Writing   American Academic English

Workbook for Intermediate and Beyond Level

Steve   Grzeskow-Pec

01 02 03 04 05 06

Writing American Academic English is for international students in US colleges, faculty in non-English countries, and independent learners with at least one year of college English or equivalent. In addition, because exercises and writing structures (WS) are based on articles from Academic Exchange Quarterly (AEQ), WAAE can be a useful supplement for any English teacher, and Writing Center or Writing Across the Curriculum faculty, staff.

WAAE-W makes a distinction between passive and active knowledge of written English. Workbook spiral construction is organized with increasing complexity resulting in transition from consumer to producer of information (after successful completion of two volumes).

This workbook consists of 2 volumes, 8 chapters, 48 units, 300+ different texts (sections, segments) from AEQ, and over 600 pages. To keep order, the workbook's text is outlined by pagination., headings in UPPERCASE, and entry or unit markers such as

01 02 03 04 05 06

Volume one includes 4 chapters each with a different text content
      1 - abstracts
      2 - introductions
      3 - conclusions
      4 - abstracts, introductions, conclusions

A chapter contains 6 units focusing on
      1 - content and function words
      2 - pronouns
      3 - nouns
      4 - adjectives
      5 - adverbs
      6 - verbs

Every unit has five steps
      1 - Text: seven abstracts
      2 - WS- visual recognition: no need to know meaning
      3 - WS - observe: practice
      4 - WS - examine: test yourself, passive or active knowledge
      5 - WS - implement: controlled and guided writing

Feel free to share your comments, suggestions, and ways to improve WAAE-W.

Steve Grzeskow-Pec

Chapter 1

INTRODUCTION

Written articles are composed of letters, morphemes, words, phrases, clauses, sentences, paragraphs, sections… With practice, readers can see words, phrases as images and can quickly recognize them. Much has been written about visual word recognition, see Bibliography.

The initial goal of WAAE-W is to bring all learners to the same level. The aim of Chapter 1 is to find out what you (the learner) know and what you can do. We seek to evaluate your ability to (1) recall learned information (2) locate in WAAE-W and comprehend needed information (3) discover a relationship between pieces of information - between words, between words and sentences, and between sentences.

All exercises are to be handwritten on separate sheets of paper. Glossaries and any lists are to be done on a computer in Microsoft Word DOC file.

WAAE-W derives from our experience that language progression from passive to active fluency is achieved through awareness and understanding of writing structures (WS). Both come naturally with practice, especially when writing is done by hand, and involves this workbook four writing activities: (1) recognition, (2) observation, (3) examination, (4) implementation. Handwriting helps to memorize words, phrases, sentences and content.

Moreover, because of international readership where languages other than English are used, we offer few grammatical explanations in this workbook. For assistance with grammar consider the following five options: textbook, school, library, internet, subscription.

1 - TEXTBOOK read your elementary English textbook
2 - SCHOOL talk to your English faculty or college writing-staff
3 - LIBRARY visit your school or public library
4 - INTERNET try searching with Google, Bing, Yahoo, Baidu, Yandex
5 - SUBSCRIPTION to WAAE-W comes with free email assistance.

     To receive assistance follow 6 steps and include 3 attachments:

    1 - EMAIL aequarterly@gmail.com

    2 - in email subject enter WAAE-2018 and #oooooooooo
       your paid subscription confirmation number

    3 - in email text write your question or reason for writing

    4 - 1st attachment - file in JPG - photocopy of WAAE-W page
       supporting your question

    5 - 2nd attachment - file in DOC - your up-to-date TEXT GLOSSARY

    6 - 3rd attachment - file in DOC - your up-to-date WORKBOOK GLOSSARY

    Expect our reply in 3-7 days.

We welcome alerts about typos, misspellings, punctuation, usage, grammar, syntax, accuracy or other problems that warrant correction. For accepted corrections see the last page of Chapter 1, page 83, WAAE-W UPDATES.

                Steve Grzeskow-Pec

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UNIT 01

Parts of a Word: Prefix - Root - Suffix

Parts of Speech: Content Words and Function Words

Parts of a Research Paper:
        Title, Abstract, Introduction, Body, Conclusion

Function words Words that mainly express a relationship between
the grammatical elements of a sentence. Function words include articles,
auxiliary verbs, personal pronouns, possessive adjectives, demonstrative
adjectives, prepositions, and conjunctions.
Function words make up 65% or more of all written material.
English for Speakers of Other Languages, 2005, Massachusetts Department of
Education Adult and Community Learning Services, page 62
http://www.doe.mass.edu/acls/frameworks/esol.pdf

TEXT
Abstracts of articles published in Academic Exchange Quarterly
Proper names, titles were replaced by abbreviations such as [cv-a]

1-text-1101

North American colleges and universities are increasing their use of online education. While there is a large volume of literature on the reasons for administrators' offering online education, there is less written on why students take such courses. In this paper, using a sample of 101 graduate business school students, we examine the factors associated with the adoption of online education by students. Implications for administrators are discussed. [JFoo7]

2-text-1101

Fostering critical and literate habits of thought requires that teachers move beyond using learning strategies that compel students to "binge and purge" information in the manner of the bulimic. Utilizing concepts from [JFo11], this essay theorizes about an applied pedagogy that moves students from the position of subjugated vassal and passive knowledge vessel to an active and engaged intertextual creator. As an application of theory, a discussion of a media-based assignment follows. [JFo11]

3-text-1101

In recent years, business schools have come under increasing scrutiny for teaching relevant and practical skills to their students. Experiential and service learning – learning by doing – has been one area in which business schools were able to complement their traditional classes to enhance their students' learning outcomes. International business is an area in which the growth of experiential learning has been slow. This paper seeks to explain a unique model for providing international business experience to MBA students using a high-ranking small MBA program in Florida as a case study. [JFo23]

4-text-1101

This paper investigates the role that self-managed teams have with different alternative reward systems. More specifically, it addresses improving self-managed teams through increasing their members' motivation. This can be done through alternative reward systems, reward distribution, evaluation, and congruence between rewards and goals of the organization. Specific suggestions for improving each of these variables in self-managed teams are discussed. Implications are given for managers and instructors implementing self-managed teams. [JFo27]

5-text-1101

The purpose of this study was to investigate the effect of compressed video learning environments on academic achievement of graduate students. The students participating in the compressed video learning environment had a higher achievement based on average, than students involved in the traditional setting. The female students had higher academic achievement than males in both environments. [JFo31]

6-text-1101

Schools across the United States are faced with increased student diversity and the challenge of providing a high-quality education for all students as mandated by the No Child Left Behind Act. Collaboration among school staff is one method to effectively meet the multiple needs of a diverse student population. The benefits of, as well as the barriers to, successful collaboration have been well-documented. This article provides a description of the SURF (Sharing Useful Resources Forum) Board: a strategy that increases collaborative relationships among school staff members while addressing collaboration barriers. Benefits and barriers of collaboration are reviewed, and specific steps in designing and implementing the SURF Board are provided.   [JFo56]

7-text-1101

In traditional learning practices whereby students simply receive and consume knowledge, they fail mostly to utilize and develop their potential, and end up typically becoming part of the traditional graduates with limited real life experiences. Constructivism allows students to experience learning and construct knowledge. Critics argue that applying constructivist principles is impractical. However, the theory can be implemented if the learning environment is organized to facilitate the application of constructivist styles without discarding parts of the traditional structure that is helpful. A hybrid of different styles that do not conflict, but instead complement one another, is a significant way to deliver instruction. This paper describes a mid-western university certificate program's application of constructivist learning styles. [JFo71]

Please do the writing on a separate sheet of paper.
Handwriting helps to remember words, phrases, sentences and content.

