

תשפ"א

# Module G

# Writing

## A PRACTICAL GUIDE

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Before we actually start, I'd like to give credit to those who inspired this project:

Throughout this guide you will find tips and information taken from the Ladders Handbook.

Aharona Gvarhyahu made invaluable suggestions which are implemented throughout this guide.

Chani Steiner of the Haredi District gave her time and attention to proofread and upgrade the material for us.

To all of you –

Thank you!

## Introduction

Welcome to our guide which will help you prepare for the Module G writing task.

In this task you will write a composition about a specific topic, with a beginning, two or three paragraphs in the middle, and an end. You might be asked to write what your **opinion** is regarding that topic, and **why** you think so, or you might be asked to write a **description**, and explain **why** it's relevant to the topic.

Examples of topics:

1. Which do you think is preferable: a higher-paying job with long working hours, or a lower-paying job with shorter hours? Write a composition stating and explaining your opinion. You may relate to your own experience and / or that of others.
2. What is the most useful thing you've ever learned? Write a composition describing how you learned it and / or why you think it's so useful.
3. Can we trust our first impression of a person? Why or why not?
4. Describe someone who had a great influence on your life. Explain how he / she influenced you.
5. Which profession(s) do you think should get the highest pay? Choose one or two professions and write a passage explaining your choice.
6. Describe something you would like to have in your neighborhood or town that you don't have today. Explain why it is important to you.
7. Do you think friends should always be honest with each other?
8. Describe a nice thing you did for someone or a nice thing someone did for you. Explain how it made you feel.
9. From what age should children be allowed to have their own cellphone?
10. If you could choose whether to attend high school or to study from home, which would you prefer and why?
11. Some people believe students should be involved in preparing school activities. Do you agree?
12. What job do you hope to get in the future? Write a composition explaining why you want this job and/or why you would be good at it.
13. Choose a person, a group of people, or an organization you admire, and explain why you admire them.
14. Your school newspaper has asked readers to write about good or bad advice they were given. Choose a piece of advice and write a passage for the newspaper describing the situation in which it was given, and how it helped you, or why it didn't help you.
15. Do you think it's a good idea for teenagers to have an after-school job? Write a composition giving reasons for and / or against working after school.
16. What advice would you give someone starting high school? Explain why you think it is important. You may write about one piece of advice or more.
17. Write a composition describing how your school years have helped you prepare for life as an adult.

## Pre-writing Process

### Understand the Topic

In order to write a good composition, you must make sure you write about the required topic. Therefore, you must make sure you understand **every word** of the question, and what you are **asked to write**.

In Module G you will be asked to write either a description, or give an opinion. Sometimes, when you give an opinion, you can present both sides of the argument before you state what is your opinion. You can do that **only** if the question asks you to give reasons **for and / or against** something. (Even then, you can just give your opinion and still get full points.)

#### Practice:

Read the examples of writing topics above, and make sure you understand the question and know what you are asked to write.

#### For example:

1. Can we trust our first impression of a person? Why or why not?

#### The question:

Is our first impression of people reliable?

#### You have to write:

Your opinion, and the reasons for your opinion.

- 2.

### Plan

Taking time to plan your composition is very important. It saves time and you will have better results.

- It helps you **calm down**.
- It helps you keep track of the **time**.
- It helps you **prepare** all the elements you want to include.
- It helps you **stay focused**.
- It helps you **organize** your writing.
- It helps you **enrich** your composition.

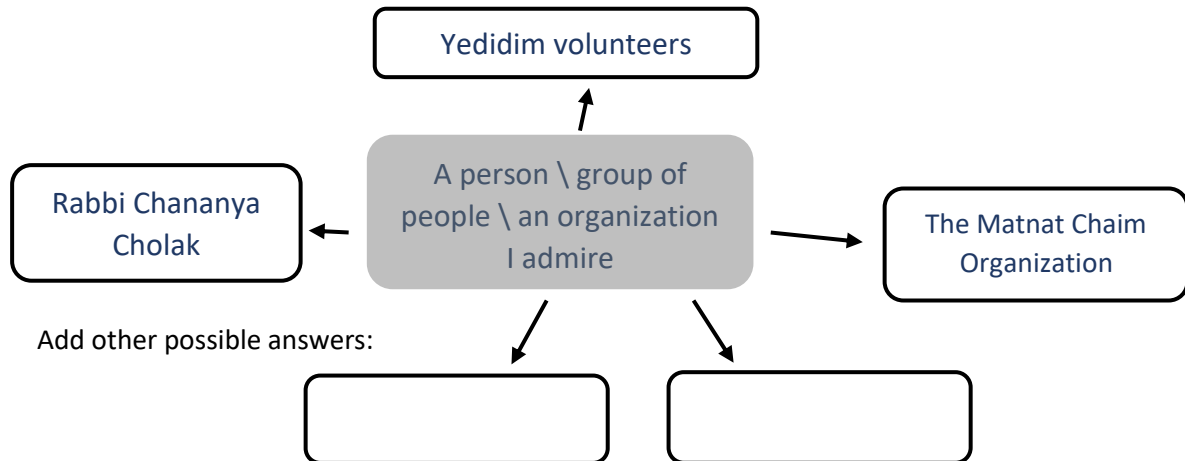
Part of the planning is paying attention to the time. You should devote about 45 minutes to your writing task. Plan ahead how much time you should put into every stage.

## Brainstorm

Write everything you can think about the topic.

### For example:

Choose a person, a group of people, or an organization you admire, and explain why you admire them.



## Choose your focus

Choose what you are going to focus on in your composition. Write arguments which explain your choice. Each argument is going to make a whole paragraph, so make sure you choose carefully. Choose arguments you can easily explain and support.

### Practice:

Brainstorm and choose your focus for the following topic:

- Choose a person, a group of people, or an organization you admire, and explain why you admire them.
- Do you think friends should always share everything with each other?
- What is the most useful thing you've ever learned?
- Do you think it's a good idea for teenagers to have an after-school job? Write a composition giving reasons for and / or against working after school.

### For example:

Choose a person, a group of people, or an organization you admire, and explain why you admire them.

