. Syntax error: It is. 5. Word order error: more expensive things. 6. Word choice error: especially. 7. Verb tense error: I have participated. ATTENTION!
 The sentences may have been corrected in different ways. Check with your tutor if you have done it correctly.

As you could observe, the teacher corrected the text using codes. The meanings of these codes are:

GR: Grammar
P: Punctuation
Prep: Preposition
SP: Spelling
Tense: Verb tense
WO: Word order
WW: Wrong word
λ = Word missin

We believe this could be a productive way to have students understand what their mistakes are and how they can improve their writing skill. The student who wrote this text, for example, should develop his/her ability when using prepositions.



PRACTICAL ACTIVITY

Error correction. Read the body paragraph below, label the 8 errors using the previous correction key (add the label EW – extra word – to the list). Then, write the correct form for each error.

The final important characteristic of a good roommate may surprise you. But this characteristic is quite important to me. This final characteristic of a good roommate be a lack on neatness. I myself am not a very neat person, so it would be very hard for me to have a tidy roommate. A neat roommate would probably be upset with me many of the time because am a little desorganized. If I have a neat roommate, this person and I would probably have issues serious. So the best roommate for me is therefore a rather messy roommate.

1. Punctuation = . BUT should be , BUT - 2. TENSE = BE should be IS - 3. PREPOSITION = ON should be OF - 4. WORD MISSING
WORD ORDER = ISSUES SERIOUS should be SERIOUS ISSUES - 8. EXTRA WORD = SO or THEREFORE should be eliminated
AM should be I AM - 5. GRAMMAR = MANY should be MUCH - 6. SPELLING = DESORGANIZED should be DISORGANIZED - 7.

A useful activity for revising is to exchange drafts with a classmate and give each other feedback. This is known as peer feedback. When you give feedback, you offer comments, suggestions, and impressions. This activity gives you valuable practice in analyzing a draft for possible improvement. You will also receive suggestions from your partner about possible improvements for your draft.

Carefully consider your partner's feedback, but make your own decisions about what to revise. It's a good idea to wait several hours or overnight before making revision decisions, so that you can evaluate your own writing with a fresh mind.

Most students agree that it is easier to see errors in other student's writing than in their own. They would also agree that if they can see mistakes produced by their classmates and reflect on the appropriate way of using the words and structures, they will learn a great deal from this activity.



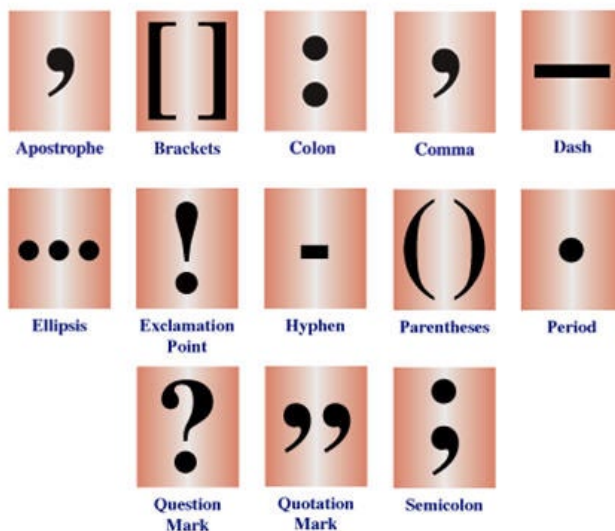
FIGUEIREDO, Francisco José Quaresma. Erro e correção em textos escritos em língua estrangeira. In: PAIVA, Vera Lúcia Menezes de Oliveira (Org.). *Práticas de ensino e aprendizagem de inglês com foco na autonomia*. 2 ed. Campinas: Pontes, 2007. p, 189-209.



Go back to Task 18 - Discussion forum – and discuss what you have learned with your tutor and classmates.