GLOSSARY

Create   two glossaries of words and phrases used in WAAE-W
TEXT GLOSSARY - words and phrases in seven abstracts of every unit.
WORKBOOK GLOSSARY - remaining words and phrases in the workbook
          such as introductions and all the exercises…

The following steps are the same for both glossaries:
First, copy words and phrases   into two different files in MS Word DOC
Next, arrange alphabetically in a column
Then, add square brackets [ ] to the right of each word, phrase
After that, inside square brackets [ ] keep tally of how many times
          it has appeared in units 1, 2, 3, 4, 5, 6

Finally, to the right of [ ] start writing your simple definition in English.
          Also, if you know, identify part of speech (including Gerund).
          Otherwise leave it blank   until you are   ready to complete it.

          EXAMPLE
          Education [7] noun - instruction at a school
          Increasing [1] gerund - getting bigger or expanding

WS VISUAL RECOGNITION

1-ws-v-1101

1) Here are twelve punctuation marks: period or full stop **.**   comma **,**

question mark **?**   colon **:**   semicolon **;**   hyphen **-**

parentheses **( )**   brackets **[ ]**   ellipsis **...**   apostrophe   **'**

quotation marks **" "**   slash **/**

2) Write out punctuation marks from   abstract:

1-text-1101 _____

2-text-1101 _____

3-text-1101 _____

4-text-1101 _____

5-text-1101 _____

6-text-1101 _____

7-text-1101 _____

3) Write out a sentence with the largest number of punctuation marks in abstract:

1-text-1101 _____

2-text-1101 _____

3-text-1101 _____

4-text-1101 _____

5-text-1101 _____

6-text-1101 _____

7-text-1101 _____

Please do the writing on a separate sheet of paper.

Handwriting helps to remember words, phrases, sentences and content.

2-ws-v-1101

Give one word answer in longhand instead of numerical.

1) How many letters are in the first three words of the third abstract? ____
2) How many words are in the fifth abstract? _____
3) How many words are in the first sentence of the sixth abstract? __
4) How many sentences are in abstract

1-text-1101	_____
2-text-1101	_____
3-text-1101	_____
4-text-1101	_____
5-text-1101	_____
6-text-1101	_____
7-text-1101	_____

5) How many sentences use one or more forms of verb "to be" (am, are, is, was, were, be, being, been) in abstract?

1-text-1101	_____
2-text-1101	_____
3-text-1101	_____
4-text-1101	_____
5-text-1101	_____
6-text-1101	_____
7-text-1101	_____

6) How many sentences use one or more forms of verb "to do" (do, does, did, done) in abstract?

1-text-1101	_____
2-text-1101	_____
3-text-1101	_____
4-text-1101	_____
5-text-1101	_____
6-text-1101	_____
7-text-1101	_____

7) How many sentences use one or more forms of verb "to have" (have, has, had) in abstract?

1-text-1101	_____
2-text-1101	_____
3-text-1101	_____
4-text-1101	_____
5-text-1101	_____
6-text-1101	_____
7-text-1101	_____

8) How many pronouns do you recognize in abstract?

1-text-1101	_____
2-text-1101	_____
3-text-1101	_____
4-text-1101	_____
5-text-1101	_____
6-text-1101	_____
7-text-1101	_____

VOCABULARY
prefix - root -suffix
PREFIXES usually change the meanings of roots (11).
SUFFIXES   generally identify the part of speech (27).

3-ws-v-1101

PREFIX	MEANING	PREFIX	MEANING
anti-	against	im-	not
de-	away from	re-	again
contra-	against	super-	extra
ex-	out of, former	sym-	with
in-	into	trans-	across
		un-	not

Write out words having one or more of the 11 prefixes in abstract:

1-text-1101 _____

2-text-1101 _____

3-text-1101 _____

4-text-1101 _____

5-text-1101 _____

6-text-1101 _____

7-text-1101 _____

4-ws-v-1101

SUFFIXES (27)

ADJECTIVES: -able -al -ate -ful -ible -ic -ish -like -ly -ous -y
ADVERBS: -ly
NOUNS: -acy -age -ance -ar -hood -ism -ist -ity -ment -ness -y
VERBS: -ate -en -ify -ize

Write out words having one or more of the 27 suffixes in abstract:

1-text-1101 _____

2-text-1101 _____

3-text-1101 _____

4-text-1101 _____

5-text-1101 _____

6-text-1101 _____

7-text-1101 _____

WS PRACTICE

1-ws-p-1101   Here are "36 common function words" in academic writing:
        a, an, and, as, at, between, but, can, do, for, have, he,
        in, is, it, may, more, much, need, no, not, of, on, one,
        or, our, that, the, they, to, was, we, when, while, with, without.
Go to TEXT with seven abstracts, sections, # 1, 2, 3, 4, 5, 6, 7.
Write out one sentence from each abstract with the most function
words.

1-text-1101 _____

2-text-1101 _____

3-text-1101 _____

4-text-1101 _____

5-text-1101 _____

6-text-1101 _____

7-text-1101 _____

COMPARE AND CONTRAST WRITING
Compare and contrast is a common form of academic writing.
Here are compare and contrast structure words:
COMPARE - similarities (15): both, also, similarly, like, likewise, too,
        as well as, resembles, correspondingly, in the same way,
        to compare, in comparison, share
CONTRAST - differences (12): unlike, differs from, in contrast,
        on the   other hand, instead, despite, nevertheless, however,
        in spite of, whereas, as opposed to

2-ws-p-1101   Go to TEXT with seven abstracts 1, 2, 3, 4, 5, 6, 7.
    Write out sentences having COMPARE words

_____

_____

_____

_____

3-ws-p-1101   Go to TEXT with seven abstracts 1, 2, 3, 4, 5, 6, 7.
    Write out   sentences having CONTRAST words

_____

_____

_____

_____

WS TEST YOURSELF

1-ws-t-1101   What is the last word in the second sentence of the seventh abstract (section) ? _____

2-ws-t-1101   Identify Parts of Speech in selected sentence, one from each abstract (section) . First, write a sentence. Then, underline a noun and adjective.   There can be more than one adjective.

1-text-1101 _____

2-text-1101 _____

3-text-1101 _____

4-text-1101 _____

5-text-1101 _____

6-text-1101 _____

7-text-1101 _____

Finally, after each sentence place a two-letter abbreviation clarifying your response:

NO - no knowledge - just guessing

RE - recognize in reading

CA - can use in some writing

KN - can use in most writing

Score calculations are in TEST YOURSELF ONE, Chapter 2.

3-ws-t-1101   Identify Parts of Speech in selected sentence, one sentence from each abstract (section) . First, write a sentence. Then, underline a verb and adverb. There can be more than one adverb.

1-text-1101 _____

2-text-1101 _____

3-text-1101 _____

4-text-1101 _____

5-text-1101 _____

6-text-1101 _____

7-text-1101 _____

Finally, after each sentence   place a two-letter abbreviation clarifying   your response:

NO - no knowledge - just guessing

RE - recognize in reading

CA - can use in some writing

KN - can use in most writing

Score calculations are in TEST YOURSELF ONE, Chapter 2.

4-ws-t-1101   PRONOUNS - 3rd person.
Personal - function as the subject: he, she, it, they
Personal - function as the object: him, her, it, them
Possessive - function as adjectives: his, hers, its, their, theirs
Identify pronouns in selected sentence, one sentence from each abstract.
First, write a sentence. Then, underline personal pronouns as the object
(NOT personal pronouns as the subject). Circle possessive pronouns.

1-text-1101 _____

2-text-1101 _____

3-text-1101 _____

4-text-1101 _____

5-text-1101 _____

6-text-1101 _____

7-text-1101 _____

Finally, after each sentence   place a two-letter abbreviation
clarifying your response:
    NO - no knowledge - just guessing
    RE - recognize in reading
    CA - can use in some writing
    KN - can use in most writing
Score calculations are in TEST YOURSELF ONE, Chapter 2.

5-ws-t-1101   GERUND - noun formed from verb by adding ending -ing
Identify Gerund in selected sentence, one sentence from each abstract.
First, write a sentence. Then   underline "gerund as subject"
and circle "gerund as object".