My choice: The Matnat Chaim Organization

### My arguments:

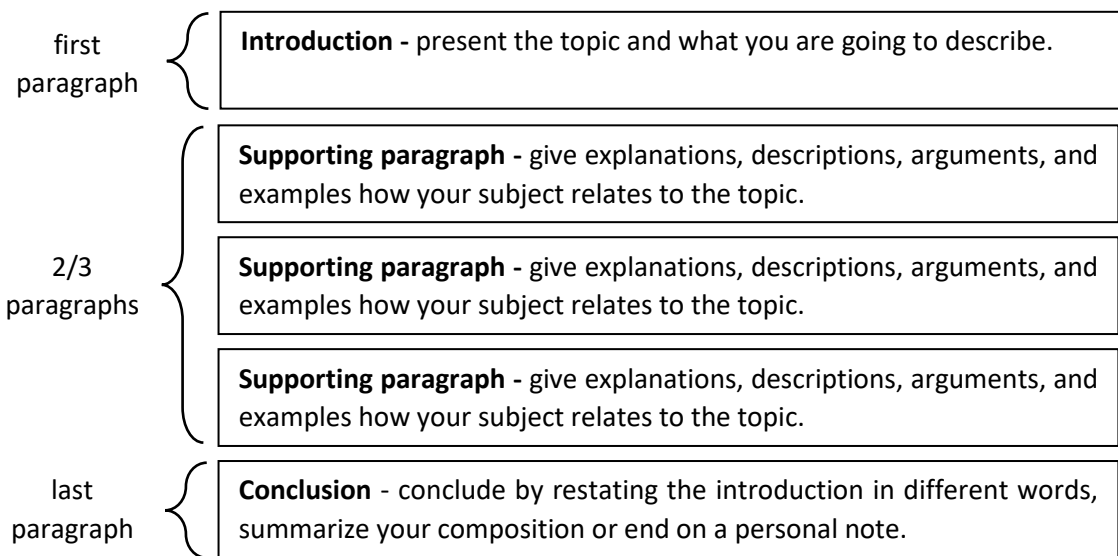
- Rabbi Heber founded the organization because a boy he knew died before he found a kidney donor. (This tells us why the organization is necessary)
- Matnat Chaim makes kidney donations accessible and simple. (This tells us what the organization does.)

## Structure the Composition

Decide what you are going to write in each of your paragraphs.

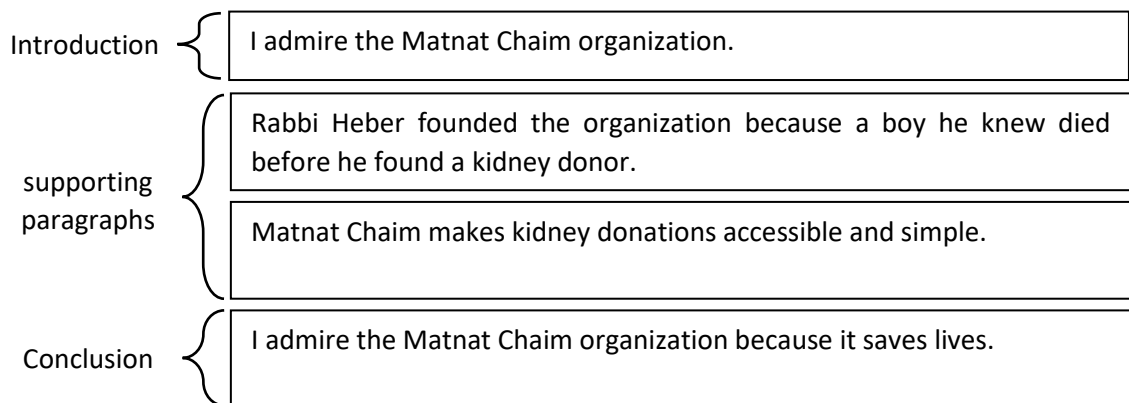
The general structure of a Module G composition is: Introduction, 2/3 supporting paragraphs and a conclusion. However, there are a few small changes between the composition types' structure.

### Descriptive Composition:

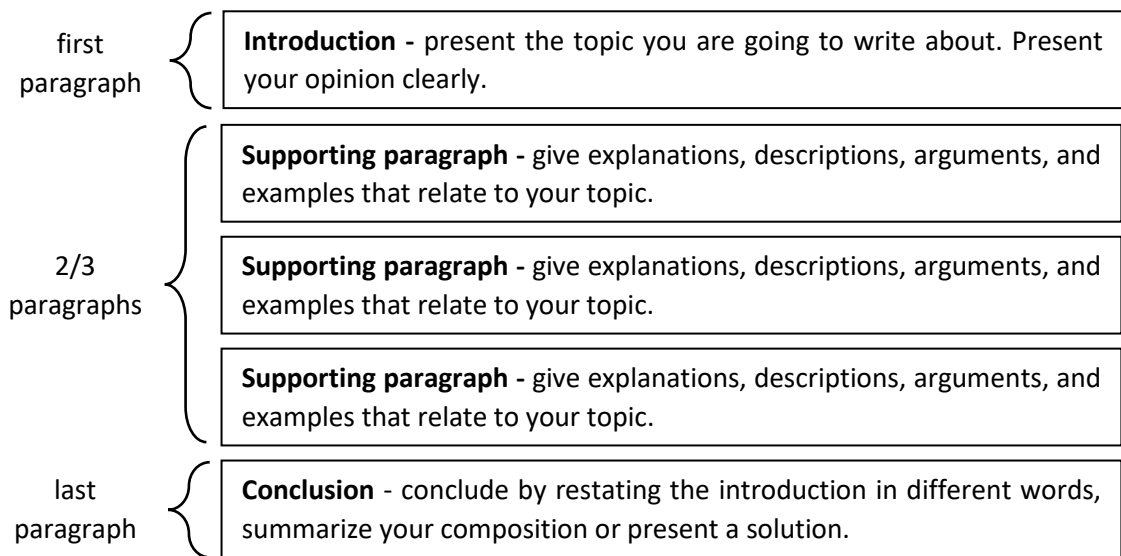


### For example:

Choose a person, a group of people, or an organization you admire, and explain why you admire them.

