MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
Pavlo Tychyna Uman State Pedagogical University

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WRITING FOR SUCCESS

Manual
for higher education students

Kremenchuk
NovaBook
2025

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S94

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This book focuses on the fundamental principles of writing, which will enable to cope with any piece of writing with much pleasure and satisfaction. It shows that this is a bright process, which incorporates all kinds of human language acquisition and production. This manual will boost critical thinking, imagination, and the ability to express oneself.

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PREFACE

Since writing has become one of the essential parts of modern professional life, we address this manual to the BA students to master their skills in this sphere. The career of a teacher, linguist or translator, as well as managing positions in different institutions, requires writing consistently on a regular basis. Moreover, writing is also something you need in your everyday life when developing a story for a friend or writing a letter. It helps to be heard and understood by others appropriately.

Sometimes writing is considered a tedious piece of work, but as soon as a person acquires its essential elements, principles, and forms suggested in this book, this process will turn out to be a vivid and interesting activity. It will boost your critical thinking, imagination, and the ability to express yourself.

In this book, we focus on the fundamental principles of writing, which will enable you to cope with any piece of writing with much pleasure and satisfaction. We will show that this is a bright process, which incorporates all kinds of human language acquisition and production, namely:

- ✓ *speaking* while discussing the ideas with group mates and friends;
- ✓ *listening* while analysing someone's thoughts about a theme for writing;
- ✓ *reading* while collecting the data for your paper.

Such skills will help you succeed in your life and career.

We wish you good progress and success whenever you get to writing!

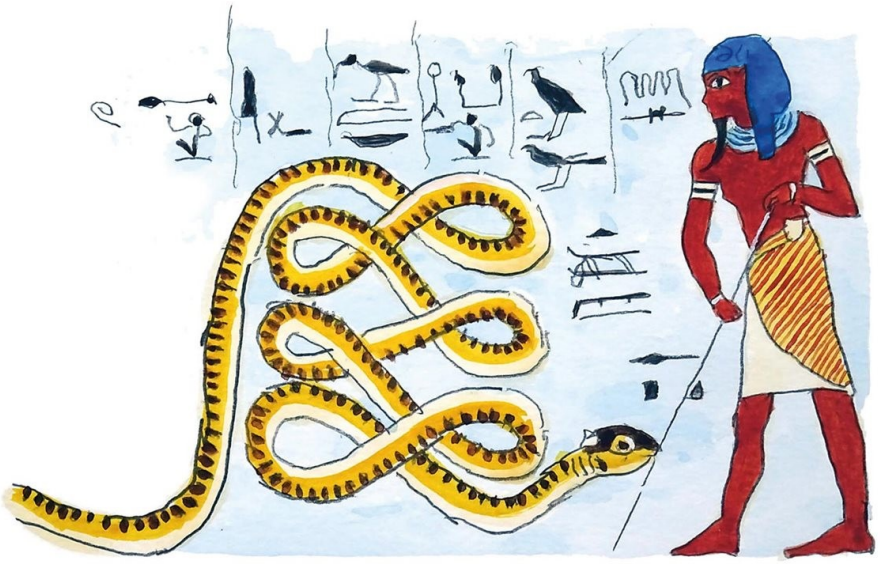
Unit 1. Open yourself and the world with writing

***By the end of the unit, you will be aware of**:*

- the beginnings of writing;
- fundamental differences between writing in English and Ukrainian;
- the notions of "creative writing" and "academic writing"

and will be able to:

- to compare and contrast the roles, forms and purposes of writing at the early stages of its development and nowadays;
- to approach your writing strategy;
- to understand the principles of writing in Ukrainian and Anglo-American cultures;
- to define the peculiarities of creative and academic writing.



[1]



[2]

[1] The picture is adopted from "The Saudi Aramco World"
[2] The picture is adopted from "Wikipedia. Writing"

Understanding writing

Task 1. Look at the pictures above. What can you say about the development of writing in different parts of the world?

Task 2.

A) Read about the beginnings of writing in prehistoric times and its role nowadays. Discuss the issues with your partner.

THEN…

Writing is one of humankind's greatest achievements. It took a variety of forms. Christopher Woods, Associate Professor at the Oriental Institute, said, "In the eyes of many, writing represents a defining quality of civilization. There are four instances and places in human history when writing was invented from scratch – in Mesopotamia, Egypt, China and Mesoamerica – without previous exposure to or knowledge of writing. It appears likely that all other writing systems evolved from the four systems…" (2010).

Token balls are the examples of early writing systems. These balls are clay "envelopes" marked with a personal seal, may contain small clay objects representing a quantity of something. It may have been used as a bill: a merchant who sent a herd of 25 sheep to a distant purchaser could send with them an envelope containing two "10-sheep" tokens and one "five-sheep" token.

[3]

[3] The picture is adopted from the collection of the New York Archeology Museum.

According to Giulio Angioni (2011), human societies were driven with collective pragmatic motivations for the development of writing. For instance, it was crucially important to keep history, maintain culture, codify knowledge through curricula and lists of texts deemed to contain foundational knowledge (e.g., *The Canon of Medicine*) or to be artistically exceptional (e.g., a literary canon). Thus, with the help of writing, people could organise and govern societies through the formation of legal systems, census records, contracts, deeds of ownership, taxation, trade agreements, treaties, and so on.

B) Compare the forms and purposes of writing at early stages of its development and nowadays. Fill out the table.

	Then…	**Now…**
Forms		
Purposes		

Your attitude to writing…

Your attitude toward what you do is extremely important as it predetermines whether you succeed or fail. Think about your attitude to writing and complete the following task.

Task 3. Use the following scale while determining your attitude to writing:

1= Strongly agree; 2=Agree; 3=Neutral; 4=Disagree; 5=Strongly Disagree

A) I enjoy chatting with my friends online____

B) I like writing letters and cards to my relatives and friends__

C) Freewriting about my feelings and events relaxes me__

D) I enjoy working on wallpapers, scenarios for some events at university__

E) I like writing compositions__

F) I prefer writing poems, stories, songs, or jokes__

G) I frequently write emails__

H) I keep blogs__

I) Writing is a creative leisure activity for me__

J) I'm a confident writer__

If your score is between 10-25, you love writing; 26-30, you face some problems while expressing your thoughts in written form; 31-50, writing is not your cup of tea, but practice and good writing strategies can help you a lot!



Why is it sometimes hard to write in English?

Task 3.

A) Try to answer the above-mentioned question, addressing your personal experience. State the reasons why writing in Ukrainian and Anglo-American cultures is different.

*Reason1*_____

*Reason 2*_____

*Reason 3*_____

……

……

B) Look through the comparative analysis of writing in English and Ukrainian. Compare and contrast your arguments with those in the texts.

Writing in English	***Writing in Ukrainian***
The attitudes toward writing and its teaching differ across cultures and educational systems. For example, in the United States, writing has become a compulsory subject in all colleges. As U. Connor (1996), a U.S. specialist in second	As most Ukrainians know, our educational system is based primarily upon the non-written forms of knowledge acquisition, control, and evaluation. The only place in Ukraine where writing is explicitly taught is

language writing, notes, writing classes focus exclusively on composing and other writing skills rather than on the study of literature or the English language. The theoretical framework for such courses has been derived from the classical rhetoric that exists, according to Aristotle, primarily to persuade. Aristotle wrote that there needs to be different modes of persuasion depending on three major components of communication: the speaker, the audience, and the content of the argument (Lingualeo). If you are studying in a British university, you will be required to do a large amount of writing, whatever your subject. Some people distinguish between "essays" and "reports", and you may also know some other names for written assignments. However, sometimes the same name is used for very different types of assignments, and different names are used for very similar types of assignments. Some of these assignments are more common in some disciplines than in others. For example, in *Business*, *case studies* are very common, in *Law*, *problematic questions* are very common, while in *History* and *Philosophy*, *essays* are very common. From the British Council	secondary school. The writing is viewed as a kind of verbal art that is assumed to be mastered in its three aspects – orthographic, grammatical, and stylistic. Teaching composition, which is traditionally a prerogative of the teachers of the Ukrainian literature, is also closely connected with its linguistic dimension; in particular, much emphasis is laid upon the so-called culture of the word" that reflects a striving toward grammatically and stylistically correct written texts, which also have to invoke a certain aesthetic impression. In effect, to be a good writer means primarily to richly explore and utilize the wealth of the native language, to demonstrate the awareness of its grammatical norms and an adequate knowledge of its various resources. At the same time, the overall structuring of the text, as well as such parameters of written communication as the context of the situation, the purpose of the text, or the specifics of the potential audience, are usually left unaddressed. From Lingualeo

C) Agree or disagree with the statement. Provide your arguments and examples to prove your point of view.

1. Writing is a complex cognitive process which takes place within a certain social context.

2. In Ukraine, the nature and goals of writing as a college discipline are treated in the following way: a student does a lot of writing within all academic courses.

3. Writing as thinking, as a cognitive process, and writing as a verbal art are two faces of one phenomenon, differently understood in Anglo-American and Ukrainian cultures.

What is a writing strategy? Do I need it?

*By the term **"strategy"** we usually mean the way we plan to do something, e.g. the way you or your mom cooks borsch is different from the way your neighbour does it. So, the dishes taste different as well. Every cook believes that his/her soup is splendid because it accumulates the experience of several generations and has some secret ingredient, which makes it superb. Correspondingly, by a writing strategy, we understand the best approach to write a paper. Your writing strategy will consist of small steps **(tactics)**.*



Task 4. Consider the following tactics of a writing strategy. Then tick those which you consider necessary for your own writing strategy. Add 3 more tactics of your own.

☐ Read a lot. "Pick up" useful expressions from authentic English papers.

☐ Plan your writing carefully.

☐ Consider whether you have enough informational resources to write about the subject.

 Think about your potential reader. Communicate with him/her to understand the priorities.

 Define the focal point of view.

 Consult native speakers. Ask them to read your paper.

 Pay attention to the paper structure of the genre.

 Think about the way to support your point of view.

 Be ready to improve your paper. Write and rewrite again.

 Turn to your colleagues or group mates for help.

 Follow the recommendations of English writing manuals.

 Arrange your ideas logically

 Make your work visible, think about the way to publish it for your audience.

 Think about employing illustrations, special fonts and colour of your text.

 Avoid plagiarism.

- *My writing tactic 1*_____
- *My writing tactic 2*_____
- *My writing tactic 3* _____

Creative or academic writing?

Task 5.

A) Look at the list of writing genres. Are they creative or academic? Why do you think so? Which ones may be hard to define?

A problem-solution essay, a poem, an advertisement, an artist's blog, a romantic story, an article in a journal, a social article in a magazine, a report on working abroad, a book review, an event review, an email to your professor, a CV.

B) Complete the chart by putting each genre into the appropriate box. Some pieces of writing can go in several boxes.

Papers are to influence the reader.

TO ENTERTAIN	TO INFORM	TO PERSUADE

C) Match the characteristics with the kind of writing.

Creative writing	Authors use it to write poetry, screenplays, short stories, novels, etc. Its purpose is to aid the reader's understanding. It displaces your imagination in an original way. Helps to find your unique literary voice.
Academic writing	It is clear, concise, focused and structured. It tends to be in a formal style. The author backs up his/her point of view with evidence, data and facts.

D) Give your own definitions of creative and academic writing, separately. How are they connected? How can they develop your thinking?

Unit 2. Components of effective writing

By the end of the unit, you will be aware of:

- the criteria for paper evaluation;
- the tools to narrow down your topic for writing;
- the ways to determine the purpose of writing;
- the means to approach your audience

and will be able to:

- perceive a paper as a complex unity of different parameters;
- single out the elements of writing;
- specify the subject for writing;
- critically focus on the purpose of your writing;
- understand the needs of your readers.

45

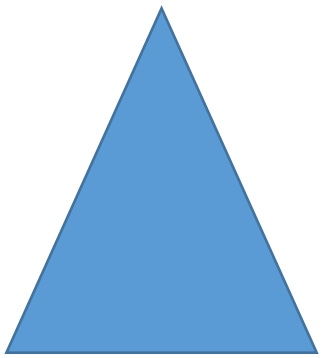
[4]

[5] The picture is adopted from “Brainsre news”



Task 1.

A) Work with your partner and put down some issues you consider important for writing well. Why are they necessary for you as a writer? Arrange the top 3 at the angles of the triangle.

1……	
2……	
3……...	
4……	
5……	
6……	

……..	

B) Compare your list of essential elements for writing with the paper evaluation criteria (Appendix A).

Finding a Subject

Or simply saying, what you are going to write about. Here you can ask a lot of questions: What am I interested in? Why? Is that of some importance to my potential reader? Your subject for writing should be topical for your audience, and provoke anxiety to read. It is necessary for the topic to have a definite point, some focus.

Task 2. Develop several topics which can be interesting for you to write about.

Topic 1.
Topic 2.
Topic 3.

Task 3.

A) Narrow down any topic you have mentioned above to make it specific and interesting to write about.

Topic 1.
Topic 2.
Topic 3.

B) Answer the following questions:

What is the reason for you to choose these topics?

Who is expected to read your papers?

What can motivate you to write qualitatively?

Identifying purpose

Purpose defines why you are addressing some topic. Your writing will vary greatly depending on the purpose. For example, you can write about the weather but with different purposes: to inform an audience about the weather forecast, to persuade them to wear warm clothes or to advertise a resort with a superb climate, etc.

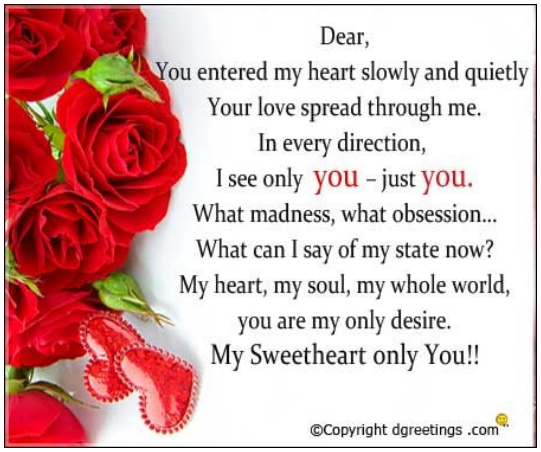
Task 4. Read and analyze the following pieces of writing. Why does the author write about these topics?

A

Explore Property to Rent in London

Searching for a home or apartment to rent in London is made easier with an experienced professional to help you navigate all the options. Speak to one of our local Douglas & Gordon property advisors to gain exclusive insight into this diverse market, with a variety of properties to choose from. Whether you're looking for a large family home to rent or a studio flat, our Douglas & Gordon agents will help find your perfect property.

B



C

Charles Dickens

Charles Dickens was born in Hampshire, England, and is considered to be one of the greatest British authors of all time. During his lifetime, he used his great influence to comment on the social wrongs of the Victorian era, particularly those related to the poor in London. In fact, Dickens was no stranger to hardship himself. As a teenager, he was

forced to finish school and work in a factory, while his family were in a debtors' prison. This had a profound effect on Dickens and his later writings. Some of Charles Dickens' most well-known and loved novels include Oliver Twist (1839), David Copperfield (1850) and A Tale of Two Cities (1859). In Great Expectations, a poor 10-year-old orphan named Pip is confronted by a prisoner. This encounter would have a huge impact on Pip's future.

Audience

Audience is the people for whom you write. A writer uses a particular style of language, tone, and content according to what he knows about his audience. In simple words, the audience refers to the intended readers of a writing.

Many writers prefer to adopt different styles of voice – formal, informal or neutral – depending upon their intended audience. Knowing your readers will help you to determine what level of details to provide, and what type of word choices to make, because the word choice and tone should match the expectations of the audience.

Task 5.

A) Do you know your potential readers? How can you learn about their needs and priorities? Brainstorm for ideas.

Idea 1_____

Idea 2_____

Idea 3_____

B) Look at 2 possible approaches to understand your reader. Comment on them and try to add some more options in each category.

Subjective approach	*Objective approach*
Substitution	A survey
(If I were a reader, I would be interested in…)	

_____

_____

C) Imagine you are going to write about sports. Try to characterise the following categories of readers, keeping in mind your topic.

A successful businessman	A 7-year-old child	A pensioner in her 60s

Task 6.

A) Analyze the 2 letters given below.

Dear Cecilia,

I thought you'd never reply to my last letter! Anyway, back to your question. Well, if I were you, I'd choose the museum job.

Working in a restaurant would be very tiring. Trust me, I've done such a job, and I quit within a month! However, you talk to lots of people, listen to their discussions, which can sometimes be very interesting, but still, you get really tired.

Working in a museum, though, can be really interesting. You just have to explain to the visitors what is what. You may think that you will have to talk all day, but that's not true. You see, many people just like to browse through the museum. You also have to remind the rules of the museum to those who disobey them, but these people are usually very few; not something you should worry about.

I strongly suggest you take the museum job. It's easier and less tiring. I'm looking forward to getting your reply.

Lots of love,

David.

Dear Mr Richards,

I am writing to inform you that I was very disappointed with my visit to your restaurant two days ago. I read your advertisement in the newspaper and decided to spend an evening there with my friend. Unfortunately, I have a couple of complaints concerning this visit.

According to your advertisement, the place is perfect for having private conversations in a relaxing atmosphere. However, it turned out that the music was so loud that I could hardly concentrate on the chat with my friend. The waiter asked to turn the music down, shrugged his shoulders, and said that other guests liked it that way. Is that what you mean by 'discreet service'?

To make matters worse, the place was crowded and waiting for an ordered meal was intolerably long. I must admit that the cuisine was quite good, but the prices were way too high.

I would like you to take my points under consideration, and I expect a refund from your restaurant. I trust you will give this matter immediate attention. I look forward to receiving a reply from you.

Yours sincerely,

Tom Collins.

B) In small groups, make a list of differences, which you have noticed. What is the role of a reader? How is he/she different in the two letters?

1._____

2._____

3._____

4._____

Task 7. Define some subject with a specific focus for some purpose and for a definite audience. Write a paragraph.

Subject & focus:_____

Purpose: _____

Audience: _____

Your paragraph

_____

_____

_____

_____

_____

_____

Unit 3. The Writing Process

By the end of the unit, you will be aware of:

- the stages of writing;
- techniques to generate and arrange your ideas;
- ways to improve your paper;
- opportunities for publishing your works

and will be able to:

- to understand how to approach your writing;
- to make your writing well-planned and systematic;
- to pass smoothly from one stage of writing to another.

[6]

Task 1.

A) Look at the picture above. What does it convey about the writing process? Put down your ideas.

B) Imagine a journalist writing an article for a tabloid. What stages of the process does he/she go through?

B) If you were to write a speech about extracurricular activities for the Student Council, would you go through the same stages?

[6] The picture is adopted from "Bradford research school"

The writing process: how to approach?

Taking a pen and writing a wonderful piece is quite a complicated issue and not everyone can do it on the spot successfully. Usually writers need time to come up with ideas, identify which ones are worth writing about. We should also keep in mind that writing about a topic means its thorough understanding. Only then a writer can start the work constantly improving and developing it. Consiquently, getting a final paper to be published or presented. So, we focus on the following stages of writing:

Stage 1: Prewriting

Generating ideas, planning, and organizing them. Sometimes you need to research the topic

Stage 2: Drafting

Writing a first draft

Stage 3: Revising and Editing

Making your paper better

Stage 4: Publishing

Presenting your paper to audience

Task 2. Match the following actions with the stages of writing given below.

Looking for information *Evaluating* *Considering audience* *Arranging ideas* *Adding linking words and sentences*	*Thinking about the purposes of a paper* *Taking away irrelevant ideas* *Selecting/ rejecting ideas* *Taking into account the proper range*	*Structuring* *Forming opinions* *Presenting the final piece to readers* *Improving style* *Providing more detailed support* *Restructuring* *Planning*	*Putting ideas into sentences* *Showing the reviewer* *Improving the vocabulary use* *Correcting grammar errors* *Following genre peculiarities*

Prewriting	
Drafting	
Editing and revising	
Publishing	

Prewriting

For some of us to take a pen and start writing seems to be the most difficult, but as soon as you do that you can find out that the writing process can be quite inspiring. Some prewriting activities are to give you some clues on how to organise yourself and the flow of ideas.