1-text-1101 _____

2-text-1101 _____

3-text-1101 _____

4-text-1101 _____

5-text-1101 _____

6-text-1101 _____

7-text-1101 _____

Finally, after each sentence   place a two-letter abbreviation
clarifying your response:
    NO - no knowledge - just guessing
    RE - recognize in reading
    CA - can use in some writing
    KN - can use in most writing
Score calculations are in TEST YOURSELF ONE, Chapter 2.

WS CONTROLLED and GUIDED WRITING

TITLE and SUBTITLE

It is common for pieces of academic writing to have both a title and a subtitle
e.g., this workbook's title is "Writing American Academic English, WAAE;"
and subtitle is "Workbook for Intermediate and Beyond Level "
TITLE predicts content, seeks attention, may contain text keyword(s)
SUBTITLE is an explanatory or alternate title, may contain   text keyword(s)

1-ws-c-1101   Write one word title for each abstract.

1-text-1101 _____
2-text-1101 _____
3-text-1101 _____
4-text-1101 _____
5-text-1101 _____
6-text-1101 _____
7-text-1101 _____

2-ws-c-1111   Write a title with three or more words for each abstract.

1-text-1101 _____
2-text-1101 _____
3-text-1101 _____
4-text-1101 _____
5-text-1101 _____
6-text-1101 _____
7-text-1101 _____

3-ws-c-1101   Write a title and subtitle for each abstract, any length

1-text-1101 _____
_____

2-text-1101 _____
_____

3-text-1101 _____
_____

4-text-1101 _____
_____

5-text-1101 _____
_____

6-text-1101 _____
_____

7-text-1101 _____
_____

4-ws-c-1101   Combine words from titles and subtitles into one sentence.
   Add a verb in between the two fragments…..

1-text-1101   _____
2-text-1101   _____
3-text-1101   _____
4-text-1101   _____
5-text-1101   _____
6-text-1101   _____
7-text-1101   _____

PARAGRAPH
(stand-alone-paragraph)
Often, a basic paragraph is a string of 5 sentences, divided into
3 parts (elements), addressing one topic, subject.
   1 - Introduction: focus sentence, topic sentence
   2, 3, 4 - Body: details, explains
   5 - Conclusion: wrap-up-sentence
      NOTE: 3 elements are not always as accurate as one may hope.

5-ws-c-1101   Go to TEXT with seven abstracts 1, 2, 3, 4, 5, 6, 7.
In the first two lines, write out abstract's Introduction and Conclusion
sentence. In the third line, write out few key words from abstract's Body.

1-text-1101
   1) _____
   2) _____
   3) _____

2-text-1101
   1) _____
   2) _____
   3) _____

3-text-1101
   1) _____
   2) _____
   3) _____

4-text-1101
   1) _____
   2) _____
   3) _____

5-text-1101
   1) _____
   2) _____
   3) _____

6-text-1101
   1) _____
   2) _____
   3) _____

7-text-1101
   1) _____
   2) _____
   3) _____

6-ws-c-1101   Write a compare and contrast paragraph that shows similarities and   differences between   two articles based on reading their   abstracts. Prewriting.

A ROUGH DRAFT PARAGRAPH
5 sentences

Do not worry about grammar during prewriting.   The goal is to choose two suitable abstracts,   and to generate raw material that can be shaped into a paragraph.   Select two abstracts from TEXT and complete the outline form. This draft paragraph has. five sentences.

1 - INTRODUCTION: FOCUS SENTENCE, TOPIC SENTENCE, WHAT PARAGRAPH IS ABOUT

Both abstracts   [text ID] **and**   [text ID]   **have similarities and differences.**

2 - BODY: SIMILARITY

They are alike because they both   (describe, discuss , explain, use, address)

_____

_____

They are different for two reasons.

3 - BODY 1st EXAMPLE
_____

4 - BODY 2nd EXAMPLE
_____

5 - CONCLUSION:

Based on reading abstracts,   the two articles have more   differences than similarities.

End of unit one.

UNIT 02

Pronouns

TEXT
Abstracts of articles published in Academic Exchange Quarterly
Proper names, titles were replaced by abbreviations such as [cv-a]

1-text-1102

Teachers are not simply transmitters of disciplinary information but veterans initiating outsiders into disciplinary ideas and ways of thinking and communicating. After examining two alternative approaches to a constructivist model of instruction, this paper argues that teachers in all disciplines can act as insiders in helping students to write more effectively within academic contexts. Teachers who write are even more effective in this instructional role because they actively reflect on their writing experiences and processes. Teachers who write bring expert knowledge (of content and language) from tacit to conscious awareness and thus more effectively engage both insider (teacher) and outsider (student) in the teaching exchange. [IS005]

2-text-1102

Most teacher education programs utilize field experiences to provide teaching candidates with the opportunity to practice learned pedagogy. Field experiences often are apprenticeships where the teaching candidates' primary focus is to develop teaching skills. Service-learning combines community service with academic learning and provides teaching candidates the opportunity to collaborate with site staff to design and deliver programming and instruction to meet the site's holistic needs. Service-learning has the potential to foster the teaching competency of teaching candidates, professional development of existing site staff, and programming for students. A described inappropriate field experience prompted the modification of a physical education teacher education program's requirement to service-learning.   [JFo91]

3-text-1102

Like all of William Golding's novels, Darkness Visible is concerned with the ambiguity of moral issues, the difficulty of judgement, and breaking down the partitions that isolate men and prevent them from feeling a sense of community. The setting is England of the last forty years, which represents the hell of contemporary western society. Matty and Sophy, the main characters, live at the opposite ends of a spiritual dimension . As the novel progresses, the former's faith, altruism and selflessness enable him to redeem the paderast Pedigree and to help Sim and Edwin, two 'respectable' citizens, to taste the joy of communion, even if momentarily. Sophy on the other hand, uses her will-to-power to act more and more sadistically. Although her abduction plan is thwarted by Matty, she clears herself of all blame and moves on nonchalantly. [JFo95]

4-text-1102

Many educators believe that including social and political issues in first-year college writing is an effective strategy for helping students learn to read, research, and write critically. Others, however, argue that focusing on such controversial topics will distract students from the traditional goals of the course and sway them unwittingly toward the political ideologies of teachers or more articulate members of the class. The challenge, therefore, is to help students use reading and writing to shape their own informed ideologies through thoughtful analyses of multiple perspectives and careful attention to reading and writing processes. [JF100]

5-text-1102

In this article, we reflect on the process and procedures that we embraced when completing our doctorates. In the quest for academic excellence, we examine the role of organization, current technology, collaboration among graduate students, and options in traveling and scheduling. With the intention of providing pragmatic information for those still in the midst of their research and writing, we also share what we wished we had known prior to the experience. [JF109]

6-text-1102

Post-industrial firms exhibit characteristics that profoundly affect the range, complexity, and delivery of knowledge required by employees. This raises the question of whether new principles are needed to guide training in the post-industrial firm. The article argues that three fundamental principles that apply to training and learning generally are also applicable to today's business organizations: (1) approach training scientifically, (2) treat employees as active learners, and (3) make learning an ongoing process. Training managers should tailor these principles to fit the specific training and learning needs of their organizations. [JF113]

7-text-1112

In an era in which the federal government is going to spend an unprecedented 53.1 billion dollars on public education, the level of accountability and pressure has increased for both students and teachers (U.S. Department of Education, 2003). [JF124] is developing a more deliberate process by which program assessment will be undertaken and reported annually. The process is supported by the use of specific technologies to assist in the design, collection, management, and reporting of assessment data. This paper reports on how design principles and technology tools were employed to support emerging progress for continuous program improvement. [JF124]

Please do the writing on a separate sheet of paper.