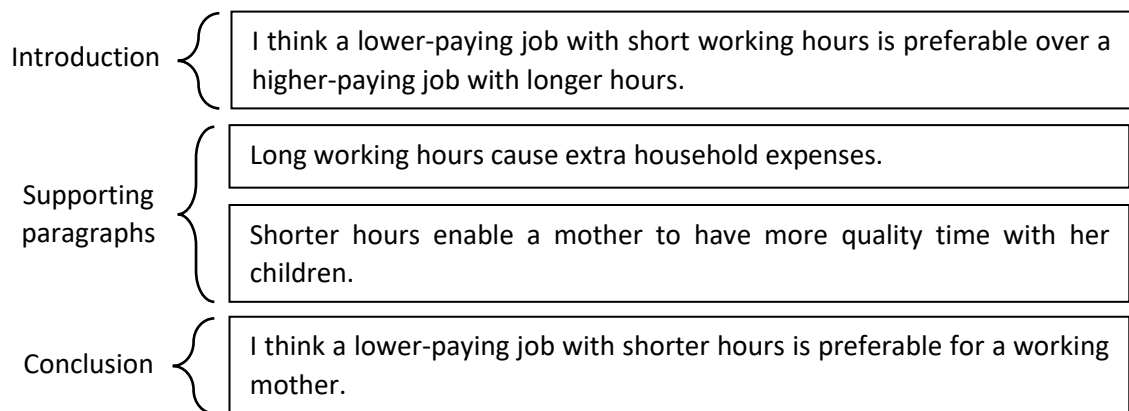


**Opinionated Composition:**

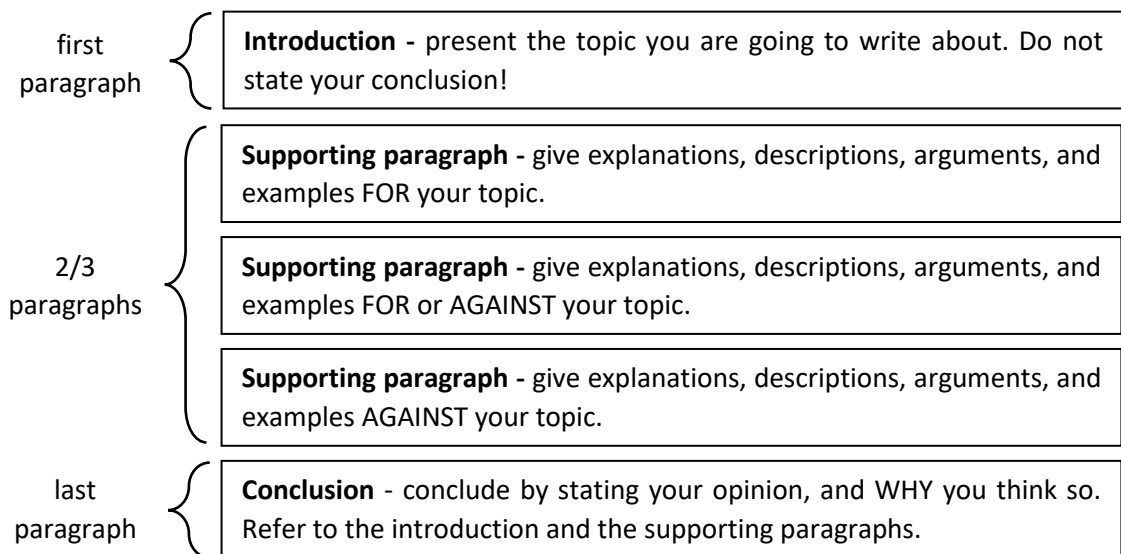


**For example:**

Which do you think is preferable: a higher-paying job with long working hours, or a lower-paying job with shorter hours? Write a composition stating and explaining your opinion. You may relate to your own experience and / or that of others.

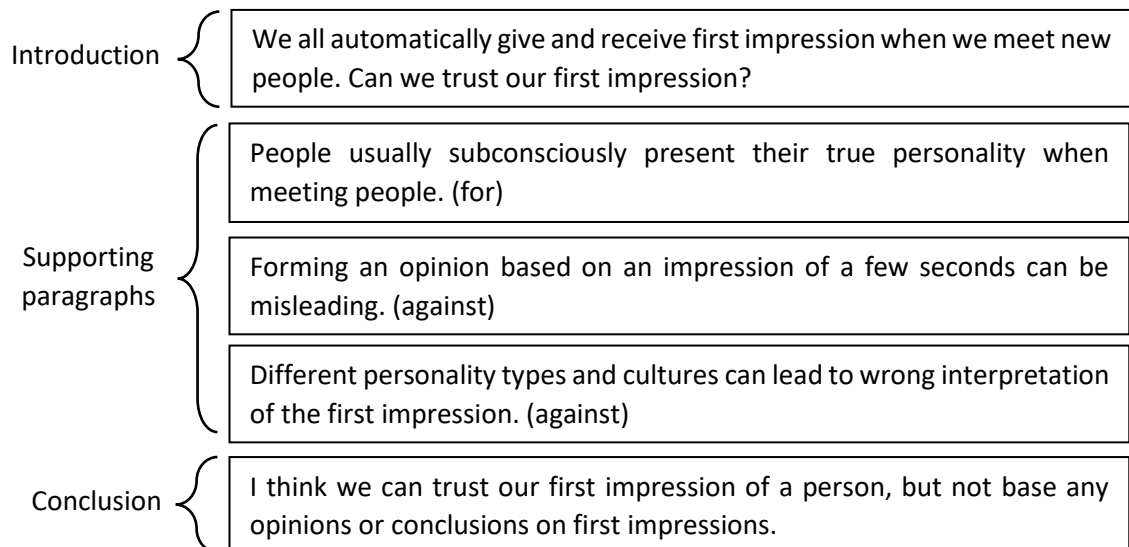


**Opinionated For and Against Composition:**



**For example:**

Can we trust our first impression of a person? Write a composition giving reasons for and / or against trusting out first impression of a person.





**Practice:**

Structure a composition for the following topics:

- Choose a person, a group of people, or an organization you admire, and explain why you admire them.
- Some people believe students should be involved in preparing school activities. Do you agree? Write a composition giving reasons for and / or against involving students in preparing school activities.
- Can we trust our first impression of a person? Write a composition giving reasons for and / or against trusting out first impression of a person.

## **Gather Vocabulary**

Gather a rich and varied vocabulary of words which you can use in your composition.

**Gather associations** – words and phrases that come up in your mind when you think about the topic.

### **For example:**

Choose a person, a group of people, or an organization you admire, and explain why you admire them. – The Matnat Chaim Organization

### **Associations:**

A Gift of Life, Rabbi Yeshayahu Heber, kidney, transplantation, donation, recipient, saving lives, dialysis, support, match, patients, dialysis patient, etc.