Task 3. Suppose you have to write a book review. Look at this map for writing, concentrate on each point. Is the map helpful for you as a writer?

Who am I writing for?	Why am I writing?
_____	_____
_____	_____

Topic & focus:

_____

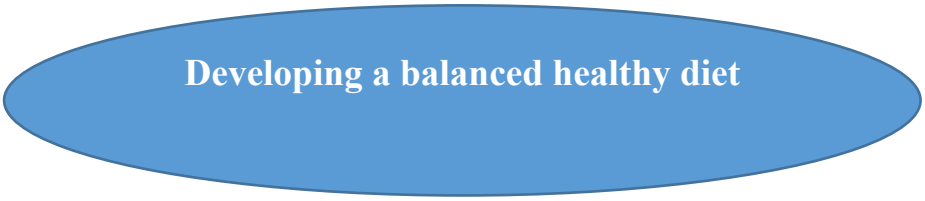
What resources do I need to write about this topic?	Do I know enough about genre peculiarities?
_____	_____
_____	_____

Arranging the ideas

Concentrating on some topic for writing can give a range of ideas. It is reasonable to use several techniques to arrange your thoughts, finding the ultimate ones for your paper. For instance, some people keep a pen and pencil with them to put down what comes to their minds even at night! Others prefer freewriting to express themselves and then choose what is suitable for their paper… Approaches differ but writers have their own tools to recording their thoughts. Let's focus on some of them!

Brainstorming

Task 4. Think about the topic for writing and put down the ideas, which come to your mind. Cross out those, which you believe are irrelevant.



I like home-made food

~~*Low-fat products*~~

Lots of fruits and vegetables

……

……

……

……

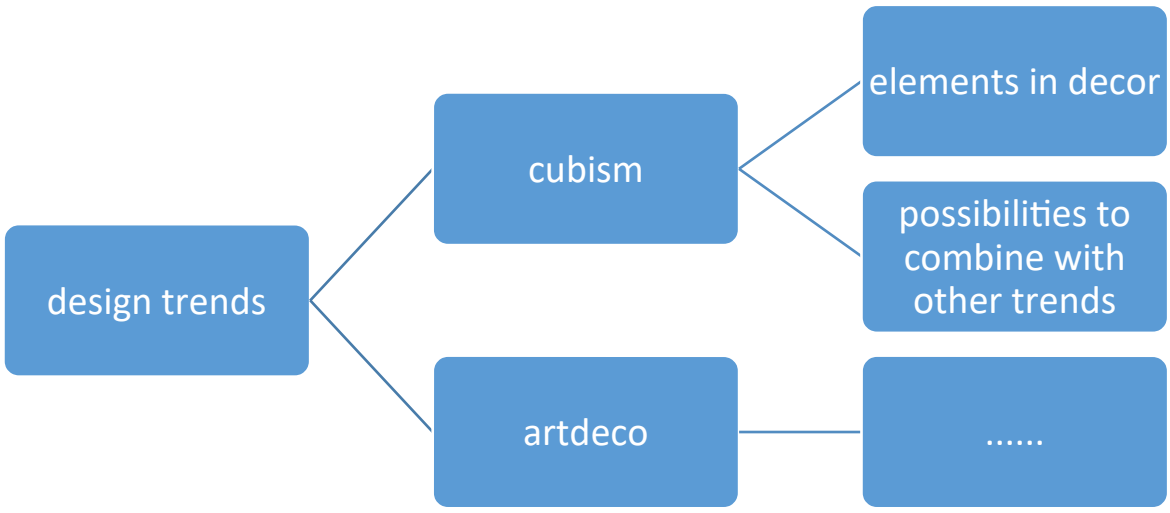
……

……

……

Clustering

Now, when you have some scope of ideas, try to cluster them in some blocs, for example:



Such blocks can become your paragraphs…

Planning

With the help of brainstorming and clustering, you get a range of ideas somehow grouped. The next step – planning – can help structure your potential pieces of writing,

and understand the content of each paragraph. It will give you the idea whether you have enough material, examples and data to write about the topic. Your planning can be quite informal.

Task 5. Complete the subpoints about the given topic. You can add some examples, opinions, statistical data, etc.

Topic: Modern design: trends & wishes

1. **Tendencies in decorating flats and houses**
   - **1.1.**_____
   - **1.2.**_____
   - **1.3.**_____
2. **Fashion and clothes**
   - **2.1.**_____
   - **2.2.**_____
   - **2.3.**_____
3. **Design of new technologies**
   - **3.1.**_____
   - **3.2.**_____
   - **3.3.**_____

Drafting

On having done the preliminary, preparatory work, you can start writing. Use your ideas and the outline to help you organise your thoughts. Do not focus much on the correctness of the language, as writing the first draft only means expressing your ideas in a textual form. During the next stage, you will have a chance to improve everything you have written.

Editing and Revising

At this point you make your paper much better and clearer. While ***editing*** *focuses on improving language use (grammar, vocabulary, punctuation, style),* ***revising*** *looks at irrelevant ideas, lack of support, structure drawbacks meaning paper coherence and unity.*

While editing and revising you can use ***evaluation criteria*** *(Appendix A) to keep in mind the main points taken into consideration while checking the paper.* ***Peer reviews*** *(asking someone you trust to read your paper and express opinion) is another tool, which can be quite helpful.*

Task 6. Here is a letter edited and revised by Dr. Robert Coté. What exactly does the professor correct and suggest improving (turn to Appendix A for evaluation criteria)?

1160 W Lone Star Mine Place (Only keep for hard copy letters)
Oro Valley, AZ 85737

August 4, 2017
Raytheon
1151 E Hermans Rd (Only keep for hard copy letters)
Tucson, AZ 85756

Dear Dr./Mr./Ms./Hiring Committee, (Always find a name & title of someone. Worst case, use Sir/Madam or Selection Committee)

Please accept this letter for the position of Information Systems Technologist II at Kino Hospital South that was advertised on your website. I believe my education, work experience, and demonstrated tech skills are an ideal match, for I strive to optimize services by improving operations and providing solutions to streamline processes.

I have extensive experience in IT support working with a diverse clientele. I have expertise in new application evaluation and installation, resolutions relating to existing systems, and user training, documentation and policy development related to IT systems. While I have never had the title of Systems Administrator, I have been responsible for all the listed duties in my positions both with the University of Arizona Health Network (UAHN) and in my current role at the City of Tucson. At UAHN, I was responsible for setting up end user security and maintenance for assigned applications. I also installed, configured, and maintained workstations, software, servers, and phone systems. This included strategically planning by determining needs and presenting solutions across

various departments, ensuring system changes were thoroughly tested prior to production, developing a high level of documentation and reporting, as well as integration with complex applications. (We need an –ing word here. Does it make sense to say integrating complex applications?)

At NAME OF HOSPITAL, I was initially hired on a temporary basis for hardware support of a new bed tower that was added to the hospital's IT system/network? Because I demonstrated my ability and motivation to further develop my technical knowledge, I was able to progress within the organization. (Make sure this is what you mean).I developed the skills and leadership qualities that are requisite for motivating staff to implement projects in an efficient and effective manner. In my current role with the City of Tucson, I am often requested to take the lead in IT roles as well as train colleagues and liaise with end users to achieve desired results. I serve as the lead on the Windows 7 and Windows 10 image creation, testing, and implementation

I have more than fifteen years of experience in a wide variety of customer service environments. I am highly motivated and driven to grow with an organization. Given the opportunity, I am confident that my theoretical knowledge and practical experience would be an asset to Raytheon as an Information Systems Technologist II. If you have any further questions, please do not hesitate to contact me at (520) 665-0459 or handsomeguy17@yahoo.com. (Seriously?) I look forward to hearing from you soon. (You can also move this down or delete entirely.)

Thank you for your time and consideration., (Fullstop or comma if you add the look forward part). And I look forward to hearing from you soon. (You can also move this up or delete entirely.)

Sincerely,



Robert Arthur Cote

Publishing

Publishing means making your writing public, namely, presenting and influencing your reader. It is an essential part of writing because it gives real sense to your work.

Task 7. Analyze the ideas for publishing papers. Which ones you believe are good. Add some more points of your own.

Making your work public…	***Comments***
Social media	*Publishing your works in social media can reveal them to your friends and relatives as well as to people from all over the world.*
Keeping a blog	*Showing your paper in such sort of media can become a spicy detail of your pages.*
Special websites	*You can address your works to some special sites, i. g. culinary, art, education.*
Your group magazine	*We can start our group magazine where we would collect your papers in a systematic and organized way.*
…	

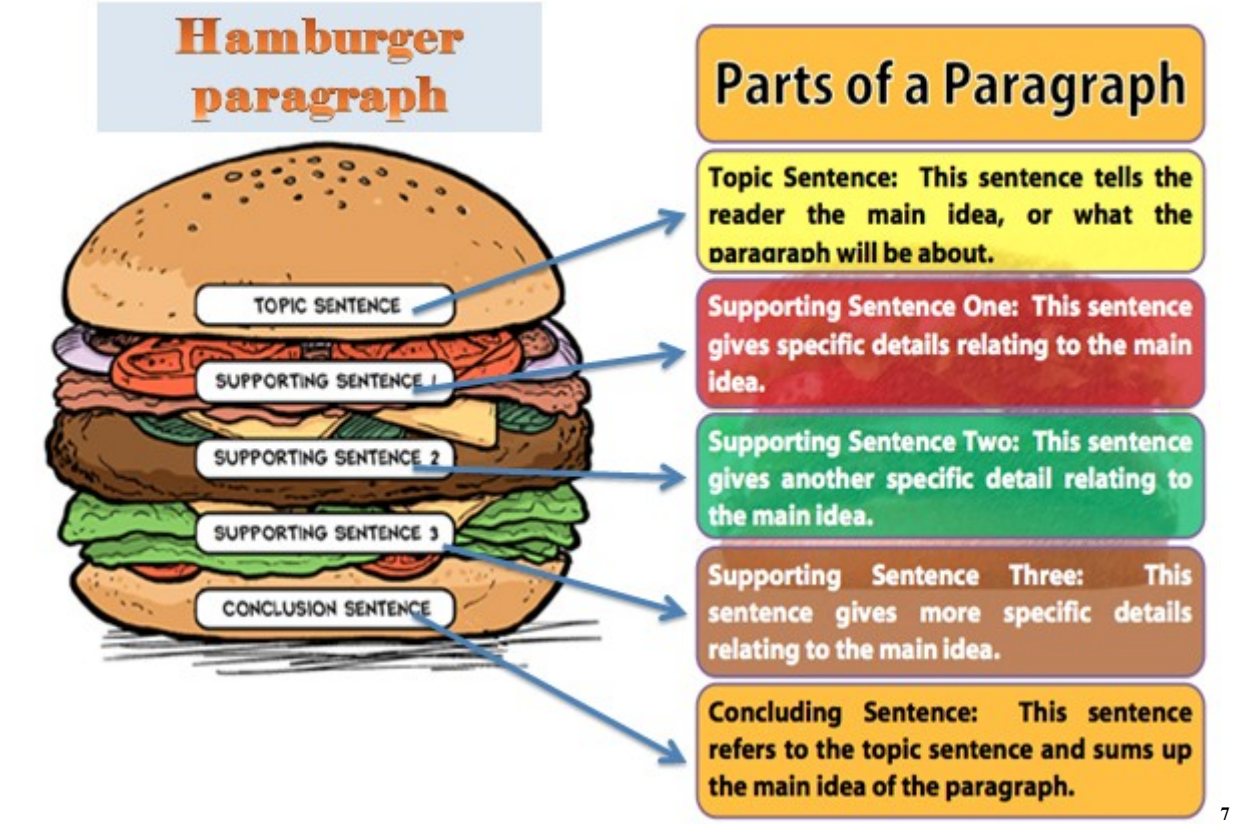
Unit 4. Developing paragraphs

By the end of the unit, you will be aware of:

- structure of a paragraph
- the essence of the topic sentence;
- the variety of support;
- how to write an effective paragraph

and will be able to:

- to organize the ideas into a paragraph;
- to formulate efficient topic sentences;
- to develop relevant support.



[7]

Task 1. Look at the illustration above. How does it convey the ideas of a paragraph? Complete the definition of a paragraph.

A paragraph is a _____of sentences that _____on a single idea. For a paragraph to be effective, it should contain a_____, have sentences that _____the main idea of that paragraph, and maintain a consistent flow.

Task 2. What is the role of a paragraph while writing some paper? Try to explain it analyzing the pictures.

[77] Adapted from "Writing a paragraph". Siue.





[8]

Let's have a closer look at a hamburger!

Task 3.

A) Develop a recipe for cooking a hamburger out of the ingredients you can see in the picture.



[9]

B) Associate each ingredient with the element of a paragraph writing. Make a recipe for it.

1.Crusty top bun with	A. Linking words

[8] The photos adopted from https://trivita.ua/ua/blog/stena-iz-kirpicha-a-192?srsltid=AfmBOoqOjoulFToaGyRKn38SrGef1zk0cxDzMHk5xixg3bHXvTUCcoab

[9] The photo adopted from Freepic.

sesame	
2.Mustard, mayonnaise and ketchup	B. Examples, spicy details, some quotes, data, statistics from research.
3.Cheese	C. Your main idea with a hook to grasp the reader (Topic sentence).
4.Pickles	D. Restating the main idea with a transition to the next paragraph answers the question: "So what?" (Concluding sentence)
5.Onions, tomatoes, mushrooms, and lettuce	E. Explanation of the topic sentence.
6.A juicy cooked patty	F. Some evidence, analysis and argument.
7.The bottom bun	G. Anecdotes and personal experience if necessary.

Task 4. Trace the components in the following paragraph. Underline each element commenting what it is.

Aspirin can be a fatal poison. People are used to taking aspirin whenever they feel pain. It is true that aspirin is an efficacious pain-killer for example in headache cases. However, aspirin is like any other medicine can be dangerously harmful. Any unregulated use of it may result into the damage to the lining of the stomach, prolonged bleeding time, nausea, vomiting, ulcers, liver damage, and hepatitis. It is scientifically proven that excessive use of aspirin turns it into a toxin. Its toxic effects are kidney damage, severe metabolic derangements, respiratory and central nervous system effects, strokes, fatal haemorrhages of the brain, intestines & lungs and eventually death. Thus, the careful and regulated use of aspirin is most advisable so as not to turn into a deadly poison.[10]

[10] The paragraph adopted from Plugga24se https://sites.google.com/site/plugga24se/writing/examples-of-paragraphs

Comment:

Try to make your paragraph catchy, clear and interesting to read. Imagine yourself in the shoes of your reader. Will they be willing to read your piece? Avoid trivial and casual wording. Mind, please, when you begin with a provoking Topic Sentence, the reader will accept the challenge and get impatient to know what you want to say. If the reader is faced with a topic sentence such as,

- ***Aspirin is a medicine.***
- ***Aspirin has a lot of side effects.***
- ***Aspirin can cure headaches.***

The reader will not be enthusiastic as to go on reading your paragraph.

The topic sentence

A topic sentence usually consists of the ***topic*** *+* ***focus****, meaning that the focus specifies the topic, e.g.:*

Topic *+****Focus***

Fitness has become quite popular over the last century.

Fitness is a means of relaxation for people after a heavy day at work.

Fitness keeps your muscles in the tonus, especially if you are "a desk jockey".

Task 5. Complete each topic with 3 focuses to make different topic sentences:

1. Romance_____
   _____
   _____
2. Modern science_____
   _____
   _____

3. Cultural tolarence_____

_____

_____

Task 6.

A. Provide the topic sentence for the given paragraphs starting with the suggested beginning.

Example:

Although most people consider piranhas to be quite dangerous, they are, for the most part, entirely harmless. Piranhas rarely feed on large animals; they eat smaller fish and aquatic plants. When confronted with humans, piranhas' first instinct is to flee, not attack. Their fear of humans makes sense. Far more piranhas are eaten by people than people are eaten by piranhas. If the fish are well-fed, they won't bite humans.

1. **While writing paragraphs**_____. The questions raised by most of the students while thinking about writing a paragraph are: Paragraph Writing Examples, What is the perfect paragraph format? How many steps are involved in writing a paragraph? How to write a good paragraph? How many sentences are included in a paragraph, and many more like these.
2. **Canada**_____. First, Canada has an excellent health care system. All Canadians have access to medical services at a reasonable price. Second, Canada has a high standard of education. Students are taught by well-trained teachers and are encouraged to continue studying at university. Finally, Canada's cities are clean and efficiently managed. Canadian cities have many parks and lots of space for people to live. As a result, Canada is a desirable place to live.

3. **Alexander the Great**_____. One example of his legacy was the creation of a Hellenistic society. Hellenism was the combination of Greek, Persian, and Egyptian cultures. During this remarkable time period, people were encouraged to pursue a formal education and produce many different kinds of art. New forms of math, science, and design made a great impact on society. If this new way of life had not been as successful as it was, Alexander's legacy would not be as memorable and groundbreaking. Because he conquered many countries and blended together many different cultures, Alexander the Great is widely recognized for his achievements and credited with being one of the greatest rulers in history.

4. **Magellan's circumnavigation [of the globe]**_____. It demonstrated, among other things, that the earth was round, that the Americas were not part of India but were actually a separate continent, and that oceans covered most of the earth's surface. The voyage conclusively demonstrated that the earth is, after all, one world. But it also demonstrated that it was a world of unceasing conflict, both natural and human. The cost of these discoveries in terms of loss of life and suffering was greater than anyone could have anticipated at the start of the expedition. [The voyagers] had survived an expedition to the ends of the earth, but more than that, they had endured a voyage into the darkest recesses of the human soul. (Lawrence Bergreen, Over the Edge of the World)

5. **During the Civil War era**_____. Remarkable speakers spread their ideas through oratory, thrilling their audiences through powerful speeches that appealed to both emotion and logic. Frederick Douglass, a black American, fought for black civil rights through compelling speeches like "What to the slave is the Fourth of July?" which depicted the terrors of slavery in graphic detail. Abraham Lincoln, on the other

hand, spoke peacefully and optimistically during his Second Inaugural Address to demonstrate his desire for peace and reconciliation with the Confederate states. Both speakers captivated their audiences through persuasive diction, tone, and argumentative methods in an effort to win them over and gain their support.

B. Analyse the paragraphs given above.

1. What kind of support is provided to prove the main idea of the topic sentence? (Refer to the hamburger recipe for ideas) _____

   _____

   _____

2. Are the supporting sentences enough to make the topic sentence sound relevant? _____

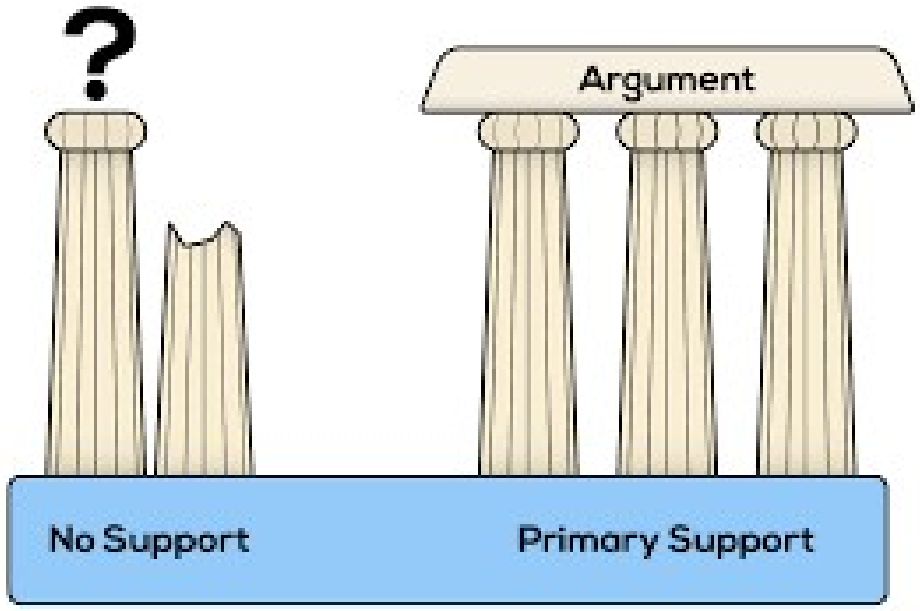
   _____

3. Is there any paragraph which seems vague and unclear? _____

   _____

C. Look at the picture below and give the definition of a supporting sentence.

A Supporting Sentence is ...