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GLOSSARY

Create   two glossaries of words and phrases used in WAAE-W
TEXT GLOSSARY - words and phrases in seven abstracts of every unit.
WORKBOOK GLOSSARY - remaining words and phrases in the workbook
        such as introductions and all the exercises…

The following steps are the same for both glossaries:
First, copy words and phrases   into two different files in MS Word DOC
Next, arrange alphabetically in a column
Then, add square brackets [ ] to the right of each word, phrase
After that, inside square brackets [ ] keep tally of how many times
        it has appeared in units 1, 2, 3, 4, 5, 6

Finally, to the right of [ ] start writing your simple definition in English.
        Also, if you know, identify part of speech (including Gerund).
        Otherwise leave it blank   until you are   ready to complete it.

        EXAMPLE
        Education [7] noun - instruction at a school
        Increasing [1] gerund - getting bigger or expanding

WS VISUAL   RECOGNITION

1-ws-v-1102

1) Here are twelve punctuation marks: period or full stop **.**   comma **,**

question mark **?**   colon **:**   semicolon **;**   hyphen **-**

parentheses **( )**   brackets **[ ]**   ellipsis **...**   apostrophe **'**

quotation marks **" "**   slash **/**

2)   Write out punctuation marks from   abstract:

1-text-1102 _____

2-text-1102 _____

3-text-1102 _____

4-text-1102 _____

5-text-1102 _____

6-text-1102 _____

7-text-1102 _____

3) Write out a sentence with the largest number of punctuation marks in abstract:

1-text-1102 _____

2-text-1102 _____

3-text-1102 _____

4-text-1102 _____

5-text-1102 _____

6-text-1102 _____

7-text-1102 _____

Please do the writing on a separate sheet of paper.
Handwriting helps to remember words, phrases, sentences and content.

2-ws-v-1102

Give one word answer in longhand instead of numerical.

1) How many letters are in the first three words of the third abstract? _____
2) How many words are in the fifth abstract? _____
3) How many words are in the first sentence of the sixth abstract? __
4) How many sentences are in abstract

     2-text-1102 _____
     2-text-1102 _____
     3-text-1102 _____
     4-text-1102 _____
     5-text-1102 _____
     6-text-1102 _____
     7-text-1102 _____

5) How many sentences use one or more forms of verb "to be"
    (am, are, is, was, were, be, being, been) in abstract?

     2-text-1102 _____
     2-text-1102 _____
     3-text-1102 _____
     4-text-1102 _____
     5-text-1102 _____
     6-text-1102 _____
     7-text-1102 _____

6) How many sentences use one or more forms of verb "to do"
    (do, does, did, done) in abstract?

     2-text-1102 _____
     2-text-1102 _____
     3-text-1102 _____
     4-text-1102 _____
     5-text-1102 _____
     6-text-1102 _____
     7-text-1102 _____

7) How many sentences use one or more forms of verb "to have"
    (have, has, had) in abstract?

     2-text-1102 _____
     2-text-1102 _____
     3-text-1102 _____
     4-text-1102 _____
     5-text-1102 _____
     6-text-1102 _____
     7-text-1102 _____

8) How many pronouns do you recognize in abstract?

     2-text-1102 _____
     2-text-1102 _____
     3-text-1102 _____
     4-text-1102 _____
     5-text-1102 _____
     6-text-1102 _____
     7-text-1102 _____

VOCABULARY
prefix - root -suffix
PREFIXES usually change the meanings of roots (11).
SUFFIXES generally identify the part of speech (27).

3-ws-v-1102

PREFIX	MEANING	PREFIX	MEANING
anti-	against	im-	not
de-	away from	re-	again
contra-	against	super-	extra
ex-	out of, former	sym-	with
in-	into	trans-	across
		un-	not

Write out words having one or more of the 11 prefixes in abstract:

1-text-1102 _____

2-text-1102 _____

3-text-1102 _____

4-text-1102 _____

5-text-1102 _____

6-text-1102 _____

7-text-1102 _____

4-ws-v-1102

SUFFIXES (27)

ADJECTIVES: -able -al -ate -ful -ible -ic -ish -like -ly -ous -y
ADVERBS: -ly
NOUNS: -acy -age -ance -ar -hood -ism -ist -ity -ment -ness -y
VERBS: -ate -en -ify -ize

Write out words having one or more of the 27 suffixes in abstract:

1-text-1102 _____

2-text-1102 _____

3-text-1102 _____

4-text-1102 _____

5-text-1102 _____

6-text-1102 _____

7-text-1102 _____

WS PRACTICE

1-ws-p-1102 Here are "36 common function words" in academic writing:
  a, an, and, as, at, between, but, can, do, for, have, he,
  in, is, it, may, more, much, need, no, not, of, on, one,
  or, our, that, the, they, to, was, we, when, while, with, without.
Go to TEXT with seven abstracts, sections, # 1, 2, 3, 4, 5, 6, 7.
Write out one sentence from each abstract with the most function words.

1-text-1102 _____

2-text-1102 _____

3-text-1102 _____

4-text-1102 _____

5-text-1102 _____

6-text-1102 _____

7-text-1102 _____

COMPARE AND CONTRAST WRITING

Compare and contrast is a common form of academic writing.
Here are compare and contrast structure words:
COMPARE - similarities (15): both, also, similarly, like, likewise, too,
       as well as, resembles, correspondingly, in the same way,
       to compare, in comparison, share
CONTRAST - differences (12): unlike, differs from, in contrast,
       on the other hand, instead, despite, nevertheless, however,
       in spite of, whereas, as opposed to

2-ws-p-1102   Go to TEXT with seven abstracts 1, 2, 3, 4, 5, 6, 7.
   Write out sentences having COMPARE words

   _____

   _____

   _____

   _____

3-ws-p-1102   Go to TEXT with seven abstracts 1, 2, 3, 4, 5, 6, 7.
   Write out sentences having CONTRAST words

   _____

   _____

   _____

   _____

WS TEST YOURSELF

1-ws-t-1102   What is the last word in the second sentence of the seventh abstract (section) ? _____

2-ws-t-1102   Identify Parts of Speech in selected sentence, one from each abstract (section) . First, write a sentence. Then, underline a noun and adjective.   There can be more than one adjective.

1-text-1102 _____

2-text-1102   _____

3-text-1102   _____

4-text-1102   _____

5-text-1102   _____

6-text-1102   _____

7-text-1102 _____

Finally, after each sentence place a two-letter abbreviation
clarifying your response:
      NO - no knowledge - just guessing
      RE - recognize in reading
      CA - can use in some writing
      KN - can use in most writing
Score calculations are in TEST YOURSELF ONE, Chapter 2.

3-ws-t-1102   Identify Parts of Speech in selected sentence, one sentence from each abstract (section) . First, write a sentence. Then, underline a verb and adverb. There can be more than one adverb.

1-text-1102 _____

2-text-1102   _____

3-text-1102   _____

4-text-1102   _____

5-text-1102   _____

6-text-1102   _____

7-text-1102 _____

Finally, after each sentence   place a two-letter abbreviation
clarifying your response:
      NO - no knowledge - just guessing
      RE - recognize in reading
      CA - can use in some writing
      KN - can use in most writing
Score calculations are in TEST YOURSELF ONE, Chapter 2.

4-ws-t-1102 PRONOUNS - 3rd person.

Personal - function as the subject: he, she, it, they
Personal - function as the object: him, her, it, them
Possessive - function as adjectives: his, hers, its, their, theirs
Identify pronouns in selected sentence, one sentence from each abstract.
First, write a sentence. Then, underline personal pronouns as the object
(NOT personal pronouns as the subject). Circle possessive pronouns.

1-text-1102 _____

2-text-1102 _____

3-text-1102 _____

4-text-1102 _____

5-text-1102 _____

6-text-1102 _____

7-text-1102 _____

Finally, after each sentence place a two-letter abbreviation
clarifying your response:

      NO - no knowledge - just guessing

      RE - recognize in reading

      CA - can use in some writing

      KN - can use in most writing

Score calculations are in TEST YOURSELF ONE, Chapter 2.