19) Punctuation issues

19.1 Punctuation marks



Source: http://minepaes28.blogspot.com.br/2010_04_01_archive.html



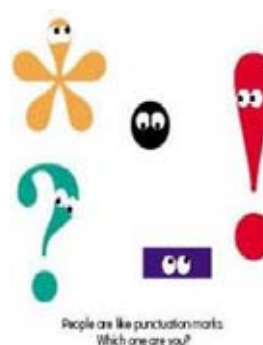
Task 19: Video: English grammar: punctuation

Watch this video on different kinds of punctuation for a better understanding of the appropriate use of punctuation marks:

<http://www.youtube.com/watch?feature=fvwp&NR=1&v=zmXVhw67Euc>



Look at the picture on the right and think of your answer to the question. Write down your thoughts in the space below. Share it with your tutor and classmates if you please.



Source: <http://homeschoolercafe.blogspot.com.br/2010/08/fre-grammar-curriculum.html>



Now, let's study how punctuation marks should be used in more detail. The explanations are based on a guide that provides instruction on the basic rules of using a period, comma, colon, semicolon, question mark and exclamation point¹¹. The examples were taken from the stories we will read later on.

Period

- ⊙ Use a period to end a complete sentence. A sentence is a group of words containing a subject and predicate. In British English a period is called a 'full stop'.
 - You can't please everybody.

Comma

- ⊙ There are a number of different uses for commas in English. Commas are used to:
- ⊙ Separate a list of items. This is one of the most common uses of a comma. Notice that a comma is included before the conjunction 'and' which comes before the final element of a list.
 - A Grasshopper was hopping about, chirping, and singing to its heart's content.
- ⊙ Separate phrases (clauses). This is especially true after a beginning dependent clause or a long prepositional phrase.
 - In order to qualify for your certificate, you will need to take the TOEFL exam.
 - *When the winter came, the Grasshopper found itself dying of hunger.*
- ⊙ Separate two independent clauses that are connected by a conjunction such as 'but'.
 - You are right, but if you want a potion that will bring your husband back to you, there is no alternative.
- ⊙ Introduce a direct quote (as opposed to indirect speech i.e. He said he wanted to come ...).
 - She said, "All things are prospering with me."
 - The old man replied, "Okay, I will give you something for your husband."
- ⊙ Separate appositives (a noun, or noun phrase) or non-defining relative clauses.
 - *She put it on her back and started walking to the Sudanese Desert, where lions were known to roam.*

Question Mark

- ⊙ The question mark is used at the end of a question.
 - *Why not come and chat with me?*

Exclamation Point

- ⊙ The exclamation point is used at the end of a sentence to indicate great surprise. It is also used for emphasis when making a point. Be careful not to use an exclamation point too often.
 - *Made a difference to that one!*

Semicolon

- ⊙ There are two uses for a semicolon:
- ⊙ To separate two independent clauses. One or both of the clauses are short and the ideas expressed are usually very similar.
 - *You can't possibly get to all of them; there are simply too many.*
- ⊙ To separate groups of words that are themselves separated by commas.
 - *She slaughtered a sheep, which she cut into small pieces; put the meat into a sack, which she put on her back; and started walking to the Sudanese Desert, where lions were known to roam.*

Colon

- ⊙ A colon can be used for two purposes:

¹¹ Available at: http://esl.about.com/od/englishgrammar/a/a_punctuation.htm.

- ⊙ To provide additional details and explanation.
 - *A man had two daughters: the one married to a gardener, and the one married to a tile-maker.*
- ⊙ To introduce a direct quote (a comma can also be used in this situation).
 - The man asked her: "Do you still love your husband?"



PRACTICAL ACTIVITY

Cohesive devices and punctuation. Add cohesive devices (conjunctions and transition words) and punctuation to the paragraphs below.

When I arrived at my host's home (a) I saw clearly that my experience of traveling abroad would not be what I had envisioned. No one was even there to welcome me (b) As I held in the tears, I knew I had to take control of the situation. When I finally did meet my family, I realized the first thing I needed to change (c) my attitude towards not speaking English. (d) I dove into Spanish and began making conversation, not only to ease my anxiety, (e) also to form a connection with them.