**Gather adjectives** – words which describe the topic.

### **For example:**

Choose a person, a group of people, or an organization you admire, and explain why you admire them. – The Matnat Chaim Organization

### **Adjectives:**

unique, supportive, needed, caring, thoughtful, encouraging, special, accessible, etc.

### **Practice:**

Gather vocabulary for the following topic:

Choose a person, a group of people, or an organization you admire, and explain why you admire them.

Your answer: \_\_\_\_\_

Associations: \_\_\_\_\_

Adjectives: \_\_\_\_\_

**Practice:**

For each of the following topics:

- ✓ read closely
- ✓ brainstorm ideas
- ✓ choose and prepare arguments
- ✓ structure a composition
- ✓ gather vocabulary

The topics:

- Your school newspaper has asked its readers what they think the municipality should spend more money on. Write a passage for the magazine stating your opinion. Give one or two specific examples of where more money should be invested, and explain why.
- What job do you hope to get in the future? Write a composition explaining why you want this job and/or why you would be good at it.
- Which is more important for success in life: a person's natural abilities or hard work?
- Write a composition describing how your school years have helped you prepare for life as an adult.

## Writing a Draft

Finally, after we finished planning what to write, it is time to start writing!

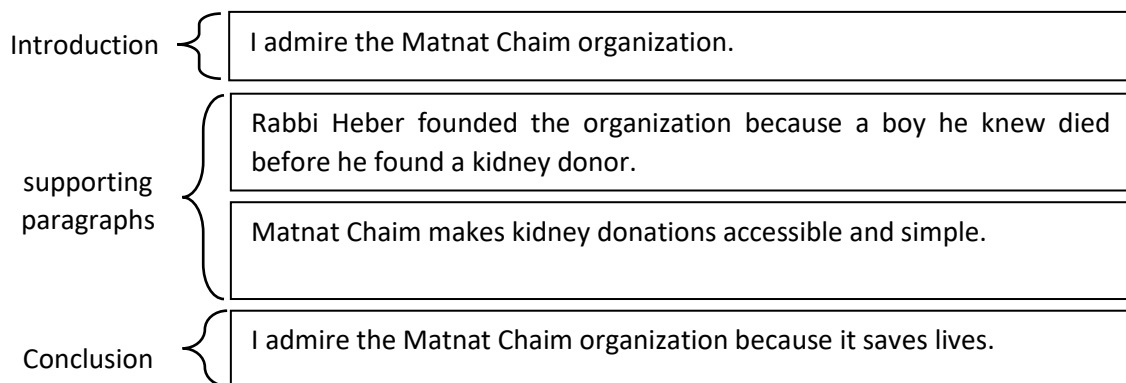
We start with writing the main paragraphs.

### Write Main Paragraphs

The main paragraphs are the supporting paragraphs. They give explanations, descriptions, arguments, and examples that relate to your topic. Each of the supporting paragraphs focuses on **one argument**, explains it and gives relevant examples.

#### For example:

1. Choose a person, a group of people, or an organization you admire, and explain why you admire them.



#### One supporting paragraph:

The Matnat Chaim – A Gift of Life, organization was founded by Rabbi Yeshayahu Heber. As a dialysis patient Rabbi Heber met a young man named Pinchas who needed a kidney transplant. However, he and his family couldn't find a donor. Pinchas' transplant was delayed until his body could no longer cope with the suffering. This tragic story showed Rabbi Heber the need for an organization which will support kidney patients and help them find donors.

#### We can see the paragraph is structured:

**Topic sentence** - The Matnat Chaim – A Gift of Life, organization was founded by Rabbi Yeshayahu Heber.

**Supporting sentences** - As a dialysis patient Rabbi Heber met a young man named Pinchas who needed a kidney transplant. However, he and his family couldn't find a donor. Pinchas' transplant was delayed until his body could no longer cope with the suffering.

**Conclusion** - This tragic story showed Rabbi Heber the need for an organization which will support kidney patients and help them find donors.

**Structure of a paragraph:**

**Topic sentence** - Introduces the main idea of the paragraph. This sentence is usually written at the beginning.

**Supporting sentences** - Add supporting details, examples and explanations to the main idea.

**Conclusion** – A sentence which summarizes the composition. Not always necessary.

**Practice:**

Write two supporting paragraphs for the following topic:

**Choose a person, a group of people, or an organization you admire, and explain why you admire them.**

Your opinion: \_\_\_\_\_

Argument 1: \_\_\_\_\_

Topic sentence -

Supporting sentences -

Conclusion -

Main paragraph 1 (Copy the parts into one organized paragraph):

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Main paragraph 2 (Remember to include all of the parts in an organized way):

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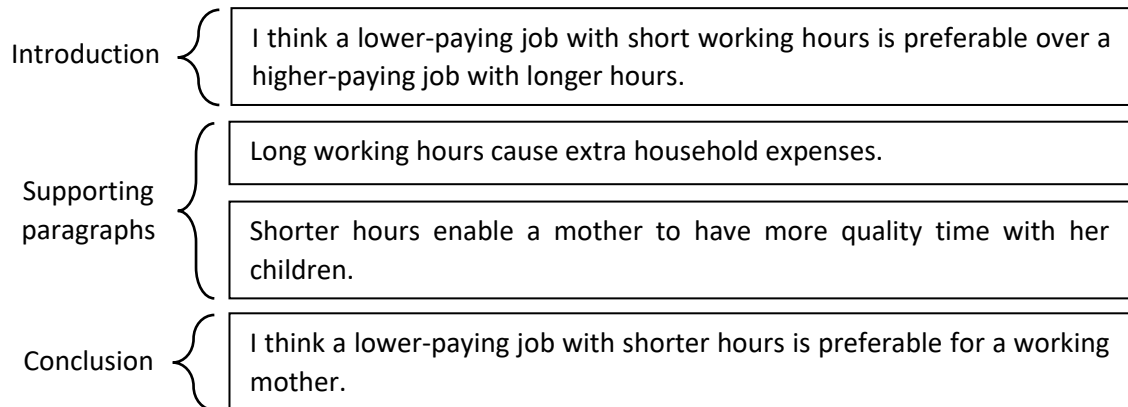
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**For example:**

2. Which do you think is preferable: a higher-paying job with long working hours, or a lower-paying job with shorter hours? Write a composition stating and explaining your opinion. You may relate to your own experience and / or that of others.



**One supporting paragraph:**

Long working hours cause extra household expenses. Parents who work long hours usually need household help, such as babysitters, cleaning help, fast food, etc. Sometimes, when calculating the cost of the household help, the higher pay of the long working hours is no longer worth-while.