5-ws-t-1102 GERUND - noun formed from verb by adding ending -ing

Identify Gerund in selected sentence, one sentence from each abstract.
First, write a sentence. Then   underline   "gerund as subject"
and circle "gerund as object".

1-text-1102 _____

2-text-1102 _____

3-text-1102 _____

4-text-1102 _____

5-text-1102 _____

6-text-1102 _____

7-text-1102 _____

Finally, after each sentence   place a two-letter abbreviation
clarifying your response:

      NO - no knowledge - just guessing

      RE - recognize in reading

      CA - can use in some writing

      KN - can use in most writing

Score calculations are in TEST YOURSELF ONE, Chapter 2.

WS CONTROLLED and GUIDED WRITING

TITLE and SUBTITLE

It is common for pieces of academic writing to have both a title and a subtitle
e.g.,   this workbook's title is "Writing American Academic English, WAAE;"
and subtitle is "Workbook for Intermediate and Beyond Level "
TITLE predicts content, seeks attention, may contain text keyword(s)
SUBTITLE is an explanatory or alternate title, may contain text keyword(s)

1-ws-c-1102   Write one word title for each abstract.

1-text-1102 _____
2-text-1102 _____
3-text-1102 _____
4-text-1102 _____
5-text-1102 _____
6-text-1102 _____
7-text-1102 _____

2-ws-c-1102   Write a title with three or more words for each abstract.

1-text-1102 _____
2-text-1102 _____
3-text-1102 _____
4-text-1102 _____
5-text-1102 _____
6-text-1102 _____
7-text-1102 _____

3-ws-c-1102   Write   a title and subtitle for each abstract, any length

1-text-1102   _____
_____

2-text-1102   _____
_____

3-text-1102   _____
_____

4-text-1102   _____
_____

5-text-1102   _____
_____

6-text-1102   _____
_____

7-text-1102   _____
_____

4-ws-c-1102   Combine words from titles and subtitles into one sentence. Add a verb in between the two fragments…..

1-text-1102 _____
2-text-1102 _____
3-text-1102 _____
4-text-1102 _____
5-text-1102 _____
6-text-1102 _____
7-text-1102 _____

PARAGRAPH
(stand-alone-paragraph)

Often, a basic paragraph is a string of 5 sentences, divided into
3 parts (elements), addressing one topic, subject.

　　1 - Introduction: focus sentence, topic sentence
　　2, 3, 4 - Body: details, explains
　　5 - Conclusion: wrap-up-sentence
　　　NOTE: 3 elements are not always as accurate as one may hope.

5-ws-c-1102   Go to TEXT with seven abstracts 1, 2, 3, 4, 5, 6, 7.
In the first two lines, write out abstract's Introduction and Conclusion
sentence. In the third line, write out few key words from abstract's Body.

1-text-1102
　　　　1) _____
　　　　2) _____
　　　　3) _____

2-text-1102
　　　　1) _____
　　　　2) _____
　　　　3) _____

3-text-1102
　　　　1) _____
　　　　2) _____
　　　　3) _____

4-text-1102
　　　　1) _____
　　　　2) _____
　　　　3) _____

5-text-1102
　　　　1) _____
　　　　2) _____
　　　　3) _____

6-text-1102
　　　　1) _____
　　　　2) _____
　　　　3) _____

7-text-1102
　　　　1) _____
　　　　2) _____
　　　　3) _____

6-ws-c-1102   Write a compare and contrast paragraph that shows similarities and differences between two articles based on reading their abstracts. Prewriting.

A ROUGH DRAFT PARAGRAPH
5 sentences

Do not worry about grammar during prewriting. The goal is to choose two suitable abstracts, and to generate raw material that can be shaped into a paragraph. Select two abstracts from TEXT and complete the outline form. This draft paragraph has five sentences.

1 - INTRODUCTION: FOCUS SENTENCE, TOPIC SENTENCE, WHAT PARAGRAPH IS ABOUT

> **Both abstracts**   [text ID]   **and**   [text ID]   **have similarities and differences.**

2 - BODY: SIMILARITY

> **They are alike because they both**   (describe, discuss , explain, use, address)

> _____

> _____

> **They are different for two reasons.**

3 - BODY 1st EXAMPLE
_____

4 - BODY 2nd EXAMPLE
_____

5 - CONCLUSION:

> **Based on reading abstracts,   the two articles have more differences than similarities.**

End of unit two.

UNIT 03

Nouns

TEXT
Abstracts of articles published in Academic Exchange Quarterly
Proper names, titles were replaced by abbreviations such as [cv-a]

1-text-1103

Most college campuses have writing centers, where students can get help from professional and peer tutors with their writing skills. When students need research help, they can get help from librarians. But wouldn't it be great if writing centers and libraries could collaborate and combine the benefits of peer tutoring with research assistance? This article presents one collaborative approach to combining a writing center's peer tutoring program with a library's research assistance program. [JF133]

2-text-1103

Coupled with the technological challenges facing traditional institutions, as they become more involved in distance education, are the pedagogical challenges confronting faculty as they transition courses from the physical to the virtual classroom. Implementation of an online Jurisprudence course requiring that students acquire not only content knowledge but also critical thinking skills while successful in that regard, yielded disturbing observations about the impediments faced by economically disadvantaged students as they attempt to avail themselves of the opportunity afforded by online courses.   [JF138]

3-text-1103

While there is good reason to be suspicious of the enthusiastic rush to integrate technology into the classroom, we in the humanities should embrace the opportunity it presents for media literacy and critical cultural inquiry. The mass media saturate our daily lives and circumscribe the cultural environment of our era. Media literacy initiatives under such conditions must go beyond "reading" the media and encourage practice-based reclaiming of the powerful communication technologies they employ. Significant hurdles which prevent the integration of practice-based work in the humanities classroom need to be articulated and addressed.   [JF145]

4-text-1103

Promotion of the development and use of learning objects assists the ongoing evolution of modern instructional technologies and enrich the efforts and opportunities of distance education theory and research. In order to identify successful training strategies, faculty were recruited from southern California community colleges to receive training in the development and use of online learning materials called learning objects. A learning object is small, single concept, reusable, instructional content that is typically delivered using digital multimedia.   [JF169]

5-text-1103

Internationally, the concept of "inclusion" has been much promoted   [JF175]
 and there is a growing conversation amongst educators in Australia about how best to provide for children with differing developmental abilities and needs in our care and education institutions. A major part of this debate is the training needs of teachers who will work with these children and their families. The present paper addresses some of the tensions that exist among training, divisions within the literature and practical experience by analyzing pre-service teachers' assignments that were collected during a semester course on inclusive practices.   [JF175]

6-text-1103

What attitudes do preservice teachers have regarding ESL (English as a Second Language) students, and do these attitudes change by taking an introductory ESL course? A survey was conducted with university students enrolled in an introductory ESL course to answer this question. The survey was administered as a pre- and post-course questionnaire to a total of 164 students. The post-course survey contained an additional section that asked the participants to rate how much they felt their perceptions had changed and what they felt had contributed to that change. The results indicate that an ESL introductory course, and particularly the field experience connected to it, can contribute to preservice teachers' confidence in being able to help ESL students, and help overcome the fear of having them as students in their mainstream classrooms. [JF182]

7-text-1103

The growing importance of technology in education and the reality of a global village call for studies of non-native English speakers' (NNES) learning performance in network-based learning environments. This paper reviews research on network-based instruction and its effects on NNES achievements in network-based environments. Potential benefits and difficulties of these learning environments are reviewed, as well as the linguistic and affective achievements of NNES in these environments. Suggestions are made for future research in these areas.   [JF186]

Please do the writing on a separate sheet of paper.
Handwriting helps to remember words, phrases, sentences and content.