Breaking through that language barrier started the process of breaking down other barriers. (f) the end of my stay, we'd had countless discussions (g) and I will never forget their story of their trip to California (h) I was struck by their perception that Americans seem to live to work, rather than working to live. How could they see the heart of my culture so clearly (i) (j) their family works hard to maintain a balance between their professional and their family lives.

ANSWERS:

When I arrived at my host's home (a), I saw clearly that my experience of traveling abroad would not be what I had envisioned. No one was even there to welcome me (b) As I held in the tears, I knew I had to take control of the situation. When I finally did meet my family, I realized the first thing I needed to change (c): my attitude towards not speaking English. (d) SO, I dove into Spanish and began making conversation, not only to ease my anxiety, (e) BUT also to form a connection with them. Breaking through that language barrier started the process of breaking down other barriers. (f) BY the end of my stay, we'd had countless discussions (g), and I will never forget their story of their trip to California (h). I was struck by their perception that Americans seem to live to work, rather than working to live. How could they see the heart of my culture so clearly (i) ? (!) ON THE OTHER HAND, their family works hard to maintain a balance between their professional and their family lives.

19.2 Run-on sentences

According to Strauch (2005), a run-on sentence is a common error. It consists of two (or more) independent clauses that are not joined correctly. The most common types of run-on sentences are:

- Two independent clauses with only a comma between them.
 - I like to be ready for emergencies, I always take my cell phone with me.
 - Bill arrives late for his karate classes, his mother cannot drive him.
- Two independent clauses with no punctuation between them.
 - I finished shopping at the mall I discovered my keys were locked in the car.

There are several ways to correct a run-on sentence.

- Add a coordinating conjunction (and, but, so) to make a compound sentence.
 - I like to be ready for emergencies, **so** I always take my cell phone with me.
- Add a subordinating conjunction (when, since, if) to make a complex sentence.
 - Bill arrives late for his karate classes **when** his mother cannot drive him.

- Separate the two independent clauses to make simple sentences.
 - I finished shopping at the mall. **Later**, I discovered my keys were locked in the car.

Smalzer (2005) presents some observation on recognizing run-on sentences. Read it below.

- ☉ Look at the sentences below. Can you identify the errors?
 - Communication, forgiveness, and honesty are essential to love jealousy and a lack of trust will destroy a loving relationship.
 - The Ethiopian wife in The Lion's Hair showed patience and determination, in the other story, Esther's love was destroyed by her jealousy of Lawrence.
- ☉ Both sentences are run-on sentences. They each contain two independent clauses that are joined together improperly.
- ☉ In sentence a, two independent clauses are joined together with no punctuation or conjunction. This type of run-on is called a fused sentence.
- ☉ In example b, two independent clauses are separated by a comma alone. Commas are often used when combining sentences with a coordinating conjunction, but a comma alone is insufficient.



Let's see if you understand the concept of run-on sentences.

Each of the following sentences contains two clauses. Is it a run-on sentence or a correctly punctuated sentence?

1. Good communication is an essential quality of a loving relationship it doesn't matter whether the relationship is between two spouses, a parent and child, other relatives, or friends.
2. Another quality most of us look for is affection; here we are not speaking of romance or sex but caring, understanding, respect, and kindness.
3. Compassion and forgiveness, two other important qualities, cause a person to have understanding, to forgive, and to be supportive, in other words, they are qualities that lead a person to be less selfish and more selfless
4. Honesty means a person can express his or her true feelings, and it also means the person speaks openly about fears, hopes, and expectations.
5. Acceptance means that we love the other person the way he or she is; in other words, we don't try to change the person to please ourselves.
6. Other important qualities are dependability and a sense of humor patience and freedom are two more

ANSWERS:

CORRECTION: 1 - RUN-ON SENTENCE; 2 - CORRECTLY PUNCTUATED SENTENCE; 3 - RUN-ON SENTENCE; 4 - CORRECTLY PUNCTUATED SENTENCE; 5 - CORRECTLY PUNCTUATED SENTENCE; 6 - RUN-ON SENTENCE

Smalzer (2005) suggests the following guidelines when correcting run-on sentences:

Guidelines for correcting run-on sentences

- ☉ If the two independent clauses of a run-on sentence are closely related and not too long, they can be separated with a semicolon (;).
 - Communication, forgiveness, and honesty are essential to love; jealousy and a lack of trust will destroy a loving relationship.