Task 7.

A. Write three supporting sentences for each topic sentence.

1. *Science has dramatically changed the way we live nowadays.*
   a. (explanation of the topic sentence)

      _____

   b. (providing an example)

      _____

   c. (consequences)

      _____

2. *I love traveling with my friends in summer.*
   a. (explanation of the topic sentence)

      _____

   b. (providing an example)

      _____

   c. (spicy detail)

      _____

3. *Scientists claim that reasonable physical activity helps to overcome stressful situations.*
   a. (providing statistics and data)

      _____

   b. (analysis of the problem)

      _____

   c. (example from your personal experience)

      _____

4. *How not to be lost in the variety of fashion trends?*
   a. (explanation of the topic sentence)

      _____

   b. (providing an example)

      _____

   c. (consequences)

      _____

5. *Choosing a partner for life is a responsible issue.*
   a. (analysis of the problem)

      _____

   b. (supplying specific details)

      _____

   c. (providing an example)

      _____

B. Choose the topic sentence that you have the best support for and develop it into a paragraph.

C. Exchange paragraphs with a partner. Does your partner's topic sentence have enough support? If not, give suggestions for adding support.

The Concluding Sentence

It restates the topic sentence, signalling the end of a paragraph. Such a sentence summarizes the main points and provides some link for the next paragraph. The conclusion leaves the reader with a closing thought: a suggestion, an opinion, a prediction, etc. Still, the concluding sentence is not always necessary if the next paragraph is closely connected with the ideas of the previous one.

Certain words are commonly used in concluding sentences because they signal the end of a paragraph:

finally therefore consequently in conclusion in short
to summarize in summary thus as a result
We can see that so to sum up
on the whole hence in sum

Task 8. Read the following paragraph. Write a concluding sentence for the paragraph using an end-of-paragraph signal.

October is National Bullying Prevention Month. Bullying is unwanted, aggressive behaviour. Bullying often accompanies a real or perceived power imbalance. Bullying can include making threats, spreading rumours, and attacking someone either verbally or physically. Bullying can take place either in person or online, a phenomenon known as "cyber-bullying." But no matter how it occurs, bullying is unacceptable behaviour. On October 19th, we are encouraging all students to stand up against bullying by wearing an orange T-shirt.

Task 9. Write a concluding sentence to go with each topic sentence below, using an end-of-paragraph signal.

1. Exercise is important for a healthy body.
2. Every meal should include fruits or vegetables.
3. The less junk food you eat, the healthier you will be.
4. It's easy to choose healthy snacks; here's how.

5. Breakfast is the most important meal of the day.

Task 10. Think about some good ideas to write about. Provide at list 3 topic sentences and 3 concluding sentence for each idea.

1. My idea for writing:_____

Topic Sentence 1:

Concluding Sentence 1:

Topic Sentence 2:

_____

Concluding Sentence 2:

_____

Topic Sentence 3:

_____

Concluding Sentence 3:

_____

Task 11. Put the sentences below so that they form a perfect paragraph. Define whether the sentence is a topic sentence, a supporting sentence (what kind?) or a concluding sentence.

There are three parts to good study habits: time, place, and method.

Your study spot should be free of any distractions like the television, or other people, either of which may pull your attention away from your work.

First, set aside time every day to study, and study at the same time every day.

Being a good student is within your grasp if you follow good study habits!

If needed, break your study time up into several sessions, and set a specific goal for each study session.

If you want to improve your grades, you should establish good study habits.

For example, you may set aside half an hour to study for an upcoming math test.

Finally, start with the most difficult subject first.

Getting the most difficult subject out of the way will make it easier to do the remainder of your work.

Next, find a quiet place to work.

Now write your own paragraph telling about how you like to study.

Task 12. Here are 3 paragraphs. Do the following activities with them.

A). Identify topic sentences and kinds of support in each paragraph.

B). Write 3 different concluding sentences for each paragraph with the purpose of summarising the ideas of the paragraph, giving a piece of advice, making a prognosis, etc.

C). Choose 1 paragraph and change the topic sentence in it. Then make respective changes with the supporting sentences, rewriting this paragraph.

I. Brushing your teeth twice a day, drinking enough water, and exercising regularly are just a few examples of healthy habits that can significantly improve your quality of life. People often underestimate the power of small, consistent actions, yet these daily routines profoundly impact mental and physical well-being. For instance, morning walks boost cardiovascular health and elevate mood due to increased exposure to sunlight. Meanwhile, eating balanced meals rich in vegetables, fruits, and lean proteins helps regulate energy levels and strengthens the immune system. Studies from health organisations like the WHO emphasise the role of consistent sleep patterns in preventing chronic illnesses. A friend of mine began meditating for just ten minutes each day and reported a noticeable decrease in anxiety within two weeks. Tracking habits using a journal or app can reinforce motivation and make it easier to stick to long-term goals. Although some people find it hard to commit to new routines, starting small, like replacing sugary drinks with water, can lead to bigger lifestyle changes. Healthy habits often develop more smoothly when they're tied to existing routines, such as doing stretches while waiting for coffee to brew. Over time, these habits become second nature and create a strong foundation for a healthier life.

II. Making an important decision often begins with recognising the consequences' weight. Whether it's choosing a university, changing careers, or ending a relationship, these decisions require more than just intuition. People frequently turn to trusted friends or mentors for advice, seeking perspectives they might not have considered. Researching your options thoroughly is another critical step that reveals pros and cons you hadn't considered. Writing out your thoughts in a decision-making matrix is one effective strategy; it visually lays out the possible outcomes and can clarify your thinking. Emotions, while valid, shouldn't be the only guide during this process, especially when the stakes are high. Taking time to reflect rather than rushing into action often leads to more satisfactory outcomes. I once spent weeks weighing the choice to move cities, and creating a list of personal and professional benefits helped tip the scales. In some cases, people use visualization techniques to imagine the results of each possible choice, which can bring clarity. The process is rarely straightforward, but using structured approaches can make it less overwhelming.

III. Soap operas, a popular form of serialised storytelling, date back to the early days of radio broadcasting in the 1930s. Initially sponsored by soap manufacturers – hence the name – these shows were primarily targeted at homemakers who listened during the day. The earliest soap operas were simple in production, focusing on emotional dialogue and domestic dramas. One of the longest-running examples, ‘Guiding Light’, began as a radio program in 1937 before moving to television in 1952. Over the decades, the genre evolved significantly, incorporating more complex plots and socially relevant themes. During the 1980s, soap operas experienced a golden age, with shows like ‘General Hospital’ and ‘Days of Our Lives’ drawing millions of daily viewers. These programs often became cultural touchstones, influencing fashion trends, language, and even public debates. The use of cliffhangers and interwoven storylines helped maintain viewer interest over long periods. As cable and streaming services expanded, the traditional daytime soap opera began to decline, yet many storytelling methods have been adapted into primetime dramas

and telenovelas worldwide. The legacy of soap operas remains evident in the narrative structures of many modern TV series.

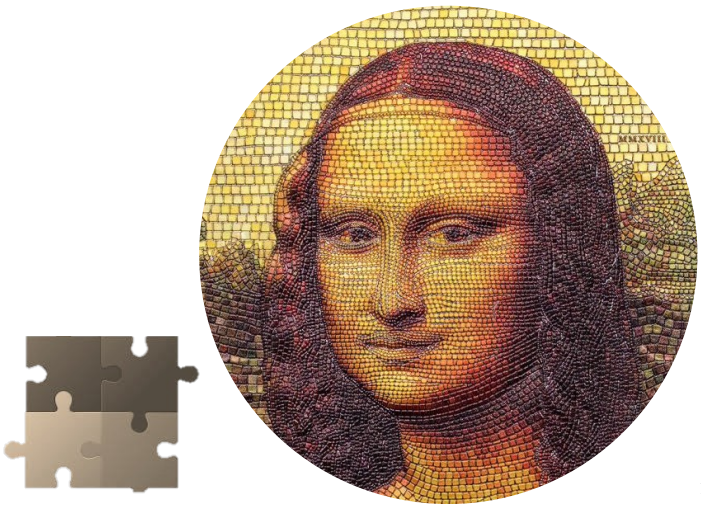
Unit 5. Developing text cohesion & coherence

By the end of the unit, you will be aware of:

- text organisation principles;
- levels of text organization;
- ways to improve paper cohesion and coherence;
- approaches to editing writing

and will be able to:

- to understand the levels of textual organization;
- to make your writing cohesive and coherent;
- to efficiently edit some writing.



[11]

Task 1.

A) Analyze the mosaics and elements above. What do they metaphorically reveal about text organization?

B) Complete the definitions for text cohesion and coherence. Then go to the keys and check.

Cohesion reveals how _____and sentences are _____together. It represents the _____level of the text.

[11] The picture is adopted from "MONA LISA".

Coherence relates to _____level of text organization, meaning it makes the _____work together and make sense as a whole.

Task 2.

A) Watch the video "Coherence and cohesion in academic writing" (https://www.eapfoundation.com/writing/cohesion/), take notes about the notions discussed.

B) Develop the definitions of the terms *'cohesion'* and *'coherence'*.

Cohesion (adj.) has the following meanings:

_____

_____

_____

_____

_____

_____

_____

Coherence means:

_____

_____

_____

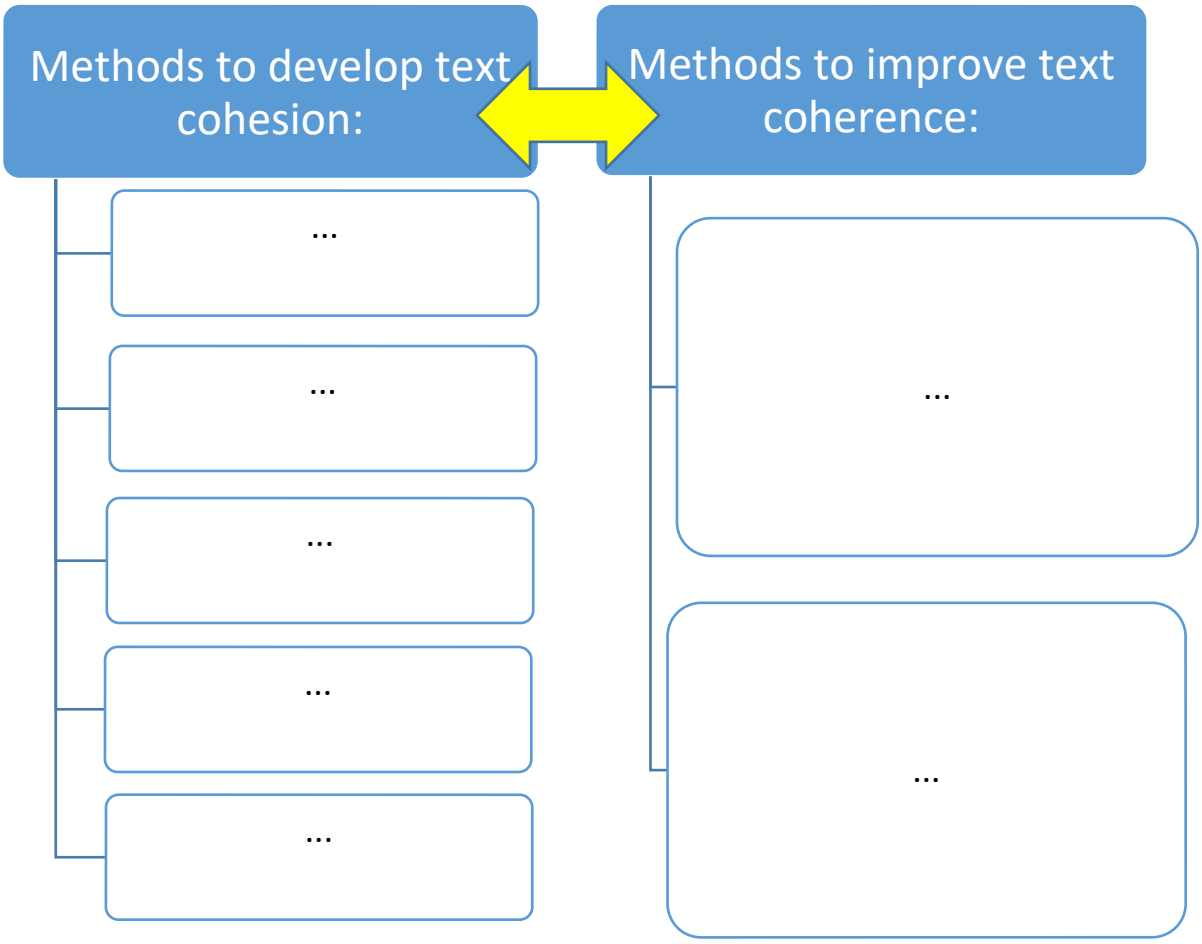
_____

_____

_____

_____

C) Complete the scheme. Which methods can be used to develop and improve text cohesion and coherence? Provide some examples.



Task 3. Look at the picture below. What happens with the text when some elements "fall out" or take inappropriate places? Give examples.



[12]

[12] The picture is adopted from "TWO SISTERS On The Terrace. Renoir. Micropuzzle".

Developing cohesion

Cohesion is about appropriate words and 'dressing up' your writing in sentences.

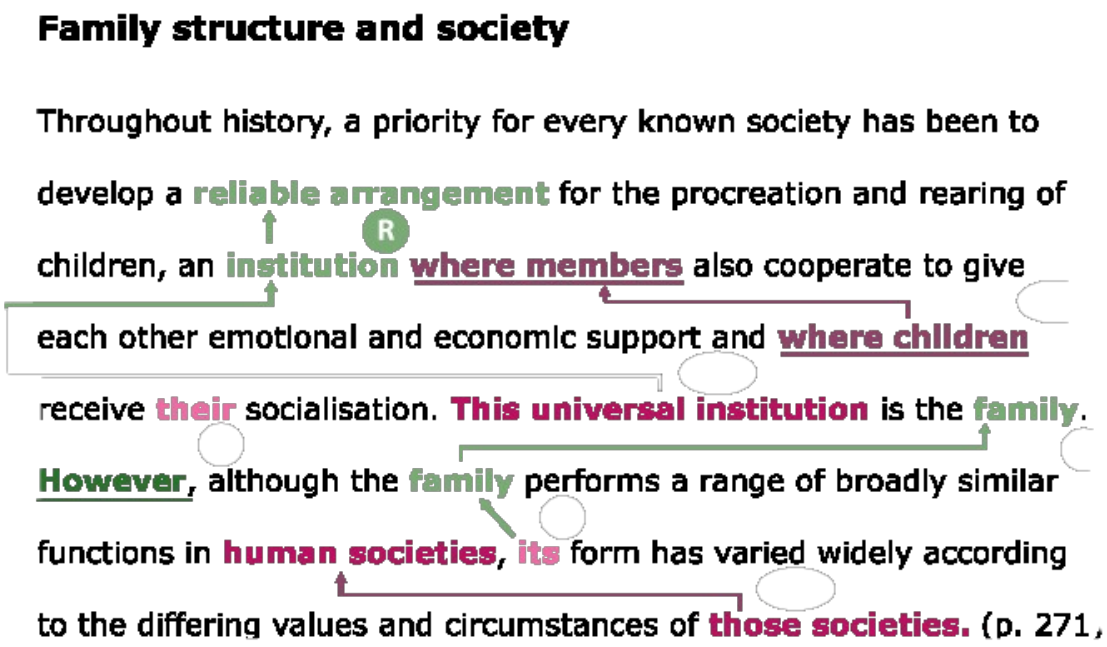


***Cohesion** is an important feature of **writing**. It can help ensure that your **writing coheres** or 'sticks together', which will make it easier for the reader to follow the main ideas in your **essay** or **report**. You can achieve good **cohesion** by paying attention to five **important features**. The first of these is repeated words. The second **key feature** is reference words. The third one is transition signals. The fourth is substitution. The final **important aspect** is ellipsis.*

In this paragraph, we can find the means which ensure its cohesion:

- ***repeated words** or **ideas** using different words (synonyms, antonyms, etc.);*
- ***reference words** (refer to something mentioned elsewhere in the text);*
- ***transitional signals** (linking words);*
- ***substitution** (a word or phrase to denote something else used earlier in the text);*
- ***parallel constructions** (sentences which follow the same syntactic structure);*
- ***ellipsis** (leaving out words clear from the context).*

Task 4. Analyse the following piece of writing. Which tools of cohesion can you trace in it? Mark them in the highlighted parts.



Source: https://flexiblelearning.auckland.ac.nz/essay-writing-2018/8.html

Task 5. Below is an example essay. Underline different cohesive aspects in it, i.e. repeated words/ideas, reference words, transition signals, etc.

Consider whether human activity has made the world a better place

History shows that human beings have come a long way from where they started. They have developed new technologies, which means that everybody can enjoy luxuries they never previously imagined. However, the technologies that are temporarily making this world a better place to live could well prove to be an ultimate disaster due to, among other things, the creation of nuclear weapons, increasing pollution, and loss of animal species.

The biggest threat to the earth caused by modern human activity comes from the creation of nuclear weapons. Although it cannot be denied that countries have to defend themselves, the kind of weapons that some of them currently possess are far in excess of what is needed for defence. If these weapons were used, they could lead to the destruction of the entire planet.

Another harm caused by human activity to this earth is pollution. People have become reliant on modern technology, which can have adverse effects on the environment. For example, reliance on cars causes air and noise pollution. Even seemingly innocent devices, such as computers and mobile phones, use electricity, most of which is produced from coal-burning power stations, which further adds to environmental pollution. If we do not curb our direct and indirect use of fossil fuels, the harm to the environment may be catastrophic.

Animals are an important feature of this earth and the past decades have witnessed the extinction of a considerable number of animal species. This is the consequence of human encroachment on wildlife habitats, for example deforestation to expand cities. Some may argue that such loss of species is natural and has occurred throughout earth's history. However, the current rate of species loss far exceeds normal levels, and is threatening to become a mass extinction event.

In summary, there is no doubt that current human activities such as the creation of nuclear weapons, pollution, and destruction of wildlife, are harmful to the earth. It is important for us to see not only the short-term effects of our actions, but their long-term ones as well. Otherwise, human activities will be just another step towards destruction.

Source: https://www.eapfoundation.com/writing/cohesion/

Task 6. Improve cohesion in the following excerpts from students' papers. (In some cases, there are some more issues to focus on …).

A) Garbage problem is one of the most horrific problems in Ukraine. The number of garbage is being thrown away on dumps rising every year. Problem is so large that Ukraine got in top 10 of most dirty countries in the world! Our country got ninth place there. 10,6 tons of garbage per villain. And what is absurd that recycling of garbage is only 3.2%. If government would not give attention to this problem soon it will be nightmare for some regions of country.

Now, I want to stick more to my own city. Because I know more about problems there. These suggestions will be more about cleaning town not about

cleaning whole country […].

Source: Bohdan Markov, Automanage garbage in Kropyvnytski, 2020.