**Practice:**

Write two supporting paragraphs for the following topics:

- Which do you think is preferable: a higher-paying job with long working hours, or a lower-paying job with shorter hours? Write a composition stating and explaining your opinion. You may relate to your own experience and / or that of others.
- Do you think it's a good idea for teenagers to have an after-school job? Write a composition giving reasons for and / or against working after school.
- What is the most useful thing you've ever learned? Write a composition describing how you learned it and / or why you think it's so useful.
- Describe a nice thing you did for someone or a nice thing someone did for you. Explain how it made you feel.
- What advice would you give someone starting high school? Explain why you think it is important. You may write about one piece of advice or more.

## Write an Introduction

Tell them what you're going to tell them.

The Introduction:

- ✓ Presents the topic.
- ✓ Invites the reader to continue reading.

### For Example:

1. Choose a person, a group of people, or an organization you admire, and explain why you admire them.

### My opinion:

The Matnat Chaim Organization

### Possible introduction:

Have you ever heard of Matnat Chaim? This organization specializes in supporting kidney transplantation. In this composition I will explain why I admire it.

2. Can we trust our first impression of a person? Write a composition giving reasons for and / or against trusting our first impression of a person.

### Possible introduction:

A famous saying states: 'There is no second chance for a first impression'. This saying stresses the importance of a good first impression. However, can we really trust our first impression of a person to form opinions or draw conclusions?

#### Tip:

Try opening with a question, a statement or a quote.  
Such as:

- Have you ever heard of...?
- Many people \ times ...

### Practice

Write an introduction for compositions about the following topics:

- Do you think it's a good idea for teenagers to have an after-school job? Write a composition giving reasons for and / or against working after school.
- What is the most useful thing you've ever learned? Write a composition describing how you learned it and / or why you think it's so useful.
- Describe a nice thing you did for someone or a nice thing someone did for you. Explain how it made you feel.
- What advice would you give someone starting high school? Explain why you think it is important. You may write about one piece of advice or more.

## Write a conclusion

Tell them what you've told them.

The conclusion **may**:

- ✓ Restate the introduction.
- ✓ Summarize the composition.
- ✓ Present a solution.
- ✓ End neatly.

### For example:

Choose a person, a group of people, or an organization you admire, and explain why you admire them.

### My opinion:

The Matnat Chaim Organization

### Supporting arguments:

- Rabbi Heber founded the organization because a boy he knew died before he found a kidney donor. (This tells us why the organization is necessary)
- Matnat Chaim makes kidney donations accessible and simple. (This tells us what the organization does.)

### Possible conclusion:

The Matnat Chaim – A Gift of Life, organization makes kidney transplantations accessible and simple. I admire them for saving kidney patients' lives.

## Practice

Write a conclusion for compositions about the following topics:

- Do you think it's a good idea for teenagers to have an after-school job? Write a composition giving reasons for and / or against working after school.
- What is the most useful thing you've ever learned?
- Which profession(s) do you think should get the highest pay?
- What advice would you give someone starting high school? Explain why you think it is important. You may write about one piece of advice or more.



**Connect it all:**

Use connectors to show the flow of your ideas. (see appendix)

Connectors are used to show the connections between sentences in paragraphs and between paragraphs.

**For example – we connect the introduction, body and conclusion to a composition about:**

Choose a person, a group of people, or an organization you admire, and explain why you admire them.

(The Matnat Chaim Organization)

Have you ever heard of Matnat Chaim? This organization specializes in supporting kidney transplantation. In this composition I will explain why I admire it.

The Matnat Chaim – A Gift of Life, organization was founded by Rabbi Yeshayahu Heber. **As** a dialysis patient Rabbi Heber met a young man called Pinchas who needed a kidney transplant. **However**, he and his family couldn't find a donor. Pinchas' transplant was delayed until his body could no longer cope with the suffering. This tragic story showed Rabbi Heber the need for an organization which will support kidney patients **and** help them find donors.

**Consequently**, Matnat Chaim matches kidney patients with donors and saves their lives. The organization encourages healthy people to donate their kidneys. Volunteers guide the prospective donors and recipients with the transplantation process and advise them **about** their medical and financial rights. The organization focuses on making kidney donations accessible **and** simple.

**To sum up**, the Matnat Chaim – A Gift of Life, organization makes kidney transplantations accessible and simple. I admire them **for** saving kidney patients' lives.

**Practice:**

All of the connectors have been removed from the following text and put in the word bank. Put each one in its appropriate place:

Most of us don't have any memories from the first three to four years of our lives — \_\_\_\_\_, we tend to remember very little of our life before the age of seven. \_\_\_\_\_ the early memories we think we have may not be the real thing, \_\_\_\_\_ merely recollections we formed much later based on photos and on stories we've heard over the years. \_\_\_\_\_ the absence of early memories has been documented for over a century, scientists are still trying to gain an understanding of it.

\_\_\_\_\_ adults don't generally recall events that happened during their earliest years, research has shown that very young babies are capable of forming simple memories. In a recent experiment, \_\_\_\_\_, six-month-old babies discovered that they could make a toy train run by pressing a lever. When given the train again three weeks later, they immediately pressed the lever — a clear indication that they remembered what to do. \_\_\_\_\_, when the same experiment was done with a group of two-year-olds, they could recall the action for more than a month. All these early memories, \_\_\_\_\_, fade after a few months at most, \_\_\_\_\_ it is only years later that children begin having memories they can reliably recall.

**Word Bank:**

but, while, even, for example, however, and, in fact, furthermore, although

**Practice**

Write a complete draft for compositions about the following topics:

- Do you think it's a good idea for teenagers to have an after-school job? Write a composition giving reasons for and / or against working after school.
- What is the most useful thing you've ever learned?
- Which profession(s) do you think should get the highest pay?
- Choose a person, a group of people or an organization you admire and explain why you admire them.

## Reviewing and Upgrading

In order to get the full mark for your writing assignment, you have to review, and make sure your composition meets all the criteria in the Grading Rubric (see appendix)

### Reviewing and Upgrading Content and Organization

Read your composition and make sure you meet all the necessary criteria, upgrade whenever it's necessary.