- ⊙ However, it is better to separate two longer or unrelated independent clauses with periods (.).
 - The Ethiopian wife we read about in *The Lion's Hair* showed patience and determination. In the other story, Esther's love was destroyed by her jealousy.

- ⊙ If the two independent clauses in a run-on sentence are longer, they can be separated by a period and a transition words (e.g. moreover)
 - The Ethiopian wife we read about in *The Lion's Hair* showed patience and determination. However, in the other story, Esther's love was destroyed by her jealousy.

- ⊙ If the two independent clauses are closely related and not too long, the transition word may be preceded by a semicolon (;) instead of a period.
 - Communication, forgiveness, and honesty are essential to love; however, jealousy and a lack of trust will destroy a loving relationship.

- ⊙ A coordination conjunction (*and, but, so, nor, for, yet, or*) can be used to join two independent clauses that are closely related. When using a coordinating conjunction to join two independent clauses, place a comma before it, as in the example below.
 - Communication, forgiveness, and honesty are essential to love, but jealousy and a lack of trust will destroy a loving relationship.

- ⊙ A subordinating conjunction (*because, although, since, whereas, so that, when*) can be used to join two clauses. If the dependent clause with the subordinating conjunction comes first, separate it from the independent clause with a comma. If the dependent clause comes afterwards, do not use a comma.
 - Even though most people realize the importance of communication, forgiveness and honesty in life, many relationships lack these qualities.

20) Summarizing

Summarizing is a way of using another's writing appropriately. To summarize is to give the main idea of a passage, a story, or any other kind of text in a sentence or two. A summary cannot have all the information of the original, but it should have the most important ideas. To avoid plagiarism, it must be written in your own words.

Strauch (2005) states that the body of a summary briefly explains the original selection. When you write the body, follow these guidelines:

- The summary body should be shorter than the selection.
- Use your own words. If you quote exact phrases or sentences from the original, use quotation marks.
- Include all of the essential ideas,
- Leave out unnecessary details.



Read the following text and summary of "One at a Time" (CANFIELD; HANSEN, 1993). Think of the questions below:

1. What information did the summary writers include in the first sentence?
2. Were the details they chose to include the same as the ones that you believed were the most important?
3. Find several details in the selections that were not mentioned in the summaries. Why were these details not included?

One At A Time

A friend of ours was walking down a deserted Mexican beach at sunset. As he walked along, he began to see another man in the distance. As he grew nearer, he noticed that the local native kept leaning down, picking something up and throwing it out into the water. Time and again, he kept hurling things out into the ocean. As our friend approached even closer, he notice that the man was picking up starfish that had been washed up on the beach and, one at a time, he was throwing them back into the water.

Our friend was puzzled. He approached the man and said, "Good evening, friend. I was wondering what you are doing."

"I'm throwing these starfish back into the ocean. You see, it's low tide right now and all of these starfish have been washed up onto the shore. If I don't throw them back into the sea, they'll die up here from lack of oxygen."

"I understand," my friend replied, "but there must be thousands of starfish on this beach. You can't possibly get to all of them; there are simply too many. And don't you realize this is probably happening on hundreds of beaches all up and down this coast? Can't you see that you can't possibly make a difference?"

The local native smiled, bent down, and picked up yet another starfish, and as he threw it back into the sea, he replied "Made a difference to that one!"

SUMMARY

"One at a time" by Jack Canfield and Mark V. Hansen, from their book *Chicken Soup for the Soul*, tells the story of a man who wants to make the world a better place. The man is on a beach in Mexico and is throwing starfish back into the ocean to save their lives. A second man approaches him. The second man says that there are too many starfish to toss back, so throwing only some of them won't make any difference. As the first man tosses another starfish back into the water, he makes the point that it has made a difference to the one he has just tossed back.

Summarizing. Read the fable below and write a summary for it.