GLOSSARY

Create   two glossaries of words and phrases used in WAAE-W
TEXT GLOSSARY - words and phrases in seven abstracts of every unit.
WORKBOOK GLOSSARY - remaining words and phrases in the workbook
         such as introductions and all the exercises…

The following steps are the same for both glossaries:
First, copy words and phrases   into two different files in MS Word DOC
Next, arrange alphabetically in a column

Then, add square brackets [ ] to the right of each word, phrase

After that, inside square brackets [ ] keep tally of how many times
          it has appeared in units 1, 2, 3, 4, 5, 6

Finally, to the right of [ ] start writing your simple definition in English.
          Also, if you know, identify part of speech (including Gerund).
          Otherwise leave it blank   until you are   ready to complete it.

          EXAMPLE
          Education [7] noun - instruction at a school
          Increasing [1] gerund - getting bigger or expanding

1-ws-v-1103

1) Here are twelve punctuation marks: period or full stop **.**   comma **,**

question mark **?**   colon **:**   semicolon **;**   hyphen **-**

parentheses **( )**   brackets **[ ]** ellipsis **...**   apostrophe **'**

quotation marks **" "**   slash **/**

2) Write out punctuation marks from   abstract:

1-text-1103 _____

2-text-1103 _____

3-text-1103 _____

4-text-1103 _____

5-text-1103 _____

6-text-1103 _____

7-text-1103 _____

3) Write out a sentence with the largest number of punctuation marks in abstract:

1-text-1103 _____

2-text-1103 _____

3-text-1103 _____

4-text-1103 _____

5-text-1103 _____

6-text-1103 _____

7-text-1103 _____

Please do the writing on a separate sheet of paper.
Handwriting helps to remember words, phrases, sentences and content.

2-ws-v-1103

Give one word answer in longhand instead of numerical.

1) How many letters are in the first three words of the third abstract? _____
2) How many words are in the fifth abstract? _____
3) How many words are in the first sentence of the sixth abstract? __
4) How many sentences are in abstract

1-text-1103	_____
2-text-1103	_____
3-text-1103	_____
4-text-1103	_____
5-text-1103	_____
6-text-1103	_____
7-text-1103	_____

5) How many sentences use one or more forms of verb "to be"
   (am, are, is, was, were, be, being, been) in abstract?

1-text-1103	_____
2-text-1103	_____
3-text-1103	_____
4-text-1103	_____
5-text-1103	_____
6-text-1103	_____
7-text-1103	_____

6) How many sentences use one or more forms of verb "to do"
   (do, does, did, done) in abstract?

1-text-1103	_____
2-text-1103	_____
3-text-1103	_____
4-text-1103	_____
5-text-1103	_____
6-text-1103	_____
7-text-1103	_____

7) How many sentences use one or more forms of verb "to have"
   (have, has, had) in abstract?

1-text-1103	_____
2-text-1103	_____
3-text-1103	_____
4-text-1103	_____
5-text-1103	_____
6-text-1103	_____
7-text-1103	_____

8) How many pronouns do you recognize in abstract?

1-text-1103	_____
2-text-1103	_____
3-text-1103	_____
4-text-1103	_____
5-text-1103	_____
6-text-1103	_____
7-text-1103	_____

VOCABULARY

prefix - root -suffix

PREFIXES usually change the meanings of roots (11).

SUFFIXES generally identify the part of speech (27).

3-ws-v-1103

PREFIX	MEANING	PREFIX	MEANING
anti-	against	im-	not
de-	away from	re-	again
contra-	against	super-	extra
ex-	out of, former	sym-	with
in-	into	trans-	across
		un-	not

Write out words having one or more of the 11 prefixes in abstract:

1-text-1103 _____

2-text-1103 _____

3-text-1103 _____

4-text-1103 _____

5-text-1103 _____

6-text-1103 _____

7-text-1103 _____

4-ws-v-1103

SUFFIXES (27)

ADJECTIVES: -able -al -ate -ful -ible -ic -ish -like -ly -ous -y
ADVERBS: -ly
NOUNS: -acy -age -ance -ar -hood -ism -ist -ity -ment -ness -y
VERBS: -ate -en -ify -ize

Write out words having one or more of the 27 suffixes in abstract:

1-text-1103 _____

2-text-1103 _____

3-text-1103 _____

4-text-1103 _____

5-text-1103 _____

6-text-1103 _____

7-text-1103 _____

WS PRACTICE

1-ws-p-1103   Here are "36 common function words" in academic writing:
   a, an, and, as, at, between, but, can, do, for, have, he,
   in, is, it, may, more, much, need, no, not, of, on, one,
   or, our, that, the, they, to, was, we, when, while, with, without.
Go to TEXT with seven abstracts, sections, # 1, 2, 3, 4, 5, 6, 7.
Write out one sentence from each abstract with the most function
words.

1-text-1103 _____

2-text-1103 _____

3-text-1103 _____

4-text-1103 _____

5-text-1103 _____

6-text-1103 _____

7-text-1103 _____

COMPARE AND CONTRAST WRITING

Compare and contrast is a common form of academic writing.
Here are compare and contrast structure words:
COMPARE - similarities (15): both, also, similarly, like, likewise, too,
         as well as, resembles, correspondingly, in the same way,
         to compare, in comparison, share
CONTRAST - differences (12): unlike, differs from, in contrast,
         on the   other hand, instead, despite, nevertheless, however,
         in spite of, whereas, as opposed to

2-ws-p-1103   Go to TEXT with seven abstracts 1, 2, 3, 4, 5, 6, 7.
   Write out sentences having COMPARE words

   _____

   _____

   _____

   _____

3-ws-p-1103   Go to TEXT with seven abstracts 1, 2, 3, 4, 5, 6, 7.
   Write out   sentences having CONTRAST words

   _____

   _____

   _____

   _____

WS TEST YOURSELF

1-ws-t-1103   What is the last word in the second sentence of the seventh abstract (section) ? _____

2-ws-t-1103   Identify Parts of Speech in selected sentence, one from each abstract (section) . First, write a sentence. Then, underline a noun and adjective.   There can be more than one adjective.

1-text-1103 _____

2-text-1103 _____

3-text-1103 _____

4-text-1103 _____

5-text-1103 _____

6-text-1103 _____

7-text-1103 _____

Finally, after each sentence   place a two-letter abbreviation clarifying your response:
>   NO - no knowledge - just guessing
>   RE - recognize in reading
>   CA - can use in some writing
>   KN - can use in most writing

Score calculations are in TEST YOURSELF ONE, Chapter 2.

3-ws-t-1103   Identify Parts of Speech in selected sentence, one sentence from each abstract (section) . First, write a sentence. Then, underline a verb and adverb. There can be more than one adverb.

1-text-1103 _____

2-text-1103 _____

3-text-1103 _____

4-text-1103 _____

5-text-1103 _____

6-text-1103 _____

7-text-1103 _____

Finally, after each sentence   place a two-letter abbreviation clarifying your response:
>   NO - no knowledge - just guessing
>   RE - recognize in reading
>   CA - can use in some writing
>   KN - can use in most writing

Score calculations are in TEST YOURSELF ONE, Chapter 2.

4-ws-t-1103   PRONOUNS - 3rd person.
Personal - function as the subject: he, she, it, they
Personal - function as the object: him, her, it, them
Possessive - function as adjectives: his, hers, its, their, theirs
Identify pronouns in selected sentence, one sentence from each abstract.
First, write a sentence. Then, underline personal pronouns as the object
(NOT personal pronouns as the subject). Circle possessive pronouns.

1-text-1103 _____

2-text-1103 _____

3-text-1103 _____

4-text-1103 _____

5-text-1103 _____

6-text-1103 _____

7-text-1103 _____
Finally, after each sentence   place a two-letter abbreviation
clarifying your response:
    NO - no knowledge - just guessing
    RE - recognize in reading
    CA - can use in some writing
    KN - can use in most writing
Score calculations are in TEST YOURSELF ONE, Chapter 2.