B) There is a variety of whale threats and most of which is the direct result of human activities.

The major concern is that whale habitat and migration corridors overlap with areas of heavy ship traffic. Cargo ships, cruise ships, and tankers are almost always lethal when they strike a whale. In some areas, reduced speeds have been implemented where interaction between ship traffic and whales is most likely to occur.

Additionally, climate change has had a multitude of effects on the oceans, which in turn have had adverse impacts on marine mammals. Most large whale species depend on krill, a small shrimp-like crustacean, and fish as prey […].

Source: Alina Lopushenko, Whale threats, 2020.

C) In my free time I like to read encyclopedias about animals. I was very interested in the information about the Amur tiger, and especially the fact that it can disappear. I decided to find out as much as possible about her on my own and share information about this animal with my friends.

The tiger is currently under threat of extinction. Of the 8 forms of this predator that have recently existed on the planet, only 5 have survived to date. The next candidate for extinction is most likely the Amur tiger.

The last remaining foci of the Amur tiger on the planet are located in the south of the Russian Far East, where more than 90% of the total population of these animals is concentrated […].

Source: Bohdan Sokur, 2020.

Improving Coherence

Coherence reveals whether ideas flow well in your piece of writing. It involves two aspects:

- *your text is logical and well-organized;*



- *your text is clear and understandable for the reader.*



13

The term coherence refers to the text working as a whole. When speaking to someone, we can count on the tone of voice, facial expressions, and body language to give us more information. In contrast, in writing, we must depend entirely on the words. When checking your text's coherence, have a look at these aspects of textual organization:

[13] О. Роджерс «Сприйняття і розуміння реальності»

• Logic: Does your text follow a logical path? Does your text highlight the ties between old and new information to make the structure of ideas or arguments clear to the reader?

• Organisation: Is your paragraph ordered in a way which would make sense to your reader? Does it follow a pattern: a, b, c; first, second, third; smallest to largest; most important to least important?

• Paragraph unity: Do your paragraphs work together, or do they look like they come from different texts?

• Consistency: Is everything the same throughout the text? Do all your points support your thesis? Have you changed tone, verb tense, or point of view?

• Conciseness: Have you written exactly what you meant? Are there any extra words which can be removed?

Source: Adapted from Roenko L. V. Text coherence and cohesion as linguistic categories.

Text cohesion & coherence work hand in hand for the best writing!



Task 6. Read the two paragraphs below. Which one flows better? Why?

A) Costa Rica is one of the most beautiful countries in the world. The southern part of Costa Rica is characterised by dense rainforests, which contain some of the world's most unusual wildlife. Hoping to get a bird's eye view of these animals, tourists take zip line tours through the top canopy of the rain forest. Located in Central America, it borders Nicaragua to the north and Panama to the south. Some of the interesting creatures found in these forests include tree frogs, white-faced monkeys, and sloths.

B) Costa Rica is one of the most beautiful countries in the world. Located in Central America, it borders Nicaragua to the north and Panama to the south. The southern part of Costa Rica is characterised by dense rainforests, which contain some of the world's most unusual wildlife. Some of the interesting creatures found in these forests include tree frogs, white-faced monkeys, and sloths. Hoping to get a bird's eye view of these animals, tourists take zip line tours through the top canopy of the rain forest.

Source: Directed Learning: Cohesion https://libguides.lmu.edu/c.php?g=324079&p=2174120

Task 7. The following groups of sentences do not flow well. Improve coherence in the following paragraphs. Comment on your suggestions.

A) There are many reasons why reading your essays out loud is a good idea. They'll reread the sentence, pause to figure out what they meant, and admit "that sounds weird." Reading out loud also helps you to notice your typos, but not everyone can spot these. It allows you to hear whether your ideas and sentences flow. Oftentimes, writers will stumble over awkward phrasing. Most writers tend to self-correct these errors as they read and don't even notice them.

B) Boyle Heights is an area in Los Angeles that has historically been plagued by gang violence. Father Boyle believed that "nothing stops a bullet like a job," so he began hiring and training ex-gang members to work in a bakery he founded called Homeboy Bakery. He moved to Boyle Heights 30 years ago as the pastor of Dolores Mission parish. Father Gregory Boyle did not grow up there, but he calls it home now. Father Greg says he considers these employees his "homeboys." Dedicated to improving the lives of his parishioners and the surrounding community of Boyle Heights, he started gang prevention programs.

C) Whether you refer to them as "parklets," "pocket plazas," or "street porches," microparks are rapidly becoming an American civic darling. If microparks sound appealing, watch for one coming soon to a former parking spot near you. These zones may include benches or swing chairs, along with planters or fountains. Already popular in New York, Philadelphia, San Francisco, and select other cities, microparks are curbside parking spaces converted into car-free zones for human enjoyment. Whatever its amenities, a micropark is designed to help city dwellers spend time in a public space outside of their cars.

Source: Allen, Dan. Putting the Park in Parking. Westways June 2013.

Unit 6. Types of writing

Genre for writing: a short story

By the end of the unit, you will be aware of:

- the types of writing;
- techniques to develop them;
- ways to employ different types of writing in a short story;
- how to write an effective short story.

And will be able to:

- to understand the peculiarities of every type of writing;
- to use different techniques for every type of writing;
- to apply them while writing a bright short story.

As a writer, you need to operate various types of writing while describing a person, place or process, while telling about the succession of events in your story or while expressing your opinion about some issue, etc. Moreover, it is not only about writing it is more about conveying your ideas to your readers and achieving your communicative goal. It means that all the types of writing you employ should be persuasive and up to the point.



Task 2. Read about the tools used for each kind of writing. Try and add some more from your previous experience of writing.

[14] The scheme is adopted from "Types of writing. Learning chart. Amazon, 2020"

Type of writing	Peculiarities & Tools
Narrative	*It tells a story. It includes ordering of events, conflict that generates action, a climax, falling events and outcomes. It can include dialogues between the characters, etc. It can also contain a message to the reader, a piece of advice, or conclusions.*
Expository	*It explains. It operates some definitions, facts, statistical data, proves, cause & effect relations, comparison & contrast, illustrations & examples, etc.*
Persuasive	*It has to persuade a reader. It uses clear statements and arguments, opinions, specific facts, examples or statistics to back up the opinion and disprove opposing opinions. It can operate emotionally coloured language to appeal to the reader.*
Descriptive	*It describes something or somebody directly or indirectly. It provides a clear focus on the subject, significant details that appeal to the senses; specific, lively and interesting vocabulary; figurative language when appropriate.*

Task 3. Read the excerpts from social articles. Choose the one you like most and continue reading using the links given below. What kinds of writing can you trace there? What are their functions? What tools does the author use in each type of writing? Fill out the table.

Type of writing	Functions in the article	Tools: words/phrases/ sentences indicating the type of writing
Narrative		
Expository		
Persuasive		
Descriptive		

A.

The Westward Journeys of Buttons

We all use them. Most fasten; some decorate. A search for o ina. By the Middle Ages, buttons reached E d fashion influences from lands east. Their st ake possible and as varied as their infinite d



L ard Journeys of Buttons | AramcoWorld

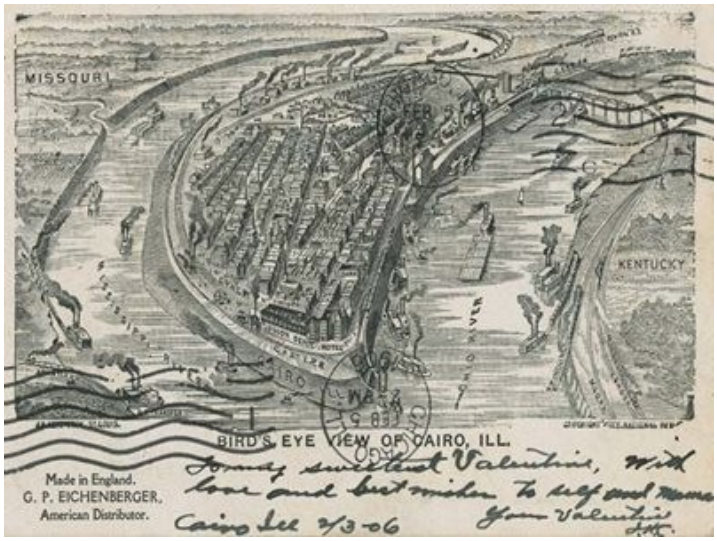
B.

The Dialogues of Don Quixote



Amid the fearful turbulence of the 17th century, Spanish author Miguel de Cervantes invented a plot, characters and names that seemed innocently comical, but they cleverly cloaked his insistence that Spain recognize its historical diversity – and *Don Quixote* became the bestselling novel ever published.

Link to continue reading the article: The Dialogues of Don Quixote | AramcoWorld



C.

Greetings from Cairo, USA

Westward expansion of the United States in the 19th century coincided with the popularity of all

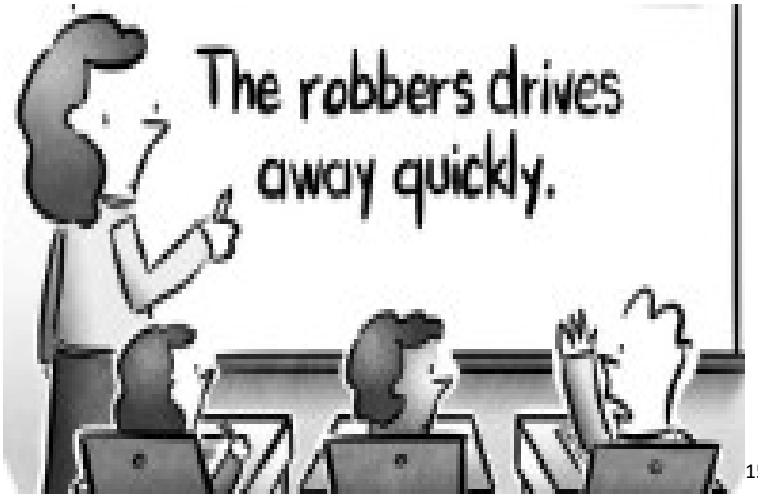
things Egyptian. Beginning in 1808 some 25 villages, towns and cities throughout the country were named Cairo. Of them, Cairo, Illinois, became the largest, although today it is Cairo, Georgia, whose nearly 10,000 residents gives it that title.

Link to continue reading the article: Greetings from Cairo, USA | AramcoWorld

Task 4. Follow the activities in your teacher's presentation *'Writing short stories'* and *'The techniques to develop the types of writing'* to practise and master all the mentioned types of writing.

Grammar Focus

7.1. Noun/verb agreement



[15]

By the end of this chapter, you will be aware of:

- understanding that the subject and verb in a sentence must "agree" in terms of number (singular/plural) and person (first, second, third);
- how singular and plural subjects affect verb forms;
- how to identify and correct common mistakes;
- how context can affect verb agreement

and will be able to:

- identify and apply correct subject-verb agreement in sentences;
- distinguish between singular and plural subjects and match them with the correct verb forms;
- correct sentences for noun/verb agreement mistakes in writing;
- use idiomatic expressions with appropriate singular or plural noun/verb agreement.

Noun/verb agreement *means that the verb in a sentence has to match the subject (the person or thing doing the action). If the subject is* ***one person or thing*** *(singular), the verb usually ends in* ***s****. If the subject is* ***more than one*** *(plural), the verb* ***doesn't*** *end in* ***s****.*

Subject (Noun/Pronoun)	**Type**	**Example of Correct Verb Form**	**Example Sentence**
I	Singular (1st person)	am / have / do / go	I am ready

[15] The picture is adopted from https://surl.lu/pabkxt

You	Singular/Plural (2nd person)	are / have / do / go	You are my friend. / You go to school
He / She / It	Singular (3rd person)	is / has / does / goes	She has a book
We	Plural (1st person)	are / have / do / go	We go to church
They	Plural (3rd person)	are / have / do / go	They do their homework
Singular Noun (e.g., The cat)	Singular	is / has / eats / runs	The cat runs fast
Plural Noun (e.g., The cats)	Plural	are / have / eat / run	The cats run fast
Collective Noun (e.g., The team)	Usually Singular (but can be plural in meaning)	is / wins / plays	The team is winning
Indefinite Pronoun (e.g., Everyone, Someone)	Singular	is / has / does	Everyone is invited
Indefinite Pronoun (e.g., Few, Many)	Plural	are / have / do	Few are missing

Task 1. Fill in the correct verb form based on whether the subject is singular or plural.

The dog _____ (run/runs) fast in the park.

The students _____ (study/studies) for their exam.

He _____ (eat/eats) pizza for lunch.

They _____ (enjoy/enjoys) playing soccer.

The cat _____ (chase/chases) the mouse across the yard.

She _____ (like/likes) to read books in the evening.

My parents _____ (travel/travels) to Europe every summer.

The teacher _____ (explain/explains) the lesson clearly.

We _____ (watch/watches) movies on weekends.

He _____ (play/plays) the guitar very well.

The children _____ (run/runs) around the playground.

I _____ (go/goes) to the gym every morning.

The flowers _____ (bloom/blooms) in the spring.

They _____ (eat/eats) lunch at noon.

Task 2. Transform sentences from singular to plural subjects (and vice versa) while maintaining subject-verb agreement.

The child plays with toys _____

The girl reads a book _____

The men walk to work every day _____

The student finishes her homework on time _____

The dogs bark loudly at night _____

The teachers explain the rules clearly _____

The bird sings in the morning _____

The cars need a wash _____

The baby cries when it's hungry _____

The boys play football after school _____

She runs every morning _____

Task 3. Find and correct the mistakes.

The dogs plays outside every day _____

He don't like running in the rain _____

The team are excited for the match _____

The cat chase the mouse _____

They walks to school every morning _____

She go to the library on weekends _____

The books is on the table _____

My friends loves pizza _____

The boy and the girl runs in the playground _____

I eats breakfast at 7 a.m. _____

The babies sleeps during the day _____

This apples looks fresh _____

We was happy to see her _____

Some nouns are used only in the singular. These are usually **uncountable nouns** – things we don't count individually, or abstract ideas (*milk, music, information*). Some nouns used only in the plural. These often describe **objects made of two parts**, **collections**, or **plural-only concepts (***trousers, scissors, glasses*). Collective nouns (e.g. *team, family, government, class*). These are special: they can take **singular or plural verbs**, depending on **meaning** and **variety of English** (British vs. American).



[16]

Task 4. Explain how context can influence subject-verb agreement and change the meaning. Compare the sentences.

The team *is* winning the game / The team *are* changing into their uniforms.

The family *is* planning a vacation / The family *are* arguing among themselves.

The jury *has* made its decision / The jury *have* returned to their homes.

Ten dollars *is* all I have / Ten dollars *were* scattered on the floor.

[16] The picture is adopted from https://surl.li/ctjivv

The staff *is* very efficient / The staff *are* preparing their individual reports.
The class *is* learning quickly / The class *are* handing in their assignments.
The couple *is* buying a house / The couple *are* choosing their outfits.
The number of students in the class *is* increasing / A number of students *are* absent today.
Neither the students nor the teacher *is* available / Neither the teacher nor the students *are* available.

Task 5. Choose the correct verb form.

1) The team (is/are) _____ winning the championship.
The team (is/are) _____ arguing among themselves.

2) The jury (has/have) _____ reached a verdict.
The jury (has/have) _____ returned to their homes.

3) The family (is/are) _____ going on vacation.
The family (is/are) _____ all bringing different dishes to the party.

4) Ten dollars (is/are) _____ enough to buy lunch.
Ten dollars (was/were) _____ scattered on the floor.

5) The number of students (is/are) _____ increasing.
A number of students (is/are) _____ absent today.

6) The staff (is/are) _____ very friendly here.
The staff (is/are) _____ cleaning their offices.

Task 6. What idiom is coded in the picture? Can idioms be used both in singular and plural?

[17]

[18]

7.2. Complex noun and adjective phrases.

[19]

By the end of this chapter, you will be aware of:

- the structure and function of complex noun phrases (e.g. modifiers, determiners, prepositional phrases);
- the use of adjective phrases in describing nouns with precision and depth;
- how word order and punctuation affect meaning in extended noun and adjective phrases.

and will be able to:

- identify and analyze complex noun and adjective phrases in authentic texts;
- construct your own sentences using complex noun and adjective phrases correctly;
- revise writing to improve clarity and detail using expanded noun and adjective phrases.

[17] The picture is adopted from https://surl.lu/izmbzv
[18] The picture is adopted from https://surli.cc/xzmzfr
[19] The picture is adopted from https://surl.li/canrkm

A complex noun phrase is a noun with additional words that describe or give more information about it. These phrases can be long and detailed, including articles, adjectives, prepositional phrases, infinitives, and relative clauses.

There are common noun phrases and idiomatic ones (***state-of-the-art technology***, ***merry-go-round of emotions***, ***cold-blooded murder***).

[20]

Type of Noun Phrase	Structure	Example	Explanation
With prepositional phrase	Noun + Prepositional Phrase	The book on the table	"on the table" modifies the noun "book"
With relative clause	Noun + Relative Clause	The man who lives next door	"who lives next door" adds information about "man"
With adjectives	Determiner + Adjectives + Noun	The tall, intelligent student	Two adjectives describe "student"
With infinitive clause	Noun + Infinitive Phrase	A plan to improve sales	"to improve sales" explains the purpose of the plan
With participial phrase	Noun + Participle/Participle Phrase	The girl wearing a red hat	"wearing a red hat" modifies "girl"

[20] The picture is adopted from https://surl.lu/mpexwn

With appositive	Noun + Appositive Noun Phrase	My friend, the doctor, arrived late	"the doctor" renames or explains "my friend"
With compound elements	Multiple nouns joined by "and" or "of"	The president and CEO of the company	Combines roles and ownership
With embedded clauses	Determiner + Noun + (That/Wh-) Clause	The idea that he proposed	"that he proposed" modifies "idea"

Task 1. Rewrite the sentences following the word order of a common noun phrase.

The tall wearing a black coat man _____

The red with a golden buckle shoes _____

A barking loudly big dog chased me _____

An old from Italy painting was stolen _____

The broken by the storm tree fell _____

A student intelligent and hardworking _____

A delicious from the bakery cake _____

The tall in a blue suit man _____

An antique made of silver necklace _____

The tired with messy hair boy _____

A loud at the corner dog barked all night _____

An expensive on the top shelf vase _____

The student always asking questions boy _____

A woman wearing a red hat old _____

Task 2. Which variant is correct?

1) A book on ancient Greek philosophy that I borrowed from the library _____

A book that I borrowed on ancient Greek philosophy from the library _____

2) The wooden old chair in the room of the corner _____

The old wooden chair in the corner of the room _____

3) He was afraid speaking in public _____

He was afraid to speak in public _____

4) They were satisfied with the results of the experiment _____

They were satisfied by the results from the experiment _____

5) A book on ancient Greek philosophy that I borrowed from the library _____

A book that I borrowed on ancient Greek philosophy from the library _____

6) The wooden old chair in the room of the corner _____

The old wooden chair in the corner of the room _____

7) He was afraid speaking in public _____

He was afraid to speak in public _____

8) They were satisfied with the results of the experiment _____

They were satisfied by the results from the experiment _____

9) The recently discovered ancient manuscript was displayed in the museum _____

The ancient recently discovered manuscript was displayed in the museum _____

10) An Italian marble round large beautiful table _____

A beautiful large round Italian marble table _____

Task 3. Find and correct the mistake. Rewrite each sentence with the correct common noun phrase structure.

The book written by Shakespeare old is fascinating _____

A woman with red wearing glasses hair sat beside me _____

The painting of the 18th-century famous artist was stolen _____

The dog brown big barked loudly at the mailman _____

I saw a sculpture ancient beautiful in the museum _____

She wore a silk red stunning dress _____

A man with a jacket leather black helped me carry the box _____

The speech by the leader new elected inspired everyone _____

They live in a house stone old on the hill _____

A woman smiling young gave us directions _____

Task 4. Make a sentences with a common noun phrase.