The composition is:

- ✓ fully on topic
- ✓ fully developed (main idea and supporting details)
- ✓ all elements of task are addressed
- ✓ information is relevant
- ✓ content is understood
- ✓ task is well organized and coherent

### Practice

Review and upgrade the content and organization of the drafts you wrote about the following topics:

- Do you think it's a good idea for teenagers to have an after-school job? Write a composition giving reasons for and / or against working after school.
- What is the most useful thing you've ever learned?
- Which profession(s) do you think should get the highest pay?
- Choose a person, a group of people or an organization you admire and explain why you admire them.

## Reviewing and Upgrading Vocabulary

Read your composition and make sure you meet all the necessary criteria, upgrade whenever it's necessary:

- ✓ correct use of varied and rich vocabulary
- ✓ appropriate use of instances of language chunks and phrases
- ✓ correct use of connecting words or phrases
- ✓ use of appropriate register

How do we upgrade vocabulary?

### A. Use band 3 words

For example:

- old – ancient
- helpful – beneficial
- important – crucial, major
- far – distant
- all \ whole \ every – entire
- basic – fundamental
- many – numerous
- calm \ relaxed – peaceful
- last – previous
- new – revolutionary, fashionable

### B. Use powerful words instead of 'very', 'nice' or 'said'

For example:

- very little – tiny
- very tasty – delicious
- very angry – furious
- very afraid – terrified
- very tired – exhausted
- very hungry - starving
- very hot – boiling
- very big – enormous
- very good – great
- very bad – awful
- very important – essential
- very funny – ridiculous
- nice – beautiful \ bearable \ boring \ fun, etc.
- said – asked, answered, claimed, explained, etc.

### C. Add adjectives and adverbs to enrich your writing

For example, enrich the following sentence with adjectives:

My 10<sup>th</sup> grade teacher is my role model for her sensitivity and honesty.

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One possible option is:

My unforgettable 10<sup>th</sup> grade teacher is my role model for her delicate sensitivity and unfailing honesty.

*Remember! There is more than one way to enrich a sentence!*

### D. Use Phrasal Verbs:

Phrasal verbs – a verb with a preposition \ adverb that has meaning as a unit.

For example:

Look up in the dictionary phrasal verbs with the following verbs:

- break
- come
- get
- give
- go
- look
- make
- take
- turn

Memorize those phrasal verbs and use them in your writing.

### E. Learn phrases and expressions and implement them in your writing to impress your examiner.

#### Practice

Review and upgrade the vocabulary of the drafts you wrote about the following topics:

- Do you think it's a good idea for teenagers to have an after-school job? Write a composition giving reasons for and / or against working after school.
- What is the most useful thing you've ever learned? Write a composition describing how you learned it and / or why you think it's so useful.
- Describe a nice thing you did for someone or a nice thing someone did for you. Explain how it made you feel.
- What advice would you give someone starting high school? Explain why you think it is important. You may write about one piece of advice or more.

## Reviewing and Upgrading Language Use

Read your composition and make sure you meet all the necessary criteria, upgrade whenever it's necessary:

- ✓ correct use of basic tenses and/or language structures
- ✓ correct use of advanced language structures
- ✓ correct word order
- ✓ correct use of parts of speech, pronouns and prepositions

### Basic Language Use Practice

Choose the correct form of writing:

(It's \ its \ it) always (annoys \ annoy \ annoying) me when people tell (each others \ each other \ one another) what to do. For example, last week I just walked on the street and (seen \ saw \ see) a little boy who screamed and shouted at his mother. He wanted to buy something at the supermarket, and she didn't (allow \ allowed \ allows) him. All the people around (were starting \ start \ started) to tell the mother what to do. One said to give him what he (want \ wants \ wanted), one claimed the way to (react \ reacted \ reacting) is to ignore the child and another tried to explain to the little boy (it \ its \ it's) not nice to shout. However, I (saw \ see \ seeing) that all these people (did \ will \ would) not help the mother at all!

#### Tips:

- You might find it easy to start or conclude with advanced language structures.
- Plan where and how you are going to use advanced language structures.
- Practice using advanced language structures, and use only those you are sure you know!

### Advanced Language Use

Use at least three instances of:

- Perfect tenses
  - » to add detail and meaning.
- The passive voice
  - » when it doesn't matter who did it.
- Reported\indirect speech
  - » to tell what someone else said.
- Conditionals and temporals
  - » when it depends...
- Relative clauses
  - » to add information.

**Pay attention to the different meaning with different word order and parts of speech:**

For example:

- Memory secrets \ Secret memories \ Secretly memorize
- I drink water. \ I water the plants. \ Water is necessary for all living things.

**Pronouns practice:**

Change the subject of the following paragraph to 'Sara':

I am a family person. Although I have many friends, my family relationships are the most important to me. I always make sure that my family members are happy and fine. I care about them a lot, because they are mine.

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Now, change the subject to 'my grandparents':

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**Pay attention to prepositions!**

Preposition - A word or a phrase which connects a verb \ an adjective to a noun \ pronoun. They are very specific!

For example:

- according to
- apart from
- because of
- contrary to
- in addition to
- in front of
- instead of

**Practice**

Review and upgrade the language of the drafts you wrote about the following topics:

- Do you think it's a good idea for teenagers to have an after-school job? Write a composition giving reasons for and / or against working after school.
- What is the most useful thing you've ever learned?
- Which profession(s) do you think should get the highest pay?
- Choose a person, a group of people or an organization you admire and explain why you admire them.



## Reviewing and Upgrading Mechanics

Read your composition and make sure you meet all the necessary criteria, upgrade whenever it's necessary:

correct use of:

- ✓ spelling
- ✓ punctuation
- ✓ capitalization
- ✓ paragraphing
- ✓ no run-on sentences

### Practice:

All the mechanics have been removed from the following text. Add them into it:

how often have you found yourself ignoring a deadline forgetting to check your bank account or eating an extra slice of pizza laziness carelessness or lack of self control prevent us from doing the right thing and it's not only our own lives that are affected by our behavior but also society as a whole this may explain why economists and policymakers have been showing considerable interest in the so called nudge theory which was introduced by researchers richard thaler and cass sunstein in their book nudge according to the theory simple inexpensive strategies can be used to subtly guide nudge people towards making better choices

### Practice

Review and upgrade the mechanics of the drafts you wrote about the following topics:

- Do you think it's a good idea for teenagers to have an after-school job? Write a composition giving reasons for and / or against working after school.
- What is the most useful thing you've ever learned?
- Which profession(s) do you think should get the highest pay?
- Choose a person, a group of people or an organization you admire and explain why you admire them.