The Father and His Two Daughters

A MAN had two daughters: the one married to a gardener, and the other to a tile-maker. After a time he went to the daughter who had married the gardener, and inquired how she was and how all things went with her. She said, "All things are prospering with me, and I have only one wish, that there may be a heavy fall of rain, in order that the plants may be well watered." Not long after, he went to the daughter who had married the tile-maker, and likewise inquired of her how she fared; she replied, "I want for nothing, and have only one wish, that the dry weather may continue, and the sun shine hot and bright, so that the bricks might be dried." He said to her, "If your sister wishes for rain, and you for dry weather, with which of the two am I to join my wishes?"

POSSIBLE SUMMARY

“The father and the two daughters” is an Aesop fable which reminds us we cannot please everybody. In the fable, the father learned his daughter who was the wife of a gardener wished for rain for the plants to be well-watered while the one married to a tile-maker wished for sunny weather to dry the bricks. Thus, pleasing one of them, the father would be dissatisfying the other.

21) Creative writing

“The father and the two daughters” is an example of a fable. One of the most famous fable writers was Aesop. Aesop, who is believed to have lived in ancient Greece, was the author of many fables that became known worldwide, such as the one we are about to read “The ant and the grasshopper”. A fable is a very short story told to teach a lesson, or moral. Look at the picture, watch the video and read one of Aesop’s fable. Are you more like the ant or the grasshopper in this story?

Live to work or work to live



Source: <http://fritz-aviewfromthebeach.blogspot.com.br/2012/02/grasshoppers-outnumber-ants.html>



Task 20: VIDEO- Watch the video containing the fable “The ant and the grasshopper”

<http://www.youtube.com/watch?v=ATuBscFxi9U&feature=related>



READING ACTIVITY

Read the fable¹² and think of the questions below:

¹² Available at: <http://www.umass.edu/aesop/content.php?n=0&i=1>.

IN a field one summer's day a Grasshopper was hopping about, chirping and singing to its heart's content. An Ant passed by, bearing along with great toil an ear of corn he was taking to the nest.

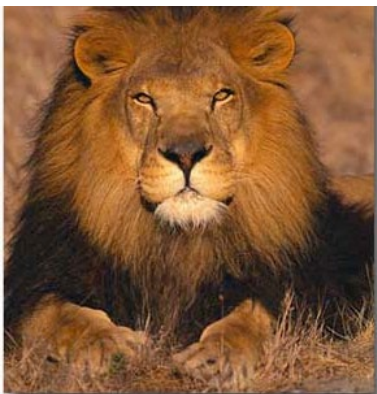
"Why not come and chat with me," said the Grasshopper, "instead of toiling and moiling in that way?"

"I am helping to lay up food for the winter," said the Ant, "and recommend you to do the same."

"Why bother about winter?" said the Grasshopper; "we have got plenty of food at present." But the Ant went on its way and continued its toil. When the winter came the Grasshopper had no food, and found itself dying of hunger, while it saw the ants distributing every day corn and grain from the stores they had collected in the summer. Then the Grasshopper knew:

"IT IS BEST TO PREPARE FOR THE DAYS OF NECESSITY."

- During the summer months, which insect seems more content? How does the situation change in the winter?
- Do you think most people live according to the moral of the fable?
- In the lives of real people, is hard work usually rewarded and laziness punished?



"A lion sleeps in the heart of every brave man."
-Turkish Proverb

A genre which is quite similar to fables is the folktale. Let's see an example of a folktale before listing its characteristics. Look at the picture and reflect upon the questions.

- ⊙ What kind of animal is the lion? What are some features associated with it?
- ⊙ Read the Turkish proverb. What do you believe it means? Do you agree or disagree with it?
- ⊙ Would you have enough courage to get a hair from the tail of a fierce lion? Why or why not?

Source: <http://s626.photobucket.com/albums/tt345/lionking800/?action=view¤t=SymbolicMeaningofLion.jpg&sort=ascending>.