5-ws-t-1103   GERUND - noun formed from verb by adding ending -ing
Identify Gerund in selected sentence, one sentence from each abstract.
First, write a sentence. Then   underline   "gerund as subject"
and circle "gerund as object".

1-text-1103 _____

2-text-1103 _____

3-text-1103 _____

4-text-1103 _____

5-text-1103 _____

6-text-1103 _____

7-text-1103 _____
Finally, after each sentence   place a two-letter abbreviation
clarifying your response:
    NO - no knowledge - just guessing
    RE - recognize in reading
    CA - can use in some writing
    KN - can use in most writing
Score calculations are in TEST YOURSELF ONE, Chapter 2.

WS **CONTROLLED and GUIDED WRITING**

TITLE and SUBTITLE

It is common for pieces of academic writing to have both a title and a subtitle
e.g., this workbook's title is "Writing American Academic English, WAAE;"
and subtitle is "Workbook for Intermediate and Beyond Level "
TITLE predicts content, seeks attention, may contain text keyword(s)
SUBTITLE is an explanatory or alternate title, may contain text keyword(s)

1-ws-c-1103　　Write one word title for each abstract.

1-text-1103　_____
2-text-1103　_____
3-text-1103　_____
4-text-1103　_____
7-text-1103　_____
6-text-1103　_____
7-text-1103　_____

2-ws-c-1103　　Write a title with three or more words for each abstract.

1-text-1103　_____
2-text-1103　_____
3-text-1103　_____
4-text-1103　_____
7-text-1103　_____
6-text-1103　_____
7-text-1103　_____

3-ws-c-1103　　Write a title and subtitle for each abstract, any length

1-text-1103　_____
_____

2-text-1103　_____
_____

3-text-1103　_____
_____

4-text-1103　_____
_____

5-text-1103　_____
_____

6-text-1103　_____
_____

7-text-1103　_____
_____

4-ws-c-1103   Combine words from titles and subtitles into one sentence.
      Add a verb in between the two fragments…..

1-text-1103 _____
2-text-1103 _____
3-text-1103 _____
4-text-1103 _____
5-text-1103 _____
6-text-1103 _____
7-text-1103 _____

PARAGRAPH
(stand-alone-paragraph)

Often, a basic paragraph is a string of 5 sentences, divided into
3 parts (elements), addressing   one topic, subject.
    1 - Introduction: focus sentence, topic sentence
    2, 3, 4 - Body: details,   explains
    5 - Conclusion: wrap-up-sentence
       NOTE: 3 elements are not always as accurate as one may hope.

5-ws-c-1103   Go to TEXT with seven abstracts 1, 2, 3, 4, 5, 6, 7.
In the first two lines, write out abstract's Introduction and Conclusion
sentence. In the third line,   write out few key words from abstract's Body.

1-text-1103
    1) _____
    2) _____
    3) _____

2-text-1103
    1) _____
    2) _____
    3) _____

3-text-1103
    1) _____
    2) _____
    3) _____

4-text-1103
    1) _____
    2) _____
    3) _____

5-text-1103
    1) _____
    2) _____
    3) _____

6-text-1103
    1) _____
    2) _____
    3) _____

7-text-1103
    1) _____
    2) _____
    3) _____

6-ws-c-1103   Write a compare and contrast paragraph that shows similarities and   differences between   two articles based on reading their   abstracts. Prewriting.

A ROUGH DRAFT PARAGRAPH
5 sentences

Do not worry about grammar during prewriting.   The goal is to choose two suitable abstracts,   and to generate raw material that can be shaped into a paragraph.   Select two abstracts from TEXT and complete the outline form. This draft paragraph has. five sentences.

1 - INTRODUCTION: FOCUS SENTENCE, TOPIC SENTENCE, WHAT PARAGRAPH IS ABOUT

> **Both abstracts**   [text ID]   **and**   [text ID]   **have similarities and differences.**

2 - BODY: SIMILARITY

> **They are alike because they both**   (describe, discuss , explain, use, address)

> _____

> _____

> **They are different for two reasons.**

3 - BODY 1st EXAMPLE
_____

4 - BODY 2nd EXAMPLE
_____

5 - CONCLUSION:

> **Based on reading abstracts,   the two articles have more differences than similarities.**

End of unit three

,

UNIT **04**

Adjectives

Please do the writing on a separate sheet of paper.
Handwriting helps to remember words, phrases, sentences and content.

TEXT

Abstracts of articles published in Academic Exchange Quarterly
Proper names, titles were replaced by abbreviations such as [cv-a]

1-text-1104

Students with disabilities (SWDs) are more at risk for being socially rejected and feeling isolated within the school environment. Student alienation has led to dropping out, increased gang activity, poor peer relationships, poor school-student relationships, and poor teacher-student relationships. The focus of the current analysis was to examine the relationship between SWDs and their perceptions of school life. Results indicated that SWDs perceive school life as more alienating than their peers without disabilities. The limitations of the study are discussed. [JF191]

2-text-1104

This paper is derived from my experience in teaching   [JF198] The course employs an interdisciplinary humanities approach to the study of the city, analyzing not only how images and meaning are shaped by the media arts but also how students can become empowered through everyday and media practice. The course, therefore, facilitates a critical space for self-reflection on the teaching and learning of media in the urban setting and its relationship to the development of critical thinking skills in the liberal education curriculum. The paper has two parts. In the first section, I explore the general pedagogical issues in teaching Urban Images. In the second section, I explain the structure of one unit of the course, emphasizing the pedagogical strategies for empowering students by cultivating critical, counterhegemonic artistic and cultural responses to mediated images.   [JF198]

3-text-1104

This article discusses the tensions that exist for students in writing classrooms between collaborative workshopping of papers and individual notions of intellectual property ownership. In order to adjust to students' confusion, this article suggests that teachers give more graded weight to metawritings, in which students discuss their writing processes and those who contributed to them, rather that putting sole focus on the writings themselves. By focusing students' energies and anxieties on the processes by which they create writing, teachers can better address issues of intellectual property in the classroom.   [JF 212]

4-text-1104

Research on teaching and instruction revealed that the learner functions as a mediating variable determining both efficiency and efficacy of instruction. In this contribution one specific mediating variable is focused upon, namely learners' instructional conceptions or ideas about good instruction. The proposed theoretical framework suggests that these conceptions determine in interaction with a concrete learning environment the perception of this learning environment. Additionally, research findings are presented of what is known already with respect to this theoretical framework.   [JF 266]

5-text-1104

Management students often find motivation theories confusing, challenging to grasp, and difficult to apply to real-world situations. Often, students are reluctant to take basic motivation theories seriously, because students perceive them as "unrealistic." Therefore, motivation theories are best illustrated by example. We detail an exercise, grounded in active and experiential learning theory, that requires students to identify, perform, and explain a memorable situation when a motivational theory is revealed in their daily lives. The result is increased relevance, critical thinking, retention, and engagement.   [JF 271]

6-text-1104

There have been a number of studies into skills gaps and shortages and industry perceptions of graduate skills. Many of these studies have suggested that problems with graduate skills can be ameliorated by the increased use of placement schemes and closer contacts between industry and higher education. One aspect that is frequently omitted from these studies is students' attitudes toward, and perceptions of, the skills needed for success and the value of work placements to future career prospects. The Digital Media Network surveyed 215 students on thirteen digital media courses in three universities in the northeast of England to ascertain students' views on these important issues.   [JF 275]

7-text-1104

One of my aims when teaching the novel is to draw students' attention to the intricate relationships between text and context, and I operate from the assumption that greater historical awareness produces illuminating readings of novels. To prepare students to write what I call a context paper, we peruse a variety of primary sources, such as newspapers and periodicals, in an effort to recreate the historical and cultural contexts from which a particular novel emerged and to see what light this information sheds on our understanding of the novel. This essay explores the challenges and possibilities of teaching novels in context. [IS020]

GLOSSARY

Create   two glossaries of words and phrases used in WAAE-W
TEXT GLOSSARY - words and phrases in seven abstracts of every unit.
WORKBOOK GLOSSARY - remaining words and phrases in the workbook
          such as introductions and all the exercises…

The following steps are the same for both glossaries:
First, copy words and phrases   into two different files in MS Word DOC
Next, arrange alphabetically in a column
Then, add square brackets [ ] to the right of each word, phrase
After that, inside square brackets [ ] keep tally of how many times
          it has appeared in units 1, 2, 3, 4, 5, 6

Finally, to the right of [ ] start writing your simple definition in English.
          Also, if you know, identify part of speech (including Gerund).
          Otherwise leave it blank   until you are   ready to complete it.