## Writing the Final Version

As you cannot communicate with your examiners and clarify things as they read your composition, you should make sure your composition is clear and easily read. In addition, you want your composition to make a good impression on the examiner.

Copy your final version into a page with lines. Write clearly in neat handwriting. Use short and clear sentences – not longer than 1½ lines. Use a blue or black pen. Leave wide margins. Leave an empty line between paragraphs. Put an X over your drafts. You may add a title.

### Practice

Write the final versions of the drafts you wrote about the following topics:

- Do you think it's a good idea for teenagers to have an after-school job? Write a composition giving reasons for and / or against working after school.
- What is the most useful thing you've ever learned?
- Which profession(s) do you think should get the highest pay?
- Choose a person, a group of people or an organization you admire and explain why you admire them.

**GOOD LUCK!**

## Appendix

### Connectors

Preparing Students for Writing Tasks, Rina Akotonas, 2009, Israel

#### Connectors of Addition

The following connectors are used to introduce a new piece of information:

- in addition
- moreover
- furthermore

Use a connector in each of the following sentences:

1. The food was cold. \_\_\_\_\_, the service was terrible.
2. \_\_\_\_\_, students are assigned three hours of homework every day.
3. Students start the day early, \_\_\_\_\_ they leave school late.
4. They claim that the death penalty deters crime. \_\_\_\_\_, it saves the state the cost of keeping criminals in prisons.

#### Connectors that Introduce Examples

The following connectors are used to introduce examples:

- such as
- for example
- for instance
- like

Use a connector in each of the following sentences:

1. Try a snack \_\_\_\_\_ fried peanuts or pickled vegetables in hot sauce.
2. Plan a trip for the middle of the winter, \_\_\_\_\_, if you want to see the snow on Mt. Hermon.
3. In the camps, just \_\_\_\_\_ in the army, discipline is strict.
4. He felt that more should be written about people living in the modern world. \_\_\_\_\_, the fact that the Chinese are great fans of American football.

### Connectors that Indicate Time Sequence

The following connectors help understand time sequence and can help you list in the order in which events took place.

- since
- then
- when
- after
- before
- finally

Use a connector in each of the following sentences:

1. \_\_\_\_\_ studying for many years, she used her knowledge of Arabic to work as a translator.
2. I haven't seen Jim \_\_\_\_\_ he moved to New York.
3. \_\_\_\_\_, after years of saving, Joseph has enough money to buy a car.
4. \_\_\_\_\_ the American Civil War, slavery was legal in the United States.
5. We will discuss the problems \_\_\_\_\_ I get to the office.
6. First, I will do my homework. \_\_\_\_\_ I will play on the computer.

### Connectors that Put Ideas in Order

The following connectors help organize the flow of content:

- first /first of all / firstly
- second / secondly
- then
- finally
- to sum up
- in conclusion

Use a connector in each of the following sentences:

1. When taking an examination, \_\_\_\_\_ you should read the instructions and \_\_\_\_\_ answer the questions.

2. Many people dream of moving to the U.S. This is for many reasons. \_\_\_\_\_, because salaries are higher in America. \_\_\_\_\_, there are better job opportunities. \_\_\_\_\_, some people think America is a better place to work.

3. France is expensive and I don't know the language. \_\_\_\_\_, I don't plan to visit France anytime soon.

### Connectors of Consequence

The following connectors introduce a result or a consequence:

- as a result
- therefore
- consequently

Use a connector in each of the following sentences:

1. The product didn't work, \_\_\_\_\_, I am asking for a new one.

2. \_\_\_\_\_ of his poor performance, he was fired from the job.

3. Most children spend a lot of time outdoors, \_\_\_\_\_, they should use sunscreens every day.

4. Mercury and Venus are very hot planets. \_\_\_\_\_, no human being could ever survive on them.

### Connectors of Contrast/Opposition

The following connectors contrast people, things or ideas that are different:

- but
- yet
- however
- despite / in spite of
- although
- on the one hand ... on the other hand

Use a connector in each of the following sentences:

1. \_\_\_\_\_ the movie was made in 1955, it is amazing how relevant it is for teenagers today.

2. You might think that this is just another party \_\_\_\_\_ you would be wrong.

3. The sun's radiation has both good and bad consequences. \_\_\_\_\_, it gives us warmth and light. \_\_\_\_\_, overexposure to it is dangerous.

4. \_\_\_\_\_ the fact that market has been badly damaged many times by earthquakes and fire, it is still the oldest and largest covered market in the world.

5. \_\_\_\_\_ the heavy rain, we took a hike in the forest. 6. There are two reasons why Martin got the job: \_\_\_\_\_, he was very talented; \_\_\_\_\_, he was available.

7. The Smiths wanted to build a new garage, \_\_\_\_\_ the neighbors complained.

### Connectors of Reason, Cause and Purpose

The following connectors indicate the relationship between a cause and its effect:

- because / because of
- since

The following connectors indicate the relationship between a cause and its effect:

- in order to
- so / so that

Use a connector in each of the following sentences:

1. I made lunch \_\_\_\_\_ because my mother was busy.
2. Sharon went to Washington \_\_\_\_\_ to attend her cousin's wedding.
3. He bought a laptop computer \_\_\_\_\_ he could take it to school with him.
4. \_\_\_\_\_ I can type faster than you can, I will type the letter for you.
5. Omar flew from Houston to Boston \_\_\_\_\_ it was too far to drive.

### Connectors for Stating an Opinion

- In my opinion ...
- Personally...
- My point of view ...
- As I see it ...
- I think \ believe \ feel ...

Use a connector in each of the following sentences:

1. The situation, \_\_\_\_\_, is complicated.

2. \_\_\_\_\_ that we should go to sleep and continue tomorrow. What do you think?
3. Most people believe that eating chocolate is harmful. \_\_\_\_\_ I believe small amounts of dark chocolate are really good for the body and the spirit.
4. Sara says we practice English too much. \_\_\_\_\_ there is no such thing as practicing English too much!
5. \_\_\_\_\_ of the situation is different than yours.