A / small / cat / with green eyes / that was rescued last week.

_____

The / mysterious / man / in the black coat / who lives next door.

_____

An / old / house / at the end of the street / which nobody owns.

_____

A beautiful painting / by a famous artist / that was recently discovered.

_____

The large oak tree / in the middle of the park / that was planted a century ago.

_____

A noisy group of tourists / with cameras / who arrived this morning.

_____

The dusty old book / on the shelf / that contains handwritten notes.

_____

A clever student / with a passion for astronomy / who built his own telescope.

_____

The ancient ruins / in the desert / that researchers are currently excavating.

_____

An expensive watch / made in Switzerland / that he inherited from his grandfather.

_____

A complex adjective phrase modifies a noun or pronoun; it may include one or more modifiers or complements.

Type of Adjective Phrase	Structure	Example	Explanation
Adjective + Prepositional Phrase	Adj + PP	afraid of the dark	"of the dark" completes the meaning of "afraid"
Adjective + Infinitive Clause	Adj + to + Verb	eager to learn new things	"to learn new things" explains what the person is eager about
Adjective + Complement Clause	Adj + (that-) Clause	certain that she passed the test	"that she passed the test" completes the meaning of "certai"
Adjective + Adverb Modifier	Adv + Adj	very proud of his work	"very" intensifies "proud"
Adjective + Prepositional Phrase + Clause	Adj + PP + Clause	happy about the news that he got the job	"about the news" + "that he got the job" make it complex
Adjective + Conjunction + Adjective	Adj + and/but + Adj	tired but satisfied	Two adjectives joined by a conjunction create a compound (still complex) adjective phrase
Adjective + Participle/Participial Phrase	Adj + -ing/-ed Phrase	anxious seeing the results	"seeing the results" adds extra meaning to "anxious"

Task 5.-Develop noun/adjective phrases with a given keyword.

Example: *Basic noun: book → This is the dusty old book on medieval warfare that my uncle gave me.*

1. dog → _____
2. teacher → _____
3. interested (adj) → _____
4. worried (adj) → _____
5. complicated (adj) → _____
6. weather → _____
7. confused (adj) → _____

8. house → _____
9. inspired (adj) → _____
10. advice → _____

Task 6. Translate the following sentences with noun / adjective phrases. Compare word order in both languages.

Чоловік у темному пальто з втомленим обличчям мовчки стояв біля дверей _____

_____

_____

Старовинна ваза з тонкого фарфору стояла на камінній полиці _____

_____

Маленька дівчинка з рудим волоссям та веснянками сміялася на весь двір _____

_____

Книга про стародавню історію Єгипту була дуже цікавою _____

_____

Автомобіль яскраво-червоного кольору з чорним дахом привернув увагу перехожих _____

_____

_____

Хлопець, одягнений у спортивний костюм, швидко біг уздовж берега _____

_____

Висока будівля зі скляними стінами домінує над міським ландшафтом _____

_____

Сумка з м’якої шкіри коричневого кольору лежала на стільці _____

_____

Фільм з несподіваним фіналом отримав багато позитивних відгуків _____

_____

Лист з детальним описом проєкту надійшов учора ввечері _____

_____

Здобувачі освіти, перевантажені дедалі зростаючими фінансовими зобов'язаннями та постійним тиском, досягати високих результатів у надконкурентному освітньому середовищі _____

_____

_____

Здобувачі освіти часто мають проблеми з психічним здоров'ям, бо їм важко платити за навчання і треба багато вчитися _____

_____

_____

Раптове і неочікуване впровадження масштабного плану реструктуризації новопризначеним генеральним директором викликало хвилю невизначеності серед персоналу _____

_____

_____

Новий директор швидко вирішив змінити структуру компанії, і це викликало у працівників тривогу _____

_____

_____

Task 7. Read the following sentences that include noun / adjective phrases. Break them into 2-3 shorter sentences.

The increasingly convoluted and poorly implemented environmental regulations enacted by short-sighted policymakers have caused widespread confusion among small business owners trying to comply with ever-changing requirements _____

_____

_____

_____

_____

Despite the visibly deteriorating condition of the historic, ivy-covered mansion perched precariously on the edge of the cliff, preservationists insisted on maintaining its original structure _____

_____

_____

_____

Students burdened with increasingly unaffordable tuition fees and overwhelmed by the pressure to succeed in a hyper-competitive academic environment often struggle with mental health challenges that go unnoticed by faculty and administration _____

_____

_____

_____

_____

The sudden and unexpected announcement of a comprehensive restructuring plan by the newly appointed CEO left employees reeling from the implications for their roles and responsibilities _____

_____

_____

_____

In a world dominated by rapidly advancing technologies and driven by an insatiable demand for innovation, companies lacking robust research and development strategies are increasingly vulnerable to obsolescence _____

_____

_____

_____

Task 8. Choose the correct adjective phrase to complete each sentence.

1. She seemed _____.

   a) happy about her promotion;

b) happily about her promotion;

c) happy of her promotion;

2. They were _____ the delay.

a) annoyed by;

b) annoyed with;

c) both a and b are correct.

3. He is _____ help.

a) willing to;

b) willing to give;

c) willing giving.

Task 9. Analyse the use of a noun/adjective phrases. What is their impact on the reader, and how effectively are they used?

Text 1. A 'high-density intensified city' is therefore a city that has high average population density, high density of mixed-use built form, high-density sub-centres, and high-density forms of housing. Many researchers have argued that a denser, more compact city is a more sustainable city. Susan Roaf notes that 'high density (not high-rise) is probably the inevitable urban future'[21].

Text 2. The rapid expansion of urban populations, expected to grow by 2.4 billion by 2050, necessitates a transformative approach to sustainable urban development that centers on people. Cities, despite being sources of significant challenges like climate change, social inequality, and economic fragility, also hold the key to addressing these issues. Urban sprawl and informal settlements contribute to climate risks and greenhouse gas emissions, with buildings contributing up to 40%. By 2040, over 2 billion urban residents will experience significant temperature increases. The decline of green spaces

[21] The text is adopted from "*Sustainable Urbanism: Towards a Framework for Quality and Optimal Density. Future Cities and Environment,* 2016.

and the increase in climate-related disasters have disproportionately impacted vulnerable communities[22].

Compound Nouns (Noun + Noun / Noun + Preposition + Noun / Verb + Noun)

Structure	Examples	Notes
Noun + Noun	coffee cup, school bus, book cover, toothpaste tube	The second noun usually describes the object.
Noun + Preposition + Noun	mother-in-law, editor-in-chief, passer-by, son-in-law	Pluralize the main noun: *mothers-in-law*, *editors-in-chief*.
Verb + Noun	washing machine, swimming pool, running track, haircut	Shows an action related to an object.
Adjective + Noun (used as compound noun)	high-rise, long-distance, full-time job, fast food	Can also act as an adjective before another noun: *a long-distance runner*.

[23]



Compound Adjectives (Hyphenated)

[22] The text is adopted from "*As Global Cities Expand Rapidly, People Must Be at the Center of Planning*". *Time,* December 20, 2024.
[23] The picture is adopted from https://surl.li/tnjtyb

Pattern	Examples	Notes
Number + Noun	five-storey building, ten-page essay, two-hour wait	Hyphenate before the noun; no hyphen after: *The building is five storeys high*.
Adverb + Past Participle	well-known author, poorly-written essay, highly-rated movie	Hyphenate before noun, no hyphen after: *The author is well known*.
Noun + Past Participle	sun-dried tomatoes, hand-painted vase, water-soaked clothes	Describes the state of the noun.
Adjective + Noun	world-famous artist, deep-sea exploration, cold-blooded animal	Often used literally or figuratively.

[24]

Idiomatic Expressions

Some idioms **stay singular**, some are **always plural**, and some **change meaning**:

Idiom	Usage	Example
by and large	always singular	By and large, the plan worked.
odds and ends	always plural	I cleaned out all the odds and ends in the drawer.
bread and butter	usually singular (can be plural in context)	Teaching is my bread and butter. / Their breads and butters differ (rare).
arms and legs	plural only	It cost me an arm and a leg.
peace and quiet	singular	I need some peace and quiet.
heads or tails	singular/plural choice	We flipped heads or tails.
trials and tribulations	plural	Life is full of trials and tribulations.

[24] The picture is adopted from https://surli.cc/rniblo

Idiom	Usage	Example
law and order	singular	The government is responsible for law and order.
short and sweet	singular	The speech was short and sweet.

Changing the number or form can **shift meaning**, e.g., *an arm and a leg* (literal) vs *arms and legs* (body parts).

[25]

Task 10. Circle the compound noun or adjective in each sentence and identify the type (noun, adjective, idiom).

1. She bought a **brand-new car** yesterday.
2. The **merry-go-round** spun slowly while children laughed.
3. He has **arms and legs** that are unusually long.
4. They followed the **state-of-the-art** design for the bridge.
5. Life is full of **trials and tribulations**.

Task 11. Decide if the statement is True (T) or False (F).

1. "Peace and quiet" can be pluralized without changing meaning.
2. "By and large" is always singular.

[25] The picture is adopted from https://surl.li/rotvrv

3. “Arms and legs” refers to body parts and is plural only.
4. “Bread and butter” can refer to someone’s livelihood.
5. “Trials and tribulations” can be used singular to mean one difficulty.
6. “Bread and butter” can be plural without changing meaning.
7. “Arms and legs” refers to costs in idiomatic usage.
8. “Peace and quiet” is always treated as singular.
9. “Highs and lows” is singular when describing emotions.
10. “Law and order” refers to moral chaos.

Task 12. Use a compound noun, adjective, or idiom from the list.

merry-go-round, last-minute, well-known, trials and tribulations, arms and legs, five-storey, state-of-the-art, peace and quiet, hand-painted, five-storey, well-known, tear-stained, short-term, full-time job, ten-page essay, merry-go-round, hand-painted vase, well-known actor, arms and legs, merry-go-round, five-star, open-minded, long-term, last-minute, full-time, cutting-edge, high-speed, time-consuming, brand-new, bread and butter, trials and tribulations, odds and ends, short and sweet.

1. The engineers presented a _____ model of the robot.
2. I spent the evening on a _____ ride at the fair.
3. She’s a _____ scientist in her field.
4. Climbing the mountain was full of _____.
5. He paid an arm and a _____ for the concert tickets.
6. They live in a _____ apartment building.
7. We had to make a _____ decision to save time.
8. Writing novels is my _____.
9. The sofa shows signs of _____ after years of use.
10. He paid an _____ for the designer handbag.
11. Life is full of _____ that test our patience.
12. I just need some _____ to concentrate.
13. His speech was _____ but effective.
14. She wrote a _____ for her literature class.

15. He bought a beautiful _____ at the market.
16. The children laughed on the _____ at the fair.
17. The _____ signed autographs for fans.
18. I finally got a _____ after months of searching.
19. She received a _____ gift from her friend.
20. The company hired him for a _____ project.
21. They stayed in a _____ apartment building.
22. The famous actor is _____ all over the country.
23. The letter was _____ after she read it.
24. She got a _____ job at a design company in Berlin.
25. The hotel we stayed in was a _____ resort by the beach.
26. I don't like doing _____ changes to my plans.
27. He's very _____ about new cultures and ideas.
28. The engineers are working on a _____ train system.
29. Writing a thesis can be a _____ process.
30. The kids screamed with joy on the _____.
31. They've started a _____ project to improve education.
32. She just bought a _____ laptop.
33. Our manager prefers _____ cooperation rather than short projects.

Task 13. Write 5 sentences using at least 3 idiomatic expressions and 2 compound adjectives.

Example: *The* ***five-storey building*** *was full of* ***last-minute*** *shoppers. By and large, everyone enjoyed the festival, but some paid* ***arms and legs*** *for souvenirs.*

_____

_____

_____

_____

_____

Task 14. Underline the compound noun or adjective.

The washing machine broke down yesterday.

I borrowed a science textbook from the library.

We watched the sunset cruise on the river.

She lives in a well-maintained apartment.

The state-of-the-art technology impressed everyone.

We enjoyed a high-speed train ride across Europe.

He worked day and night to finish the project.

They sold the house for an arm and a leg.

Her explanation was short and sweet.

The full-time teacher prepared ten-page reports.

The world-famous artist displayed his hand-painted vase.

Task 15. Identify singular/plural idioms.

Fill in the blanks with the correct form: *bread and butter / arms and legs / peace and quiet.*

"I need some _____ before the guests arrive."

"She paid an _____ for the designer bag."

Task 16. Match the meaning.

sun-dried tomatoes → (A) Tomatoes eaten fresh, (B) Tomatoes preserved by drying, (C) Tomato sauce;

state-of-the-art technology → (A) Outdated, (B) Modern, advanced, (C) Simple.

Task 17. Match the idiom to its meaning.

Idiom	***Meaning***
1. by and large	A. Miscellaneous items
2. odds and ends	B. Generally speaking
3. give-and-take	C. Mutual compromise
4. highs and lows	D. Emotional or experiential ups and downs
5. black and white	E. Clear distinction

Idiom	*Meaning*

Task 18. Read the sentence and decide if the idiom is singular (S) or plural (P).

1. The teacher emphasized **law and order** in the classroom.
2. Her life was full of **trials and tribulations**.
3. They discussed the **give-and-take** required in marriage.
4. After the party, the kitchen was full of **odds and ends**.
5. I need some **peace and quiet** this weekend.

Task 19. Identify the Compound. Underline the hyphenated compound and state its type (Noun + Noun / Adjective + Noun / Number + Noun / Participle + Noun / Idiomatic).

1. The **well-known singer** performed at the festival.
2. We stayed in a **five-storey hotel** during our trip.
3. He brought **sun-dried tomatoes** for the salad.
4. The **state-of-the-art equipment** impressed the engineers.
5. Children rode the **merry-go-round** at the park.
6. The **well-respected professor** gave a lecture.
7. We rode the **merry-go-round** in the amusement park.
8. She completed a **ten-page report** overnight.
9. The **hand-sewn quilt** was her grandmother's gift.
10. His **state-of-the-art smartphone** has amazing features.

Task 20. Match the Compound to Its Meaning.

Compound	*Meaning*
1. tear-stained letter	A. Very advanced / modern
2. long-distance runner	B. Letter covered with tears
3. cold-blooded murder	C. Person who runs long distances
4. state-of-the-art technology	D. Crime done without emotion

Task 21. Fix the hyphenation errors in these sentences.

1. He is a well known author of mystery novels _____
2. They stayed in a five storey building _____
3. The vase was hand painted _____
4. She submitted a ten page essay _____
5. The engineer designed state of the art technology _____

Task 22. Multiple Choice: Choose the Correct Compound.

1. She wore a _____ to protect her from the sun.
   A) sun-dried hat
   B) sun-dried tomatoes
   C) sun-protected umbrella
2. The professor gave a _____ lecture on grammar.
   A) state-of-the-art
   B) well-researched
   C) hand-painted
3. The carnival featured a _____ for children.
   A) merry-go-round
   B) coffee-table
   C) long-distance runner

Task 23. Decide if the compound should have a hyphen (✓) or no hyphen (✗) in this context:

1. A full time job ✓/✗
2. Ten page essay ✓/✗
3. Hand-painted vase ✓/✗
4. Merry go round ✓/✗
5. Well known artist ✓/✗

Task 24. Each sentence contains a mistake in a *compound adjective or noun*. Correct it.

1. We live in a three storeys house _____
2. He bought a second hands car _____
3. She's a well knowned singer _____
4. The story was based on a true-life experience _____
5. They run a small family-own business _____
6. My brother works part time job _____
7. We visited a two hundreds-year-old castle _____

Task 25. Match Compound to Function.

Compound	*Function/Meaning*
1. cold-blooded murder	A. Physical state/process
2. sun-dried tomatoes	B. Figurative/idiomatic
3. hand-painted vase	C. Describes object via action
4. merry-go-round	D. Literal object / amusement
5. well-known author	E. Reputation / fame

Task 26. Combine the words in brackets into one compound adjective or noun to complete each sentence.

1. It was a _____ decision. (last / minute)
2. She's working on a _____ report. (twenty / page)
3. We watched a _____ film about space. (award / winning)
4. He's a _____ designer with innovative ideas. (well / known)
5. We took a _____ flight to Tokyo. (ten / hour)
6. My grandparents live in a _____ house. (two / storey)
7. It was a _____ discussion between experts. (high / level)

Task 27. Select the correct compound word in each sentence.

1. She's got a very (open minded / open-minded) attitude.

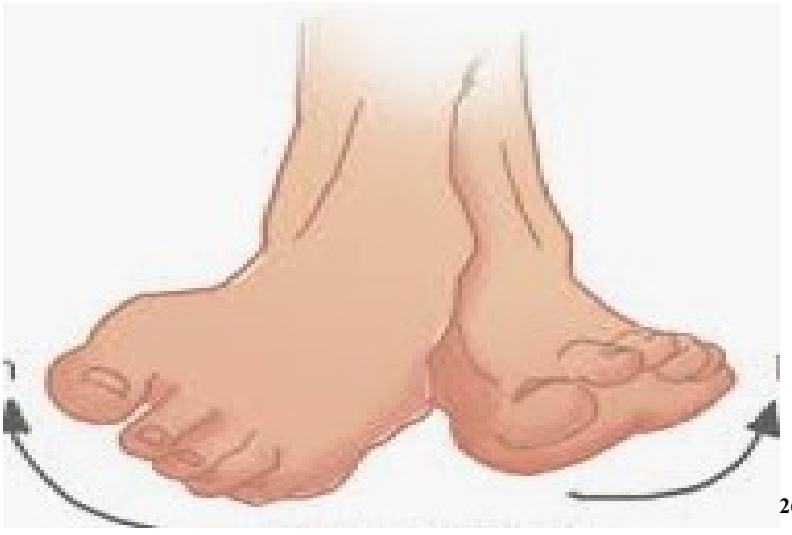
2. I love this (brand new / brand-new) phone!
3. The (state of the art / state-of-the-art) laboratory is impressive.
4. He's a (hard working / hard-working) employee.
5. We're staying in a (five stars / five-star) hotel.
6. I can't handle his (never ending / never-ending) stories.

Task 28. Make new compound adjectives using the patterns below. Write one example sentence for each.

Pattern	Example Compound	Your Own Example
number + noun + -ed	three-legged table	_____
adverb + past participle	well-prepared student	_____
noun + noun	coffee mug	_____
adjective + noun	high-speed train	_____
noun + preposition + noun	mother-in-law	_____

Task 29. Discussion. *What effect do these phrases have on the reader? Do these complex phrases make understanding easier or more difficult? How do they affect the formality and persuasiveness of the text? Are there examples where such a phrase could be simplified without losing meaning?*

7.3. Emphatic structures.



[26]

[26] The picture is adopted from https://surl.lu/uxjvwu

By the end of this chapter, you will be aware of:

- how emphatic structures are used to give prominence to particular parts of a sentence;
- the difference between cleft sentences, pseudo-cleft sentences, and inversion for emphasis;
- the effect of emphasis on tone, meaning, and reader interpretation.

and will be able to:

- identify emphatic structures in written and spoken texts with accuracy;
- explain why a writer or speaker use a specific emphatic form;
- rewrite neutral sentences using emphatic structures to highlight specific information;
- confidently use emphatic structures for rhetorical effect.

Emphatic structures are special ways of building a sentence to make one part stand out. They help you show strong feelings, highlight important ideas, or make your message clearer and dramatic. These structures don't change what the sentence means – they just help focus the reader's attention on one part. We often hear them in speaking and see them in formal writing.

Task 1. Compare and comment on the meaning of basic and emphatic sentences.

- I like your idea.
- I do like your idea.

- Tom broke the window.
- It was Tom who broke the window.
- It was the window that Tom broke.
- It was yesterday that Tom broke the window.