THE LION'S HAIR – FOLKTALE - SUMMARY

- ⊙ In this Ethiopian folktale we learn a lesson about love and about determination (or resolve), a quality that keeps us from giving up, that keeps us trying until we succeed. The couple in this tale is overwhelmed with problems; that is, their difficulties have become too much for them. The result is a loss of harmony, or peaceful relations. A wise man tells the woman that she must take something from a lion. She fears the lion's claws (sharp nails) and its fangs (long sharp teeth).



The complete folktale can be found at:

http://www.ou.org/index.php/shabbat_shalom/article/11381/.

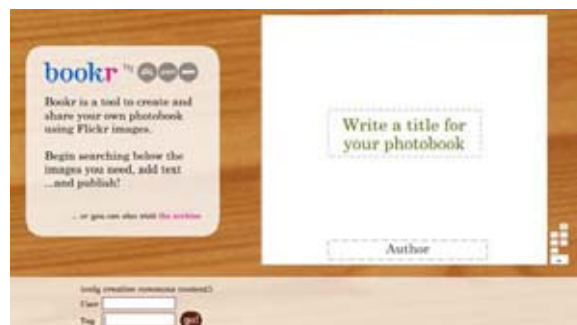
What are the characteristics of the genre folktale?

- ⊙ A **folktale** is a story that is passed down through generations by word of mouth. Storytellers recount folktales, adding their own personal touches to entertain listeners and to teach a moral, or lesson. Myths, tall tales, legends, fables, and fairy tales are all folktales. Below are descriptions of some common elements they share.
- ⊙ **Setting:** The setting is where the story takes place. It can be a place that exists or an imaginary place.
- ⊙ **Characters and conflict:** Characters in folktales can be people or talking animals who sometimes have exaggerated or magical abilities. The conflicts are usually everyday problems that regular people might have.
- ⊙ **Style:** The style of a folktale is informal and conversational.
- ⊙ **Theme:** The theme of a folktale, or the folktale's moral, is a lesson about human nature from which listeners or readers can learn.

LET'S GET READY FOR WRITTEN PRODUCTION!



Now it's your turn to choose a fable or a folktale that you find interesting. You are supposed to rewrite it using your creativity: you may add some details, change some parts or anything your imagination allows. Then you are going to use an internet tool to produce an e-book for it: <http://www.pimpampum.net/bookr/>. Follow the steps below to use this tool:



1. Go to the website: <http://www.pimpampum.net/bookr/>.
2. Write a title for your photobook and your name in the box "Author".
3. In the lowest box, entitled "tag", type a keyword for the kind of photo you are looking for and click on GO! (If you want pictures of flowers, type "flower" and a lot of options will appear on the screen. If you place the mouse on the right or left edge, the pictures will move to the right or left). Choose a photo and click on it. The image will appear on your photobook.
4. You can go to the next page by clicking on the lower right corner or by choosing one of the squares on the right (each square represents a page). In the inside pages, you are supposed to type your text in the rectangle on the bottom of the page and do the same process of choosing pictures using the tag tool.
5. When you are done, click on "Publish this book". You should name it and then you will get a web address that you can post in the forum so that everybody can see your completed task.

Task 21 – Production activity

You are going to produce a text with all the steps of writing.

1. Choose a fable or a folktale and read about it as a brainstorming phase.
2. Summarize the fable and folktale so that you can have the main idea of your story.
3. Complement the story with your details or changes to the version.
4. Write a draft and post it in the forum to get feedback from your classmates and your tutor.
5. Write your final draft and type it in a bookr format.

22) Professional writing 4: Letter of application

One of the genres which are common for the language teacher professional is the letter of application. Some websites¹³ bring interesting information on how to write an application letter for a teaching-related job. If you are following application directions, include the specific things which have been demanded. Other relevant pieces of information that should be included are:

- Your academic track record
- The educational philosophy that informs your teaching
- What you can bring to the role for which you are applying
- Extra-curricular stuff you can offer
- Let's see how that breaks down.