## Grading Rubric

<i>MODULE G internal (16582), MODULES F(16584) &amp; G (16582)external - WRITING RUBRIC – as of Winter 2020</i>				
<i>CRITERIA</i>	<i>CORRECT</i>	<i>PARTIALLY CORRECT</i>	<i>MINIMALLY CORRECT</i>	<i>INCORRECT</i>
<i>CONTENT AND ORGANIZATION</i>	<ul style="list-style-type: none"> <li>•fully on topic</li> <li>•fully developed (main idea and supporting details)</li> <li>•all elements of task are addressed</li> <li>•information is relevant</li> <li>•content is understood</li> <li>•task is well organized and coherent</li> </ul>	<ul style="list-style-type: none"> <li>partially on topic</li> <li>partially developed (main idea or supporting details)</li> <li>partially addresses elements of task information is partially relevant</li> <li>content is partially understood</li> <li>task is partially organized and coherent</li> </ul>	<ul style="list-style-type: none"> <li>minimally on topic</li> <li>minimally developed (main idea or supporting details)</li> <li>minimally addresses elements of task information is minimally relevant</li> <li>content is minimally understood</li> <li>task is minimally organized and coherent</li> </ul>	<ul style="list-style-type: none"> <li>not on topic</li> <li>not developed (main idea or supporting details)</li> <li>elements are not addressed *</li> <li>information is not relevant *</li> <li>content is not understood</li> <li>task is not organized and not coherent</li> </ul> <p style="text-align: right;"><i>* due to misunderstanding</i></p>
8	8	5	2	0
<i>VOCABULARY</i>	<ul style="list-style-type: none"> <li>• correct use of varied and rich vocabulary</li> <li>• appropriate use of instances of language chunks and phrases</li> <li>• correct use of connecting words or phrases</li> <li>• use of appropriate register</li> </ul>	<ul style="list-style-type: none"> <li>correct use of basic, appropriate vocabulary</li> <li>partially appropriate use of instances of chunks and phrases.</li> <li>partial and correct use of connecting words or phrases</li> <li>occasional use of inappropriate register</li> </ul>	<ul style="list-style-type: none"> <li>minimally correct use of basic, appropriate vocabulary</li> <li>minimally appropriate instances of chunks and phrases.</li> <li>minimal use of connecting words or phrases</li> <li>consistent use of inappropriate register</li> </ul>	<ul style="list-style-type: none"> <li>incorrect use of words</li> <li>inappropriate use of chunks and phrases</li> <li>no use of connecting words or phrases</li> <li>consistent use of inappropriate register</li> </ul>
10	10	6	3	0



<i>LANGUAGE USE</i>	<p>correct use of basic tenses and/or language structures</p> <p>correct use of advanced language structures</p> <p>correct word order</p> <p>correct use of parts of speech, pronouns and prepositions</p>	<p>correct use of basic tenses and/or language structures</p> <p>incorrect or no use of advanced language structures</p> <p>occasional instances of incorrect word order</p> <p>occasional incorrect use of parts of speech, pronouns &amp; prepositions</p>	<p>minimally correct use of basic tenses and/or language structures</p> <p>incorrect or no use of advanced language structures</p> <p>minimally correct word order</p> <p>minimally correct use of parts of speech, pronouns and prepositions</p>	<p>Incorrect use of basic tenses and/or language structures</p> <p>incorrect or no use of advanced language structures</p> <p>incorrect word order</p> <p>incorrect use of parts of speech, pronouns and prepositions</p>
<i>16</i>	16	10	5	0
<i>MECHANICS</i>	<p>correct use of:</p> <ul style="list-style-type: none"> <li>• spelling</li> <li>• punctuation</li> <li>• capitalization</li> <li>• paragraphing</li> </ul> <p>no run-on sentences</p>	<p>partially correct use of:</p> <ul style="list-style-type: none"> <li>• spelling</li> <li>• punctuation</li> <li>• capitalization</li> <li>• paragraphing</li> </ul> <p>some run-on sentences</p>	<p>minimally correct use of:</p> <ul style="list-style-type: none"> <li>• spelling</li> <li>• punctuation</li> <li>• capitalization</li> <li>• paragraphing</li> </ul> <p>frequent run-on sentences</p>	<p>Incorrect use of:</p> <ul style="list-style-type: none"> <li>• spelling</li> <li>• punctuation</li> <li>• capitalization</li> <li>• paragraphing</li> </ul> <p>consistent use of runon sentences</p>
<i>6</i>	6	4	2	0

## Answer Key

### Connectors, pg. 17

Most of us don't have any memories from the first three to four years of our lives — **in fact**, we tend to remember very little of our life before the age of seven. **Even** the early memories we think we have may not be the real thing, **but** merely recollections we formed much later based on photos and on stories we've heard over the years. **Although** the absence of early memories has been documented for over a century, scientists are still trying to gain an understanding of it.

**While** adults don't generally recall events that happened during their earliest years, research has shown that very young babies are capable of forming simple memories. In a recent experiment, **for example**, six-month-old babies discovered that they could make a toy train run by pressing a lever. **When** given the train again three weeks later, they immediately pressed the lever — a clear indication that they remembered what to do.

**Furthermore**, when the same experiment was done with a group of two-year-olds, they could recall the action for more than a month. All these early memories, **however**, fade after a few months at most, **and** it is only years later that children begin having memories they can reliably recall.

(Remember When...?, 2019)

### Basic language structures, pg. 21

**It** always annoys me when people tell **each other** what to do. For example, last week I just walked on the street and **saw** a little boy who screamed and shouted at his mother. He wanted to buy something at the supermarket, and she didn't **allow** him. All the people around **started** to tell the mother what to do. One said to give him what he **wants**, one claimed the way to **react** is to ignore the child and another tried to explain to the little boy **it is** not nice to shout. However, I **saw** that all these people **did\would** not help the mother at all!

### Pronouns, pg. 22

**Sara is** a family person. Although **she has** many friends, **her** family relationships are the most important to **her**. **She** always makes sure that **her** family members are happy and fine. **She** really cares about them, because they are **hers**.

**My grandparents are** family **people**. Although **they have** many friends, **our** family relationships are the most important to **them**. **They** always make sure that **our** family members are happy and fine. **They** really care about **us**, because **we** are **theirs**.

**Mechanics, pg. 24**

How often have you found yourself ignoring a deadline, forgetting to check your bank account, or eating an extra slice of pizza? Laziness, carelessness, or lack of self-control prevent us from doing "the right thing". And it's not only our own lives that are affected by our behavior, but also society as a whole.

This may explain why economists and policymakers have been showing considerable interest in the so-called "nudge theory", which was introduced by researchers Richard Thaler and Cass Sunstein in their book *Nudge*. According to the theory, simple, inexpensive strategies can be used to subtly guide ("nudge") people towards making better choices.

(A Small Push in the Right Direction, 2016)