- I need a vacation.

- What I need is a vacation.

- I have never heard such nonsense.
- Never have I heard such nonsense.

Task 2. Match the sentence type with its emphatic structure.

	Sentence		Type
1.	"What she did was completely unfair"	A.	Inversion
2.	"It was Paul who made the mistake"	B.	Cleft Sentence
3.	"Not only did she shout, but she cursed"	C.	Do/does/did for emphasis
4.	"I do believe in second chances"	D.	"What" clause
5.	This idea, I completely support	E.	Repetition for Emphasis
6.	It was **such** a beautiful day!	F.	Emphatic Statement
7.	Did she ever look beautiful!	G.	Emphatic "so" and "such"
8.	Very, very tired he was.	H.	Fronting

Task 3. Find emphasis in each sentence. Identify the structure (e.g., cleft, inversion, etc.).

Example:

"Not only did she cry, but she also left" → Inversion.

1. It was the manager who made that decision _____
2. I do think he's right _____
3. What matters is honesty _____
4. Rarely have I seen such poor service _____
5. It was at midnight that the power went out _____
6. She did warn you about the risks _____
7. What she really wants is a fresh start _____
8. Not only did he forget my birthday, but he also ignored my messages _____
   _____
9. Never had we felt so disappointed _____

10. It's her kindness that everyone remembers _____
11. Wasn't that amazing! _____
12. Go, go now! _____
13. They spoke **so** loudly that everyone heard _____
14. Such courage I have never seen! _____

Task 4. Which sentence employs some emphatic structure?

1) It is yesterday that I met her.
   It was yesterday that I met her.

2) What do I need is rest.
   What I need is rest.

3) She did called you.
   She did call you.

4) He did go there.
   He did went there.
5) I do went to school every day.
   I do go to school every day.

6) It was Maria who baked the cake.
   It Maria who baked the cake.

7) What I want peace and quiet.
   What I want is peace and quiet.

8) She did finish the report on time.
   She did finished the report on time.

9) Only after the meeting they did understand the problem.
Only after the meeting did they understand the problem.

10) It was at midnight that the lights went out.
It at midnight that the lights went out.

Task 5. Rewrite the sentences to make them more emphatic. Try to use several constructions.

John broke the vase _____

I need a break _____

She finished the project on time _____

He rarely eats fast food _____

They realized the mistake only after the meeting _____

Mary called the manager yesterday _____

I want honesty from my friends _____

They arrived early to the event _____

She never complains about work _____

We understood the problem only after the meeting _____

Emphatic structures in English serve **different communicative functions**, even though they all *highlight* part of a sentence. Below is a breakdown of **the main emphatic structures** and their **functions** (what they do in communication).

Task 6. Look at emphatic structures, comment on their functions.

I **do** *like your new haircut* _____

She **does** *know the answer* _____

What she loves most is **dancing** _____

It was **Jack** *who broke the window* _____

What I need is **a long holiday** _____

He **did** *call you yesterday* _____

Never have I seen such a mess

_____

It was **John** *who made the cake*

_____

Rarely does he speak in public _____

I **do** *understand your concern* _____

It is **at night** *that the room feels cold* _____

What I need is **a break** _____

Not only did she finish the project, but she also won an award _____

She **does** *love music* _____

It is **at midnight** *that the fireworks begin* _____

Rarely does he admit his mistakes _____

He **did** *call you yesterday* _____

What she loves most is **dancing** _____

Never have I seen such chaos _____

Not only was she late, but she also forgot the report _____

Task 7. Analyze emphatic sructures and their purpose in the text.

It was during the final minutes of the meeting that the breakthrough idea emerged. What the team hadn't expected was that a junior intern would propose the most innovative solution. Only after hours of discussion did they realize the true value of her input. Never before had such a bold proposal come from someone so new to the company.

It was she, not the senior executives, who identified the flaw in the existing strategy. And it was her quiet confidence that captured everyone's attention. So surprising was her insight that even the CEO was momentarily speechless. What impressed the team most was her ability to think beyond convention.

Rarely do such moments occur in a corporate setting, yet that day proved to be different. Not only did the intern's idea transform the project's direction, but it also reshaped how the team viewed creative potential within the company. Indeed, it was that

moment which reminded everyone that innovation can come from anywhere — and anyone[27].

Task 8. Transform these basic sentences into the ones with emphatic structures.

Example:

Basic: I need a break.

Emphatic: What I need is a break.

1. He wants a new phone _____
2. We need more time _____
3. You should focus on your studies _____
4. They want a solution quickly _____
5. She needs support from her team _____
6. I hope for a positive outcome _____
7. We require additional resources _____
8. He demands an explanation _____
9. They expect better results _____
10. She desires more freedom _____
11. We seek a fair decision _____
12. You must complete the assignment _____
13. I want to learn new skills _____
14. He needs to rest more _____
15. They require immediate assistance _____

Task 9. Rewrite using inversion for emphasis after negative adverbs.

Example:

Basic: I had never seen such a beautiful view➞Never had I seen such a beautiful view.

1. She rarely goes out on weekdays _____
2. He had hardly finished eating when the phone rang _____

[27] The text is adopted from *Emphatic Structures. Sentence (Linguistics). Clause*. Scribd.

3. They not only lied but also stole money _____
4. I never expected to see him there _____
5. She seldom makes mistakes _____
6. We had barely started the project when the power went out _____

   _____

7. He rarely visits his hometown _____
8. They scarcely believed the news _____
9. I had no sooner arrived than the meeting started _____
10. She not only passed the exam but also topped the class _____

Task 10. Make sentences of your own with each type.

Inversion _____

Cleft Sentence _____

Do/does/did for emphasis _____

"What" clause _____

Task 11. Choose the correct emphatic version.

1. I enjoyed the concert.
   a) I did enjoyed the concert.
   b) I do enjoy the concert.
   c) I did enjoy the concert.
2. She left the party early.
   a) It was early that the party she left.
   b) It was early that she left the party.
   c) It is early she left the party.
3. We need more money.
   a) What we need is more money.
   b) What need we is more money.
   c) We do need more money is what.

4. He had never heard such nonsense before.

   a) Never had he heard such nonsense before.

   b) He had never heard before such nonsense.

   c) Never he had heard such nonsense before.

Antiplagiarism Policy

[28]

By the end of this chapter, you will be aware of:

- what plagiarism is and why it is considered unethical;
- different types of plagiarism (e.g., direct copying, patchwriting, self-plagiarism);
- when and why you need to cite sources;
- the difference between quoting, paraphrasing, and summarizing.

and will be able to:

- recognize examples of plagiarism and explain how to fix them;
- paraphrase, summarize, and quote information correctly;
- use citation styles (APA or ДСТУ:2015) to give proper credit to sources;
- evaluate whether information is common knowledge or requires citation;
- produce original work that reflects academic integrity.

Plagiarism means using someone else's words or ideas and pretending they are your own. It is not just about copying – it's about **taking credit** for work that isn't yours.

Comment on the pictures

[28] The picture is adopted from https://surl.li/kuuywo



[29]


[30]



[31]



[32]

Task 1. Read each statement below. Decide if it is common knowledge (no citation needed), somebody's idea/opinion or research data (needs citation).

Water boils at 100°C _____

Leonardo da Vinci painted the Mona Lisa _____

In 2022, 72% of internet users used social media daily _____

Shakespeare was born in 1564 _____

Exercise can reduce levels of cortisol, a stress hormone _____

The Earth revolves around the Sun once every 365 days _____

Albert Einstein developed the theory of relativity _____

More than 80% of adults in the U.S. own a smartphone as of 2023 _____

The capital of Japan is Tokyo _____

COVID-19 was declared a global pandemic by the WHO in March 2020 _____

Bananas are a good source of potassium _____

Climate change is linked to increased global temperatures _____

[29] The picture is adopted from https://surli.cc/ozeprs
[30] The picture is adopted from https://surl.lu/hwwdov
[31] The picture is adopted from https://surl.li/seluee
[32] The picture is adopted from https://surl.li/rjyjet

The Great Wall of China can be seen from space _____

The human body has 206 bones _____

Eating too much sugar can increase the risk of diabetes _____

The average global temperature has risen by 1.1°C since pre-industrial times _____

J.K. Rowling wrote the Harry Potter series _____

In 2024, electric cars made up 20% of new car sales in Europe _____

The heart pumps blood throughout the body _____

The novel "1984" was written by George Orwell in 1949. _____

According to a 2021 study, over 70% of adults report feeling stressed regularly. _____

_____

Task 2. You are writing a paper on the benefits of reading. Which of these sources would you use / do not use and why?

Source	Use	Don't Use
A blog post titled "Why Books Are Cool" with no author or date.		
An article from "The New York Times" about literacy rates.		
Wikipedia entry on "Reading Comprehension".		

Remember the Difference:

1. Copying (Word-for-word plagiarism). You copy a paragraph from a website and put it in your paper without any quotation marks or credit.

2. Patchwriting. You change a few words or rearrange some phrases from the original, but it still looks and sounds very similar.

Example:

Original: *"Photosynthesis is the process plants use to convert sunlight into energy".*

Patchwritten: *"Photosynthesis is how plants turn sunlight into power".*

3. No Citation. You use someone else's ideas, facts, or words but **don't say where they came from.**

Example: You write: *"Climate change causes sea levels to rise",* but you got the information from a book and don't mention it.

4. Self-Plagiarism. You copy parts of your essay from last year into a new paper for a different class without telling the teacher.

Task 3. Read the situations. Explain is it plagiarism? What type? (copying, patchwriting, no citation, self-plagiarism). What could the consequences be?

Sarah copies 3 sentences from a website into her essay and changes a few words. She doesn't include quotation marks or a source _____

Jamal copies a paragraph from Wikipedia and pastes it directly into his research paper without using quotation marks or citing the source _____

Priya paraphrases information from a journal article in her own words but doesn't cite the original source _____

Leo reuses a paper he wrote last semester for a different class without getting permission from the new instructor _____

Emily writes a paper but includes large blocks of text from different sources, changing the wording slightly and blending them without citing any sources _____

Alex includes a well-known historical fact ("The Declaration of Independence was signed in 1776") without citation _____

Maria copies a famous quote from an author and puts it in quotation marks, but forgets to include a citation _____

Ethan summarizes a section of a textbook in his own words and includes a proper citation _____

Chloe finds an article online and copies two paragraphs into her paper without changes or credit _____

Sam uses his own science project report from last year for a new assignment _____

Nina rewrites parts of a blog article, replacing a few words with synonyms, and doesn't cite it _____

Jordan finds a psychology paper online and copies a paragraph word-for-word into his term paper without quotation marks or a citation _____

Maya paraphrases a complex theory from a research paper, but she misrepresents the original meaning and forgets to cite it _____

Liam includes a long passage from a book in his essay, puts it in quotes, and gives credit – but fails to follow the correct citation style _____

Zoe reuses three paragraphs from her research paper last semester and submits them in a new class without approval _____

Aidan uses a fact from a source that is not common knowledge ("70% of coral reefs may disappear by 2050") and doesn't cite it _____

Priya summarizes an article in her own words, cites the source, and uses no direct language from the text _____

Oliver writes an essay using ChatGPT to generate sections, then submits it without checking or citing the AI or sources it might reflect _____

Samantha took two sentences from a source, changed some words and order, and didn't cite it. She thought it was okay since she didn't copy it exactly _____

Derek reused the introduction and conclusion of his old paper in a new essay, arguing it's his own work and relevant to the topic _____

Ravi used a citation generator to cite a source but didn't double-check the information. His citation ended up pointing to the wrong article _____

Task 4. Rewrite the dialogue to demonstrate correct thinking about plagiarism.

Ali: "I just copied the Wikipedia definition. Everyone does it".

Sam: "That's fine. It's not like the teacher will notice".

Rewrite: _____

_____

_____

_____

_____

How to Avoid Plagiarism:

1) use your own words.

Example:

Original text: *"Global warming is caused by the buildup of greenhouse gases in the atmosphere".*

Paraphrased (your own words): "The increase in Earth's temperature happens because gases trap heat in the atmosphere".

2) put quotation marks around any copied text.

Example:

Original text: *"Education is the most powerful weapon which you can use to change the world". – Nelson Mandela.*

Quoted: "Education is the most powerful weapon which you can use to change the world", said Nelson Mandela.

3) always say where the information came from (use a citation).

Example (APA Style):

Paraphrased: Rising temperatures on Earth are largely due to trapped greenhouse gases (Smith, 2020).

Quoted: "Education is the most powerful weapon which you can use to change the world" (Mandela, 1994, p. 62).

APA[33] Format:

In-text citation: (Smith, 2020)

References list: Smith, J. (2020). *Climate change explained*. Green Earth Press.

ДСТУ 8302:2015[34] Format:

In-text citation: [1] – or – (Смiт, 2020).

[33] APA format: https://dgs.org.ua/uk/apa-style-oformlennya-spisku-literaturi/

[34] ДСТУ format: https://izmail.maup.com.ua/biblioteka/akademichna-dobrochesnist2/dstu-8302-2015/prikladi-oformlennya-bibliografichnih-posilan-dstu-8302-2015

References list: Сміт Дж. Climate change explained. New York: Green Earth Press, 2020. 245 с.

In ДСТУ format, names and cities are sometimes translated to Ukrainian, and the total number of pages (e.g., 245 с.) is included.

Task 5. Write ДСТУ:2015 to each citation.

Anderson, Paul. The Future of Technology. Boston: Innovation Press, 2018.

_____

Martinez, S. (2021). Urban gardening trends. Green Living Magazine, 10 (2), 22-35.

_____

Lee, Daniel. Introduction to Robotics. San Francisco: TechWorld, 2020.

_____

Patel, Neha. “Renewable Energy Sources.” Energy Today, vol. 5, no. 1, 2019, pp. 50-65.

_____

Wilson, R. (2023). The art of photography. New York, NY: Creative Press.

_____

Roberts, Emily. Digital Marketing Strategies. Chicago: MarketPro, 2017.

_____

Carter, M. (2019). Advances in artificial intelligence. Tech Innovations Journal, 12 (4), 110-125. _____

O’Neil, T. (2018). The impact of social media on communication. Journal of Media Studies, 8 (1), 5-20. _____

_____

Nguyen, Lisa. Global Economic Trends. London: Finance Press, 2020.

_____

Kim, J. Modern Urban Planning. New York: Cityscape Publishers, 2022.

_____

Lopez, R. (2021). Renewable energy adoption in Latin America. Energy Policy Review, 15 (3), 45-60. _____

_____

Adams, P. (2020). Climate policy and international cooperation. Environmental Affairs Quarterly, 18 (2), 80-98. _____

_____

White, S. Fundamentals of Neuroscience. San Francisco: BioBooks, 2016. _____

_____

Task 6. Each citation has a problem (punctuation, formatting, missing info). Fix it into APA format.

Johnson T, 2019. "Education Today", Bright Books. _____

_____

Williams, Sarah. Online Learning: New Paths to Knowledge. eLearn Media 2020. ____

_____

Garcia, M (Ed.). The Psychology of Learning. MindScope Press 2018. _____

_____

Lee, R. (n.d.) Learning and the Digital World. FutureEd Publications. _____

_____

Miller S. "Artificial Intelligence and Ethics" TechWorld Publishers, 2022. _____

_____

Thompson, R., 2020 The Changing Face of Education. EduThink. _____

_____

Chang, Li. The Science of Motivation. 2017, MindSpark Books. _____

_____

"Digital Tools in Classrooms." Johnson, M. (2021). EduTech Journal. Vol 14 Issue 2 pp 45-52. _____

_____

Gomez, L (Ed.) Learning Styles: Myth or Science?, LearningLine Press, 2019. _____

_____

Rivera, D. (n.d.). Teaching with Technology eTeacher Publishing. _____

_____

Brown, K., & Lee T. (2023). “Blended Learning Models” In: Innovations in Modern Teaching. TeachNow Press. _____

_____

Carter J “The Role of Data in Curriculum Design.” EduData Journal 2020 Vol. 5 No. 3 p. 88-97. _____

_____

Maria Gomez. The Psychology of Learning. Brain Press 2020. _____

_____

“Online Safety Tips for Teens”. National Cybersecurity Alliance. [URL: https://staysafeonline.org]. 2024. _____

_____

Patel, R. 2022. Mindfulness and Academic Focus. “Educational Psychology Review” 12 (3), 45-60. _____

_____

Young, J. (2023 March 14). AI in Classrooms: Help or Hindrance. BBC News. [URL: http://www.bbc.com/news/ai-classrooms]. _____

_____

Task 7. Read the original source text. Then, paraphrase it in your own words and add a proper in-text citation (APA or ДСТУ:2015).

“Teenagers who spend more than two hours a day on social media are more likely to experience symptoms of anxiety and depression”. – Journal of Youth Psychology, 2023.

_____

_____

_____

“Regular physical activity improves memory and cognitive function across all age groups”. – *Health and Brain Review*, 2022. _____

_____

_____

“Students who get at least eight hours of sleep tend to perform better academically”. – *Educational Wellness Journal*, 2021. _____

_____

_____

“High levels of screen time in children are associated with decreased attention span and delayed language development”. – *Pediatric Research Quarterly*, 2020. _____

_____

_____

“Regular physical activity improves memory and cognitive function across all age groups”. – *Health and Brain Review,* 2022. _____

_____

_____

“Students who get at least eight hours of sleep tend to perform better academically”. – *Educational Wellness Journal*, 2021. _____

_____

_____

“High levels of screen time in children are associated with decreased attention span and delayed language development”. – *Pediatric Research Quarterly*, 2020. _____

_____

_____

“Children who eat breakfast regularly perform better in math and reading”. – *Journal of School Health*, 2023. _____

_____

_____

“Technology integration in classrooms increases student engagement and participation”. – *EdTech Innovations*, 2022. _____

_____

_____

Task 8. Choose correct answer and write your own response where required. You may use APA or ДСТУ:2015 citation style.

Which is the best paraphrasal?

1. “Teenagers who sleep less than seven hours per night are more likely to report feelings of sadness or hopelessness”. – Youth Health Report, 2023.

A) Teens never get enough sleep, and that’s why they’re sad.

B) Sleeping under seven hours causes depression in all teenagers.

C) Teens who sleep fewer than seven hours often feel sad or hopeless.

D) The article says teenagers should sleep ten hours per night.

2. “Daily physical activity improves concentration and classroom behavior in elementary students”. – Child Wellness Journal, 2021.

A) Kids who exercise every day behave better and focus more in class.

B) All students behave well when they run at school.

C) The study showed that recess is the most important part of the school day.

D) Only athletes show improved focus in class.

3. You are paraphrasing this sentence: “Using technology in the classroom increases student collaboration”, – EdTech Research Monthly, 2022.

A) (EdTech Research Monthly, 2022)

B) (EdTech, 22)

C) (2022, EdTech)

D) (EdTech Research Monthly)

4. You are paraphrasing this quote: “Nutrition plays a key role in academic performance”. – Healthy Schools Today, 2020.

A) (“Healthy Schools Today,” 2020)

B) (Healthy Schools Today, 2020)

C) (Today, 2020)

D) (Healthy Schools Today)

Task 9. Paraphrase each quote and include a correct APA or ДСТУ:2015 in-text citation.

1. “Students who write by hand retain information better than those who type”. – Learning Science Review, 2022. _____

_____

_____

2. “Access to healthy school lunches reduces the risk of obesity in children”. – Nutrition in Schools, 2021. _____

_____

_____

Task 10. Rewrite plagiarized sentences.

1. Social media use for more than two hours per day increases anxiety and depression in teens _____

_____

2. Exercise improves focus and behavior in elementary school students_____

_____

3. Students who sleep eight hours every night do better in school _____

_____

4. Screen time in kids leads to short attention spans and late language development___

_____

5. Writing by hand helps students remember information better than typing _____

_____

Task 11. Write an appropriate APA description to each citation.