1. Put your name and contact details at the top of your letter of application, centered (address, phone, email, etc.)
2. Address the responsible professional you are writing to properly (check if they're a 'Dr' for example).
3. In the introduction list your positive qualities and your academic achievements. Talk about how your studies inform your teaching, using phrases like 'putting theory into practice'.
4. Following that paragraph you could write about your educational philosophy. Go on in this paragraph to discuss how your teaching is informed by various theories and what you feel the purpose of education to be. Link this to how you would approach the role to which you are applying.
5. In the next paragraph talk about specific issues to do with the post to which you are applying. Do your homework: read newsletters, inspection reports and the like to ascertain what the school is proud of and where it is looking to develop. Remember that you are trying to associate yourself with the school as much as possible.
6. Next, it's the turn of non-teaching aspects. So if you're a tutor, mention what you've been doing with your tutor group. Put across a picture of being warm and friendly – someone to turn to, yet someone who checks on their progress. Don't paint it as a bed of roses: be honest if you've got a difficult group, but be sure that you show how you're managing them. If you've got other abilities, then write how you currently run extra-curricular groups. Have a look at the extra-curricular program of the school to which you're applying and suggest on any gaps which you could fill.

¹³ The information presented has been adapted from the website: <http://teaching.mrbelshaw.co.uk/index.php/2007/04/30/how-to-write-an-application-letter-for-a-teaching-related-job/>.

7. The next paragraph should talk about reasons for applying for the job. Sometimes this might be implicit – for example if you’re going for a promotion. It’s always a good idea, however, to mention why you’re applying for a job if it will involve you moving. Family ties or a pleasant place to bring up your children are always good reasons to put down. If you mention that the school sounds like a place you would send your kids, there’s extra bonus points!

8. The first and last paragraphs are the clinchers, and of those, the last is the most important. It is, after all, the one that will stay in the mind of the reader and therefore potentially decide whether you go on the ‘rejection’, ‘possibly’ or ‘definitely’ piles of interviews. Always mention the name of the person to which the letter is addressed in your conclusion, always mention some more personal positive qualities, and always ‘big up’ the school to which you’re applying.



https://www.training.nih.gov/assets/Writing_letters_for_faculty_jobs.pdf

LET'S GET READY FOR WRITTEN PRODUCTION!

Take a look at a sample letter of application of a beginning teacher:

2300 South Street
Vermillion, South Dakota 57069

April 15, 2002
Dr. Martin Peterson
Director of Personnel
Columbus Public Schools
1010 Oak Street
Columbus, Nebraska 68463

Dear Dr. Peterson:

I wish to apply for the mathematics position at Columbus High School which was recently advertised in the Employment Opportunities Bulletin from the University of South Dakota. I am also interested in coaching track, volleyball or tennis.

My recent student teaching experience at Vermillion High School has thoroughly confirmed my desire to teach mathematics at the high school level. My teaching responsibilities included three sections of algebra, one section of general mathematics, and one section of precalculus. While student teaching, I also assisted with the boys track program.

The enclosed resume will provide you with additional information concerning my educational preparation and qualifications. I have requested the University of South Dakota School of Education Student Services Office to forward a set of my credentials for your review.

I would welcome the opportunity to discuss the position in detail with you. Please advise me of any additional procedures that I should follow. I can be reached at the above address or by telephoning 605-555-5555. I look forward to hearing from you.

Sincerely

Dave Matthew

Enclosure

Take a look at the following scheme which will help you write the letter:

Sender's address
Complete date
Receiver's name Function
Formal opening,
First paragraph: explain your intention, what position you are applying for, where you saw the ad, when (date) and your main interests.
Second paragraph: talk about your experience and responsibilities.
Third paragraph: offer extra credentials (such as a reference letter, for example)
Fourth paragraph: put yourself at disposal. Don't forget to end the letter with a closing sentence! It makes all the difference!
Formal goodbye



Task 22 – WIKI

Now, it's your turn to produce a letter of application. It will be a collaborative activity. Your tutor will assign different groups for you to complete this task. You have to select a photo of an unknown person in an image search engine (such as google images) and you have to create a teacher identity for this person in order to write the application letter.

What have we learned so far?

- Reflecting on proofreading, essay quality and grading an essay
- Understanding punctuation and run-on sentences
- Creative writing: fable and folktale
- Using internet tools: bookr
- Professional writing 4: letter of application



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