A journal article by Emily Rose titled “Reading Habits in High School Students”, published in Teen Education Review, vol. 12, no. 4, 2022, pp. 88-96. _____

_____

A book titled “Study Smarter”, by Carlos Martinez, published by Focus Press in 2021.

_____

_____

A website article titled “Staying Safe Online”, published by the National Cybersecurity Alliance in 2024. _____

_____

A website article from the National Cybersecurity Alliance titled “Online Safety Tips for Teens”, published in 2024. _____

_____

A book called “The Psychology of Learning”, written by Maria Gomez and published by Brain Press in 2020. _____

_____

A journal article by R. Patel titled “Mindfulness and Academic Focus”, published in Educational Psychology Review, volume 12, issue 3, in 2022, pages 45-60. _____

_____

A news article by James Young called “AI in Classrooms: Help or Hindrance?” published on BBC News on March 14, 2023. _____

_____

Citations:

1. Rose, Emily. “Reading Habits in High School Students”. Teen Education Review, vol. 12, no. 4, 2022, pp. 88-96.
2. Martinez, Carlos. Study Smarter. Focus Press, 2021.
3. National Cybersecurity Alliance. “Staying Safe Online”. StaySafeOnline, 2024, [URL: http://www.staysafeonline.org].
4. Young, James. “AI in Classrooms: Help or Hindrance?” BBC News, 14 Mar. 2023, [URL: http://www.bbc.com/news/ai-classrooms].
5. Patel, R. “Mindfulness and Academic Focus”. Educational Psychology Review, vol. 12, no. 3, 2022, pp. 45-60.
6. Gomez, Maria. “The Psychology of Learning”. Brain Press, 2020.
7. National Cybersecurity Alliance. “Online Safety Tips for Teens”. Stay Safe Online, 2024, [URL: http://www.staysafeonline.org].

Task 12. Use the given information and write a complete APA-style reference.

Author: Jessica Lin.

Year: 2022.

Title: Managing Academic Stress.

Publisher: BrightPath Publishing.

APA Citation: _____

_____

_____

Author: Michael Chen.

Year: 2021.

Title: Digital Learning Tools in the Classroom.

Publisher: TechEd Press.

APA Citation: _____

_____

_____

Author: National Sleep Foundation.

Year: 2023.

Title: Why Teens Need More Sleep.

URL: http://www.sleepfoundation.org/teens-sleep

APA Citation: _____

_____

_____

Author: Olivia Brooks.

Year: 2020.

Title: The Link Between Nutrition and Student Performance.

Journal: Journal of School Health.

Volume: 90.

Issue: 5.

Pages: 354-359.

DOI: 10.1111/josh.12987.

APA Citation: _____

_____

_____

Editor: Thomas Green (Ed.).

Year: 2019.

Title: Innovations in Secondary Education.

Publisher: FutureMind Books.

APA Citation: _____

_____

_____

Title: *The Future of Education.*

Author: Mark Davis.

Year: 2021.

Publisher: Academic Press.

APA Citation: _____

_____

_____

Title: “Nutrition and Academic Performance”.

Author: Sarah Kim.

Journal: *Health & Learning Journal.*

Volume: 15.

Issue: 3.

Pages: 45-59.

Year: 2022.

APA Citation: _____

_____

_____

Title: “The Benefits of Mindfulness”.

Organization: Mindful Living Foundation.

Year: 2023.

URL: https://mindfulliving.org/benefits

APA Citation: _____

_____

_____

Title: *Technology in the Classroom.*

Editor: Laura Benson (Ed.).

Publisher: Future Learning Press.

Year: 2020.

APA Citation: _____

_____

_____

Title: “Schools Adapt to Virtual Learning”.

Author: James Roberts.

Newspaper: *The Daily Times.*

Date: March 10, 2024.

URL: https://dailytimes.com/virtual-learning

APA Citation: _____

_____

_____

Task 13. Rewrite the information in your own words without changing the meaning. Add a correct in-text citation (APA or ДСТУ:2015) for the source.

“Global warming is causing significant changes in weather patterns, leading to more frequent and severe storms worldwide”[35]. _____

_____

_____

“Regular physical activity boosts brain function and helps improve memory”[36]. _____

_____

_____

[35] The sentence is adopted from NASA Climate Change Overview.

[36] The sentence is adopted from *Health and Wellness Journal, 2022.*

"Teenagers who use social media for extended periods are more likely to experience anxiety and low self-esteem"[37]. _____

_____

_____

_____

"Online learning can be just as effective as in-person instruction when properly designed"[38]. _____

_____

"Eating a balanced breakfast improves concentration and performance in school"[39].

_____

_____

"Excessive screen time can negatively impact sleep quality in both children and adults"[40].

_____

_____

_____

Task 14. Look at the following citations. Some of them are incomplete. Decide the type and correct any mistakes if any.

Thompson, E. (2022). Digital Literacy in the Classroom. Tech Press. _____

_____

Lee, Jordan. "Gaming and Mental Health in Teens". Psych Journal, vol. 10, no. 2, 2023, pp. 55-70. _____

_____

Anderson, J. 2021. Learning in the Digital Age. Modern Edu Press. _____

_____

Martin, Susan. Effects of Online Learning. Journal of Education. Vol 12, No 3, 2022, pages 44-59. _____

[37] The sentence is adopted from *Youth Psychology Today, 2021.*
[38] The sentence is adopted from *Journal of Educational Technology, 2023.*
[39] The sentence is adopted from *Nutrition Facts for Youth, 2020.*
[40] The sentence is adopted from *Sleep Science Review, 2021.*

World Health Organization. Mental Health in Schools. Retrieved from https://www.who.int/mental_health_schools. _____

_____

"Climate Change Effects". NASA, www.nasa.gov/climate-effects. Accessed March 2 2024. _____

_____

Smith, R. (2019). *Modern Teaching Strategies*. _____

_____

Lee, M., & Jones, T. (2020). Exploring blended learning. *Journal of Educational Methods*. _____

_____

Centers for Disease Control and Prevention. (2023). Teen health tips. _____

_____

Johnson, Rachel. *Language Development in Early Childhood*. _____

_____

Green, David. "Student Engagement in Online Learning". *Educational Review*. _____

_____

Task 15. Each citation is jumbled. Rearrange the parts into correct format.

(2023), University of California Press, Memory and Learning, James Knight. _____

_____

Tech Education. [URL: http://www.edutech.com, 2022, "The Future of AI in Classrooms", Education Weekly. _____

_____

(2018), Harvard Education Press, Teaching for Understanding, Ellen Richards. _____

_____

pp. 102–115, vol. 5, no. 3, "Digital Distraction in College Students", Journal of Educational Psychology, 2021, Greg Thomas. _____

_____

[URL: http://www.healthykids.org/stress-tips], “Stress Tips for Teens”, American Psychological Association. _____

_____

April 2020, [URL: http://www.historytoday.com], “How the Internet Changed History Classes”, History Today. _____

_____

Task 16. Each pair below shows two versions of a citation. Choose the correct one.

Smith, John. “The Rise of Online Learning” Education Today, vol. 8, no. 1, 2021, pp. 12-20.

Smith John. The Rise of Online Learning. Education Today, 2021.

Lopez, R. (2022). How Exercise Improves Brain Function. Brain Health Press.

Lopez, R. How exercise improves brain function. 2022. Brain Health Press.

Smith, John. “The Rise of Online Learning”. Education Today, vol. 8, no. 1, 2021, pp. 12-20.

Smith John. The Rise of Online Learning. Education Today, 2021.

Lopez, R. How exercise improves brain function. 2022. Brain Health Press.

Lopez, R. (2022). How exercise improves brain function. BrainHealth Press.

Carter, L. & Nguyen, T. (2021). Mindfulness in the classroom. Journal of Educational Psychology, 45(3), 211-225.

Carter, L. and Nguyen, T. Mindfulness in the Classroom. Journal of Educational Psychology, vol. 45, no. 3, pp. 211-225, 2021.

Jacobs, Emily. Language Development in Bilingual Children. Academic Press, 2020.

Jacobs, Emily. Language development in bilingual children. Academic Press. (2020).

World Health Organization. (2023, May 5). Healthy habits for teens. [URL: https://www.who.int/health/teens].

World Health Organization. Healthy Habits for Teens. [URL: https://www.who.int/health/teens] (2023).

"Artificial Intelligence in Schools". EdTech News, 12 Feb. 2023, [URL: http://www.edtechnews.com/ai-in-schools].

Artificial Intelligence in Schools. EdTech News. [URL: http://www.edtechnews.com/ ai-in-schools]. 2023.

Task 17. Read the paragraph below and revise it to make it plagiarism-free. Use quotation marks, citations, or paraphrasing ifs needed.

Climate change is the greatest threat facing our world today. We must take action before it's too late. Scientists warn that we could see more extreme weather events and rising sea levels[41]. _____

_____

_____

_____

Task 18. Start with a direct quote and rewrite it in different ways.

Original Quote: "Online learning provides flexible opportunities for students to study at their own pace and location"[42].

1. Close Paraphrase _____

_____

2. Distant Paraphrase _____

_____

3. Summary _____

[41] The sentence is adopted from Intergovernmental Panel on Climate Change. *Climate Change 2021: The Physical Science Basis*. 2021, https://www.ipcc.ch/report/ar6/wg1/.

[42] The sentence is adopted from Allen, I. Elaine, and Jeff Seaman. *Digital Learning Compass: Distance Education Enrollment Report 2017*. Babson Survey Research Group, 2017, https://onlinelearningsurvey.com/reports/digtiallearningcompassenrollment2017.pdf

_____

Task 19. Read the situation and write your solution. Is it plagiarism? Why or why not?

Alex found a great article online. He copied parts of it into his essay but didn't use quotation marks or a citation. His teacher says this is plagiarism. Alex says, "But I changed a few words, and I didn't mean to steal it". _____

_____

_____

_____

Maya and her group split up a group paper. She uses a paragraph from her old assignment in the new group essay without telling anyone. _____

_____

_____

_____

Ryan uses a paraphrasing tool to rewrite an article word-for-word and pastes it into his paper. He does not include the original source. _____

_____

_____

_____

Layla finds great facts on Wikipedia and copies a few lines into her project. She doesn't cite it because "everyone knows it". _____

_____

_____

_____

Jamal copies two paragraphs from his older brother's essay and changes the names. He says it's okay because they're related. _____

_____

_____

_____

Sofia writes a great paper and paraphrases all her sources. She forgets to include in-text citations but does list the sources at the end. _____

_____

_____

_____

Task 20. Read the following situations. How you would respond?

You find a perfect article online. You are running out of time and thinking of copying a few sentences without citing them (What would you do?) _____

_____

Your friend offers to share their homework with you (What would be the ethical thing to do?) _____

_____

You notice someone cheating during a test. What would you do? _____

_____

You accidentally come across the answer key to an upcoming quiz. What would you do?

_____

_____

You realize you submitted the wrong file for an assignment but the deadline has passed. What would you do? _____

_____

A classmate asks you to write part of their group project because they are “too busy”. What would you do? _____

_____

You’re working on a group project and one member isn’t contributing at all. What would you do? _____

_____

You get a better grade than a classmate who worked harder than you. What would you do?

_____

_____

A coworker takes credit for your idea in a team meeting. What would you do? _____

_____

Task 21. Detect plagiarism and suggest corrections.

“Recycling helps reduce pollution, conserve natural resources, and save energy” _____

_____

“Climate change causes ice caps to melt, leading to rising sea levels” _____

_____

“Children who read regularly develop better language skills and vocabulary” _____

_____

“Exercise improves mental health and reduces symptoms of depression” _____

_____

“Using renewable energy sources like solar and wind helps reduce carbon emissions”

_____

“Smartphones have transformed the way people communicate and access information”

_____

“Regular physical activity improves cardiovascular health and reduces the risk of chronic diseases” _____

_____

Task 22. For each short source excerpt, decide whether it should be quoted, paraphrased or summarized. Then write a sentence using it properly, with an in-text citation.

“Students who get 8+ hours of sleep tend to score 15% higher on memory-based tasks”. – Journal of Cognitive Science, 2022. _____

_____

Social media usage has increased by over 70% among teenagers in the last five years. Studies show that this rise is linked to higher rates of anxiety and depression. _____

_____

“Online learning environments require students to be more self-directed and intrinsically motivated than traditional classrooms”. – Educational Review, 2021. _____

_____

“In the past decade, social media use among teenagers has increased by over 60%.” – Youth & Media Report, 2020. _____

_____

“Exercise improves blood flow to the brain, which enhances focus and cognitive flexibility”. – Neuro science Today, 2023. _____

_____

“The average American spends about 7 hours per day looking at a screen”. – Digital Health Trends, 2022. _____

_____

“A growth mindset fosters resilience, encourages learning from failure, and supports long-term achievement”. – Mindset Matters Journal, 2021. _____

_____

Task 23. Read each sentence below. Decide if it is a quote or a paraphrasal. Then explain how to make it plagiarism-free (e.g., add quotation marks, cite the source, or rewrite).

Climate change is the greatest threat facing humanity _____

_____

Climate change causes rising temperatures and more extreme weather events _____

_____

Climate change is a serious issue, according to the UN _____

_____

The science is clear. Climate change is real and it's happening now _____

_____

Many scientists believe human activity contributes significantly to global warming ____

_____

According to the IPCC, global temperatures could rise by 1.5°C by 2040 _____

_____

Task 24. Read the following sentence. Highlight any part that is plagiarized or incorrectly cited. What's wrong with this paragraph? How can it be fixed?

"Exercise can help improve focus and reduce stress. According to Mayo Clinic, physical activity stimulates brain chemicals that may leave you feeling happier and more relaxed. Regular physical activity can also help prevent or manage many health problems"[43].

_____

_____

_____

_____

_____

"Global warming is primarily caused by human activities such as burning fossil fuels and deforestation," says a government website. Climate change is affecting every continent"[44]. _____

_____

_____

_____

_____

"Shakespeare's plays are still popular today because they explore timeless themes like love, power, and betrayal"[45]. _____

_____

_____

_____

_____

[43] The sentence is adopted from Mayo Clinic Staff. (2023). *Exercise: 7 benefits of regular physical activity.* Mayo Clinic. URL: https://www.mayoclinic.org/healthy-lifestyle/fitness/in-depth/exercise/art-20048389.

[44] NASA. (2022). *The causes of climate change.* NASA Climate Change and Global Warming. URL: https://climate.nasa.gov/causes/.

[45] Greenblatt, S. (Ed.). (2012). *The Norton Shakespeare* (2nd ed.). W.W. Norton & Company.

“According to the CDC, regular handwashing is one of the best ways to remove germs and avoid getting sick”[46]. _____

_____

_____

_____

_____

Task 25. Read the passage. Rewrite it in your own words without changing the meaning.

“Exercise improves not only your physical health, but also your mental well-being. People who exercise regularly report lower levels of stress and better sleep quality”.

_____

_____

_____

“The invention of the printing press in the 15th century allowed books to be produced more quickly and cheaply, which made literature accessible to a wider audience”.

_____

_____

“The mitochondria is the powerhouse of the cell”. _____

_____

_____

“According to the World Health Organization, depression is the leading cause of disability worldwide”. _____

_____

_____

“Albert Einstein developed the theory of relativity, changing the way we understand space and time”. _____

[46] Centers for Disease Control and Prevention. (2023). *Handwashing: Clean hands save lives.* URL: https://www.cdc.gov/handwashing/.

_____

_____

“Social media use has been linked to increased feelings of loneliness in teenagers”. ___

_____

_____

“Photosynthesis is the process by which green plants use sunlight to make their own food”. _____

_____

_____

“Climate change is a hoax and not supported by scientific evidence”. _____

_____

_____

Task 26. Write a Properly Cited Paragraph. Use the topic sentence and write a short paragraph (3-4 sentences) on the theme “Physical activities to boost your mental well-being ” using paraphrased ideas, a direct quote and in-text citation.

Topic sentence: “Exercise improves mood by increasing levels of serotonin and endorphins in the brain”[47] _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

[47] The sentence is adopted from Harvard Health Publishing (2021).

Task 27. Design a small poster titled "How to Avoid Plagiarism".

Include: 3 things you should do (e.g., cite sources), 3 things you shouldn't do (e.g., copy without credit), a favorite quote about originality or academic honesty.

Task 28. Debate on the following:

"Plagiarism is a serious offense and should have strict consequences."

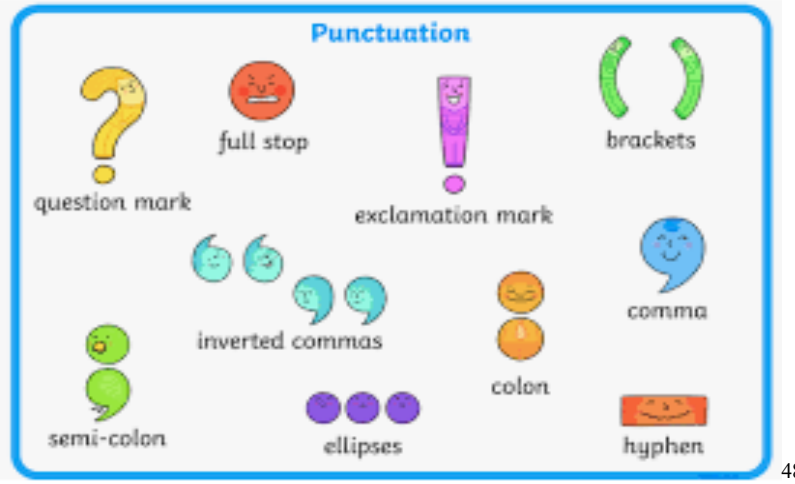
"Students plagiarize because they're under pressure – schools should focus more on support than punishment".

Task 29. Find a real source (book, article, or website) and write both: a correctly formatted citation, a sample in-text citation.

Task 30. Choose one of the following topics and write a short paragraph (5-6 sentences). Be sure to use your own words, one quote, one paraphrase, and include proper in-text citations.

- The importance of recycling;
- The benefits of daily reading;
- Effects of screen time on sleep.

7.4. Punctuation in simple, complex and compound sentences.



[48]

By the end of this chapter, you will be aware of:

- the structure and function of simple, compound, and complex sentences;
- how punctuation differ depending on sentence type (e.g. commas, semicolons, conjunctions);
- common punctuation mistakes in multi-clause sentences and how to avoid them.

and will be able to:

- correctly punctuate simple, compound, and complex sentences;
- identify sentence boundaries to avoid comma splices and run-on sentences;
- explain your punctuation choices based on sentence structure.

Punctuation marks are symbols used in writing to clarify meaning, separate ideas, and help the reader understand the structure and flow of a sentence. They are like road signs in writing – guiding the reader through his thoughts. Punctuation can absolutely change the meaning of a sentence. A small mark, like a comma or period, can create different interpretations, change tone, or even cause misunderstanding.

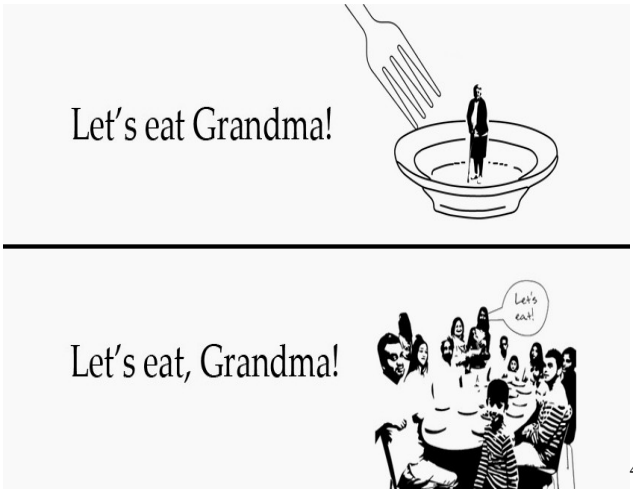
Punctuation is not just about grammar – it's about **meaning**, **clarity**, and **tone**. Misuse can lead to confusion, while correct use improves communication dramatically. Punctuation in simple sentences seems basic, but it's where many learners (and even native speakers) make surprising mistakes. Punctuation can be tricky because

[48] The picture is adopted from https://surl.li/tbubny

there are more elements involved, such as independent and dependent clauses, conjunctions, and punctuation marks.

Punctuation Mark	Name	Main Use	Example	Explanation
.	Full stop / Period	To end a statement	*She went home.*	Marks the end of a declarative sentence
,	Comma	To separate items, clauses, or ideas	I bought apples, oranges, and bananas	Separates items in a list; also used before conjunctions
;	Semicolon	To join related independent clauses or separate complex list items	It was late; we decided to stay	Links closely related ideas without a conjunction
:	Colon	To introduce a list, explanation, or quotation	He has three pets: a cat, a dog, and a parrot	Introduces information following a complete thought
‘ ’ / “ ”	Quotation marks / Inverted commas	To enclose direct speech, quotes, or titles	She said, “I’m tired”	Shows spoken or quoted words
’	Apostrophe	To show possession or contractions	Maria’s book; don’t	Shows ownership or missing letters
–	Em dash	To add emphasis or an interruption	She was shocked – completely speechless	Replaces commas, parentheses, or colons for emphasis
-	Hyphen	To join words or parts of words	well-known author	Joins compound words or breaks words at line ends

Task 1. Comment on the pictures.

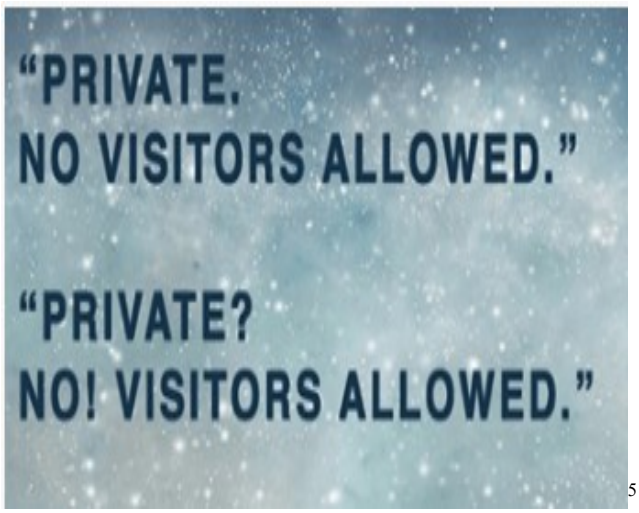


49

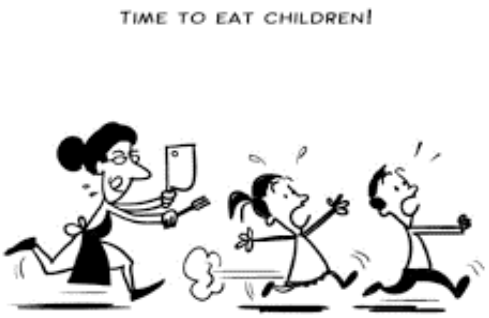


50

[49] The picture is adopted from https://surl.li/vkteoi
[50] The picture is adopted from https://surli.cc/ocedmi



[51]



[52]

Task 2. Compare the sentences.

Woman without her man is nothing.

Woman: without her, man is nothing.

I like cooking my family and my pets.

I like cooking, my family, and my pets.

It's time to eat kids.

It's time to eat, kids.

He finds inspiration in cooking his family and his dog.

He finds inspiration in cooking, his family, and his dog.

She said, "I'm tired" (the period is inside the quote).

She said, "I'm tired" (the period is outside the quote).

The students who passed will graduate.

The students, who passed, will graduate.

Task 3. Match each sentence to the type of punctuation mistake it contains.

[51] The picture is adopted from https://sumankher.com/2015/03/18/is-punctuation-obsolete768/

[52] The picture is adopted from https://www.grammarlookup.com/punctuation-save-lives-19-memes-you-should-see/

	Sentence		Mistake type
1	The sun is bright it hurts my eyes	A.	Missing exclamation mark
2	I like cake, and cookies and ice cream	B.	No capital after period
3	My sister plays piano. she sings too	C.	Missing Oxford comma
4	What a beautiful view	D.	Comma splice

Task 4. Decide what type of punctuation mark is used in the following sentences.

She went to the store _____

Are you coming? _____

Watch out! _____

I came, I saw, I left. _____

He was late; the bus broke down _____

She brought one thing: confidence _____

He said, “I’ll be there soon” _____

He moved to London (his favorite city) _____

She had one goal – success _____

I bought apples, oranges, and bananas _____

Are you ready? _____

It’s late; we should go _____

He brought three things: a pen, a book, and a lamp _____

I like your idea. _____

Sarah’s book _____

He said, “I’m tired” _____

Well-known author _____

I met her (my old teacher) last week _____

She got what she wanted – success _____

Well... I’m not sure _____

Task 5. Add the correct punctuation.

she likes music but she doesn't play an instrument _____

although it was raining we went outside _____

I bought apples oranges bananas and grapes _____

what I want is peace and quiet _____

it was John who fixed the computer _____

after dinner we watched a movie _____

my brother who lives in Canada is visiting next week _____

i can't believe it's already june _____

no dogs cats or other pets allowed _____

let him who is without sin cast the first stone _____

when the bell rings leave the classroom quietly _____

yes I would love some tea thank you _____

she said I'm not going and slammed the door _____

its cold outside so wear a coat _____

they're going to the concert too aren't they _____

do you know where my phone is _____

I love cooking my friends and my family _____

Task 6. Comment on the sentence: *I didn't say he stole the money.*

I didn't say he stole the money

I *didn't* say he stole the money

I *didn't say* he stole the money

I didn't say *he* stole the money

I didn't say *he stole* the money

I didn't say he stole *the* money

I didn't say he stole the *money*

Task 7. Rewrite each sentence using different punctuation (period, question mark, exclamation mark) where appropriate, and note how the tone changes.

1. You did it _____
2. Are you coming _____
3. I can't believe it _____
4. She won the race _____
5. Why would he lie _____
6. This is amazing _____
7. You're here _____
8. They actually did it _____
9. Is that your final answer _____
10. What a surprise _____

Add some more sentences to show how the tone changes.

1) _____

2) _____

3) _____

Task 8. Use the word bank to make simple sentence, then punctuate it correctly. Use different punctuation endings (!, ., ?)

Subject	Verb	Object/Details
The baby	ate	at her father
She	smiles	pizza and fries
My friends	studies	in the evening

1) _____

_____

2) _____

_____

3) _____

_____

Task 9. Say a simple sentence, and your partner has to guess what punctuation fits best based on your tone and expression.

Example: You did it (with enthusiasm).

Answer: That should end with an exclamation mark: "You did it!"

Task 10. Decide which of the following sentences are True (T) of False (F).

I wanted to go to the movies but, I didn't have enough money _____

I wanted to go to the movies, but I didn't have enough money _____

I wanted to go to the movies, I didn't have enough money _____

Because I was tired, I went to bed early _____

Because I was tired, I went to bed early _____

I went to bed early, because I was tired _____

I went to bed early because I was tired _____

The book, that I borrowed from you, was excellent _____

The book that I borrowed from you was excellent _____

I like tea, but I don't like coffee, although I drink it sometimes _____

I like tea but I don't like coffee although I drink it sometimes _____

I like to read, I also enjoy writing _____

I like to read; I also enjoy writing _____

Task 11. Read each sentence and add the correct punctuation. Be careful with commas, semicolons, and conjunctions!

1. I wanted to go for a walk but it started raining _____
2. I enjoy hiking my sister prefers swimming _____
3. Although he was tired he stayed up late to finish his project _____

4. I was excited to see her she is my best friend _____
5. She studied for hours but, she didn't pass the test because she didn't manage her time well _____
6. The book that I read yesterday was amazing it was a thriller _____
7. She is very talented she plays: the piano sings and dances _____
8. I was so tired although I wanted to go to the party; I stayed home _____
9. The weather is nice today – and we are going to the park _____
10. I wanted to go to the movies. I didn't have enough money _____
11. I stayed up late: I had to finish my assignment _____
12. If I get a promotion, I will buy a new car, I might travel more _____
13. I finished the project; but I missed the meeting _____
14. Although I was hungry I didn't eat dinner because I wasn't in the mood for food _____
15. She loves baking – she's making a cake for my birthday _____

Task 12. Use the following words to make sentences with correct punctuation. You can add extra words to make the sentences more interesting.

1. I / go to the gym / I / eat healthy _____
2. Although / it was raining / I / decided to go for a run _____
3. I / study hard / I / fail the exam _____
4. She / enjoys cooking / she / prefers baking cakes _____
5. I / wake up early / I / go for a walk _____
6. Although / he was sick / he / went to work _____
7. She / studies every day / she / gets good grades _____
8. We / wanted to go hiking / it / started to rain _____
9. They / love watching movies / they / hate horror films _____
10. He / is very talented / he / remains humble _____
11. I / love chocolate / I / avoid eating it often _____
12. We / were late / we / caught the train just in time _____
13. The weather / was perfect / we / decided to have a picnic _____

14. She / reads a lot / she / wants to become a writer _____
15. They / don't like spicy food / they / tried the curry anyway _____

Task 13. Make 5 simple/compound sentences. Try to vary the punctuation you use to make each sentence natural and clear.

_____

_____

_____

_____

_____

_____

_____

_____

_____

Task 14. Identify sentence types and punctuation.

I wanted to go to the store, but it started raining _____
The sun is shining _____
She reads books every evening _____
He studied hard for the exam, so he passed with flying colors _____
I forgot my keys at home _____
She loves hiking, and she also enjoys swimming _____
I am going to the park _____
She went to the concert, and her friend stayed at home _____
Tom played soccer, yet he didn't score any goals _____
The movie was great! _____
Do you want pizza for dinner? _____

Task 15. Turn these simple sentences into compound ones using coordinating conjunctions. Add appropriate punctuation.

I am tired. I will finish my homework _____

_____

She likes to swim. She also enjoys kayaking _____

_____

I can’t go to the meeting. I have an appointment _____

_____

He studied hard. He passed the exam _____

_____

It was raining. We still went for a walk _____

_____

I wanted to go hiking. It was too late _____

_____

She didn’t call me. I called her instead _____

_____

I could make pasta. I could order a pizza _____

_____

He is very talented. He remains humble _____

_____

We were hungry. We went to a nearby café _____

_____

The sun was shining. The wind was cold _____

_____

REFLECTION TASKS

Remember tips to avoid common mistakes in complex and compound sentences:

1. Comma before conjunctions (and, but, or, so, etc.) in compound sentences.
2. No comma between an independent clause and a dependent clause if the dependent clause follows the independent clause.
3. Use semicolons to join two independent clauses without a conjunction.
4. Use commas to separate non-essential clauses (relative clauses starting with "which" or other non-restrictive information).
5. Don't add commas where they aren't needed in restrictive clauses (e.g., "the book that I borrowed").

1. Find a paragraph and highlight any complex noun/adjective phrases or emphatic structures. Reflect on how they add meaning or emphasis. Why was an emphatic structure used? What effect does it have on the sentence? Take a complex phrase and try simplifying it. What changes? Does the sentence lose nuance or meaning?

2. Create a Mind Map of components that make up complex noun and adjective phrases. Briefly explain how emphatic structures change the tone or focus of a sentence. Compare simple vs. complex phrases and sentences with/without emphasis.

3. Analyze the usage of noun & adjective phrases / emphatic structures.

The man in the dark coat with the mysterious briefcase entered the room silently. He looked extremely tired and slightly worried about the meeting.

It was Sarah who organized the entire event. Never had she managed something so large, but she did complete every task with great care.

4. Identify the complex noun/adjective phrases and emphatic structures. Write a sentence with a complex noun, adjective phrase. Write a sentence for emphasis.

1. The student with the highest grade will receive a prize _____
2. It was during the storm that the power went out _____
3. I did see her at the party _____

4. The incredibly tall man in the corner is my uncle _____
5. What I want is a fresh start _____

Your sentence: _____

_____

_____

_____

5. Rewrite the following sentences using emphatic structures.

1. Julia painted the picture _____
2. He finished the project on time _____
3. They won the match unexpectedly _____

6. Rewrite the sentences using emphatic structures.

I met her at the train station _____

He told the truth _____

They left without saying goodbye _____

She won the award _____

He fixed the car himself _____

They arrived late _____

We need more time to finish _____

The children made that mess _____

She rarely eats meat _____

You should apologize _____

7. Find and read a passage and identify whether sentences are simple or compound. Focus on how punctuation marks are used in each case.

8. Find a few examples of sentences with incorrect punctuation, and correct them.

9. Find and correct punctuation mistakes where necessary.

I love pizza, it is delicious _____

I love pizza. It is delicious _____

I love pizza; it is delicious _____

I love pizza because it is delicious _____

She bought apples, bananas, and oranges _____

She bought apples bananas oranges _____

My brother, plays football _____

My brother plays football _____

Did you eat lunch _____

Did you eat lunch? _____

What a great day! _____

What a great day _____

I like swimming. it's fun _____

I like swimming. It's fun _____

10. Read each sentence and correct the punctuation. Add capitals, commas, periods, or other punctuation where necessary.

1. she walks to school every day _____
2. I made a sandwich it was delicious _____
3. The dog barked ran and chased the ball _____
4. What time is it _____
5. My friend, likes to draw _____

11. Punctuate complex and compound sentences. Test your speed and accuracy.

1. I love hiking but I don't like camping _____
2. Because I was late I missed the beginning of the movie _____

3. I was tired so I decided to take a nap _____
4. Although it was cold we went swimming _____
5. The project is due tomorrow, and I still need to finish my research _____
6. I want to visit Paris but I don't have enough money _____
7. He loves reading books however he doesn't read often _____
8. She ran to catch the bus and she missed it _____
9. It's raining heavily; I forgot my umbrella _____
10. The cake looks delicious! I want a slice _____
11. She enjoys reading _____
12. Did you finish your homework! _____
13. Wow, that, was amazing _____
14. I wanted to go to the beach; but it started raining _____
15. I wanted to go to the beach: it started raining _____
16. I have a good reason, it started raining _____

12. Choose the correct punctuation.

1. I like pizza___ I prefer pasta.
   a) ,
   b) ;
   c) .
2. She was exhausted___ she went to bed early.
   a) ,
   b) ;
   c) .
3. I can't believe it's snowing___ it was sunny this morning.
   a) ,
   b) ;
   c) .
4. Although he tried his best___ he couldn't finish on time.
   a) ,

b) ;

c) .

TEST YOURSELF

Choose the best answer for each question.

1. Which of the following is an example of plagiarism?

A. Using a quote with quotation marks and citation.

B. Rewriting an idea in your own words and citing the source.

C. Copying and pasting from a website without giving credit.

D. Using a fact like “The sun rises in the east”.

2. When should you cite a source?

A. When you quote someone.

B. When you paraphrase or summarize someone’s idea.

C. When you use statistics.

D. All of the above.

3. What is paraphrasing?

A. Copying a sentence and changing a few words.

B. Explaining an idea in your own words.

C. Quoting exactly.

D. Leaving out information.

4. Which of the following is not common knowledge and needs citation?

A. Water freezes at 0°C.

B. George Washington was the first U.S. president.

C. 72% of teenagers use TikTok daily.

D. Dogs are mammals.

5. Which statement is true?

A. If you found it online, it's free to use without citing.

B. Plagiarism is only serious in college.

C. You can plagiarize even if you didn’t mean to.

D. Citation is only needed for books.

6. What does “patchwriting” mean?

A. Copying text word-for-word with quotation marks.

B. Copying text and only changing a few words without citation.

C. Writing original ideas with no sources.

D. Summarizing in your own words.

7. Which is an acceptable way to use someone else’s ideas?

A. Copy their sentence exactly without citation.

B. Use their ideas but don't mention the source.

C. Paraphrase their ideas and provide a citation.

D. Change a few words and claim it as your own.

8. What is the purpose of a bibliography or works cited page?

A. To list books you want to read.

B. To show the sources you used in your work.

C. To make your paper longer.

D. To summarize your main ideas.

9. Which of the following is not plagiarism?

A. Paraphrasing a paragraph and citing the author.

B. Copying a paragraph without citation.

C. Using an entire article without quoting or citing.

D. Submitting someone else's work as your own.

10. What should you do if you are unsure whether information needs a citation?

A. Leave it out.

B. Ask your teacher or cite it anyway.

C. Guess it doesn't need citation.

D. Use it without citation if it's from Wikipedia.

11. Which citation style is used mostly in literature and humanities?

A. APA.

B. MLA.

C. Chicago.

D. Harvard.

12. How can plagiarism affect your academic career?

A. It can result in failing grades or suspension.

B. It helps you get better grades.

C. It has no consequences if unintentional.

D. It only affects your social life.

13. What is "common knowledge"?

A. Facts everyone knows and doesn't require citation.

B. Any information found on the internet.

C. Ideas from books only.

D. Personal opinions.

14. Which tool can help you check for plagiarism?

A. Google Docs spell check.

B. Turnitin or Grammarly plagiarism checker.

C. Dictionary.

D. Thesaurus.

Answer the questions. Explain in 1-2 sentences.

In your own words, what is plagiarism?

What did you learn about plagiarism and how it affects people and learning?

When Should You Cite: when you use a quote, when you paraphrase someone's ideas or when you use data, facts, or statistics that aren't common knowledge.

Why is it important to avoid plagiarism in school and beyond?

Why is paraphrasing with a citation better than copying directly?

What are two things we can do to avoid plagiarism in our writing?

What is the difference between paraphrasing and quoting?

Why is it important to give credit to the sources?

What is one strategy you'll use in the future to make sure your work is original?

What's one mistake students often make that leads to plagiarism?

What's one tool or technique you learned that will help you avoid plagiarism?

Why it is important to avoid plagiarism?

KEYS

A paragraph is a sequence of sentences that focus on a single idea. For a paragraph to be effective, it should contain a topic sentence, have sentences that support the main idea of that paragraph, and maintain a consistent flow.

After watching the video "Coherence and cohesion in academic writing" (https://www.eapfoundation.com/writing/cohesion/)

Cohesion reveals how words and sentences are joined together. It represents the microlevel of the text.

Cohesive (adj.) united and working together; fitting together well.

We can develop cohesion with the help of:

reference words;

repeated words and ideas;

substitution;

ellipsis.

Coherence relates to macro level of text organization, meaning it makes the ideas work together and make sense as a whole. It relates to organization and progression of idea. It reflects how easy and clear the ideas are to understand.

We can improve coherence with the help of:

making sure the ideas are well organized;

making sure ideas can be understood by the reader.

APPENDIX A

PAPER EVALUATION CRITERIA

Pragmatic components of writing	**1. Understanding the rhetorical differences between writing in English and Ukrainian**
	2. Paper's idea revealed with relevant support
	3. Effect of writing on the targeted audience
	4. The paper's purpose achieved
	5. Extralinguistic means adequately employed if necessary
	6. Plagiarism avoided
	7. Coherence created
	8. Cohesion achieved
Language accuracy	**a. Relevant register**
	b. Grammar
	c. Vocabulary
	d. Range of grammar and vocabulary use

(Paper eveluation criteria were developed by Olha Sushkevych and firstly published in the following paper: Khrystych, N., Sushkevych, O., Akimova, Al. & Akimova, An. A case study of applying Grammarly for mastering pre-service teachers' writing skills. CTE 2024: 12th Workshop on Cloud Technologies in Education, co-located with the 6th International Conference on History, Theory and Methodology of Learning (ICHTML 2025), Kryvyi Rih, Ukraine. May 12, 2025, Vol-4043 urn:nbn:de: 0074-4043-X. pp. 88-97).

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