          EXAMPLE
          Education [7] noun - instruction at a school
          Increasing [1] gerund - getting bigger or expanding

WS VISUAL RECOGNITION

1-ws-v-1104

1) Here are twelve punctuation marks: period or full stop **.**   comma **,**

question mark **?**   colon **:**   semicolon **;**   hyphen **-**

parentheses **( )**   brackets **[ ]**   ellipsis **...**   apostrophe **'**

quotation marks **" "**   slash **/**

2) Write out punctuation marks from   abstract:

1-text-1104 _____

2-text-1104 _____

3-text-1104 _____

4-text-1104 _____

5-text-1104 _____

6-text-1104 _____

7-text-1104 _____

3) Write out a sentence with the largest number of punctuation marks in abstract:

1-text-1104 _____

2-text-1104 _____

3-text-1104 _____

4-text-1104 _____

5-text-1104 _____

6-text-1104 _____

7-text-1104 _____

Please do the writing on a separate sheet of paper.
Handwriting helps to remember words, phrases, sentences and content.

2-ws-v-1104

Give one word answer in longhand instead of numerical.

1) How many letters are in the first three words of the third abstract? _____
2) How many words are in the fifth   abstract? _____
3) How many words are in the first sentence of the   sixth abstract? __
4) How many sentences are in   abstract

1-text-1104	_____
2-text-1104	_____
3-text-1104	_____
4-text-1104	_____
5-text-1104	_____
6-text-1104	_____
7-text-1104	_____

5)   How many sentences   use one or more forms   of verb "to be"
     (am, are, is, was, were, be, being, been) in   abstract?

1-text-1104	_____
2-text-1104	_____
3-text-1104	_____
4-text-1104	_____
5-text-1104	_____
6-text-1104	_____
7-text-1104	_____

6)   How many sentences   use one or more forms of verb "to do"
     (do, does, did, done) in   abstract?

1-text-1104	_____
2-text-1104	_____
3-text-1104	_____
4-text-1104	_____
5-text-1104	_____
6-text-1104	_____
7-text-1104	_____

7)   How many sentences   use one or more forms of verb "to have"
     (have, has, had)   in   abstract?

1-text-1104	_____
2-text-1104	_____
3-text-1104	_____
4-text-1104	_____
5-text-1104	_____
6-text-1104	_____
7-text-1104	_____

8) How many pronouns do you recognize in abstract?

1-text-1104	_____
2-text-1104	_____
3-text-1104	_____
4-text-1104	_____
5-text-1104	_____
6-text-1104	_____
7-text-1104	_____

VOCABULARY
prefix - root -suffix
PREFIXES usually change the meanings of roots (11).
SUFFIXES   generally identify the part of speech (27).

3-ws-v-1104

PREFIX	MEANING	PREFIX	MEANING
anti-	against	im-	not
de-	away from	re-	again
contra-	against	super-	extra
ex-	out of, former	sym-	with
in-	into	trans-	across
		un-	not

Write out words having one or more of the 11 prefixes in abstract:

1-text-1104 _____

2-text-1104 _____

3-text-1104 _____

4-text-1104 _____

5-text-1104 _____

6-text-1104 _____

7-text-1104 _____

4-ws-v-1104

SUFFIXES (27)

ADJECTIVES: -able -al -ate -ful -ible -ic -ish -like -ly -ous -y
ADVERBS: -ly
NOUNS: -acy -age -ance -ar -hood -ism -ist -ity -ment -ness -y
VERBS: -ate -en -ify -ize

Write out words having one or more of the 27 suffixes in abstract:

1-text-1104 _____

2-text-1104 _____

3-text-1104 _____

4-text-1104 _____

5-text-1104 _____

6-text-1104 _____

7-text-1104 _____

WS PRACTICE

1-ws-p-1104 Here are "36 common function words" in academic writing:

> a, an, and, as, at, between, but, can, do, for, have, he,
> in, is, it, may, more, much, need, no, not, of, on, one,
> or, our, that, the, they, to, was, we, when, while, with, without.

Go to TEXT with seven abstracts, sections, # 1, 2, 3, 4, 5, 6, 7.
Write out one sentence from each abstract with the most function words.

1-text-1104 _____

2-text-1104 _____

3-text-1104 _____

4-text-1104 _____

5-text-1104 _____

6-text-1104 _____

7-text-1104 _____

COMPARE AND CONTRAST WRITING

Compare and contrast is a common form of academic writing.
Here are compare and contrast structure words:

COMPARE - similarities (15): both, also, similarly, like, likewise, too,
>   as well as, resembles, correspondingly, in the same way,
>   to compare, in comparison, share

CONTRAST - differences (12): unlike, differs from, in contrast,
>   on the other hand, instead, despite, nevertheless, however,
>   in spite of, whereas, as opposed to

2-ws-p-1104   Go to TEXT with seven abstracts 1, 2, 3, 4, 5, 6, 7.
Write out sentences having COMPARE words

_____

_____

_____

_____

3-ws-p-1104   Go to TEXT with seven abstracts 1, 2, 3, 4, 5, 6, 7.
Write out sentences having CONTRAST words

_____

_____

_____

_____

WS **TEST YOURSELF**

1-ws-t-1104   What is the last word in the second sentence of the seventh abstract (section) ? _____

2-ws-t-1104   Identify Parts of Speech in selected sentence, one from each abstract (section) . First, write a sentence. Then, underline a noun and adjective.   There can be more than one adjective.

1-text-1104 _____

2-text-1104 _____

3-text-1104 _____

4-text-1104 _____

5-text-1104 _____

6-text-1104 _____

7-text-1104 _____

Finally, after each sentence   place a two-letter abbreviation
clarifying   your response:
    NO - no knowledge - just guessing
    RE - recognize in reading
    CA - can use in some writing
    KN - can use in most writing
Score calculations are in TEST YOURSELF ONE, Chapter 2.

3-ws-t-1104   Identify Parts of Speech in selected sentence, one sentence from each   abstract (section) . First, write a sentence. Then, underline a verb and adverb. There can be more than one adverb.

1-text-1104 _____

2-text-1104 _____

3-text-1104 _____

4-text-1104 _____

5-text-1104 _____

6-text-1104 _____

7-text-1104 _____

Finally, after each sentence   place a two-letter abbreviation
clarifying   your response:
    NO - no knowledge - just guessing
    RE - recognize in reading
    CA - can use in some writing
    KN - can use in most writing
Score calculations are in TEST YOURSELF ONE, Chapter 2.

4-ws-t-1104   PRONOUNS - 3rd person.

Personal - function as the subject: he, she, it, they
Personal - function as the object: him, her, it, them
Possessive - function as adjectives: his, hers, its, their, theirs
Identify pronouns in selected sentence, one sentence from each abstract.
First, write a sentence. Then, underline personal pronouns as the object
(NOT personal pronouns as the subject). Circle possessive pronouns.

1-text-1104 _____

2-text-1104 _____

3-text-1104 _____

4-text-1104 _____

5-text-1104 _____

6-text-1104 _____

7-text-1104 _____

Finally, after each sentence   place a two-letter abbreviation
clarifying   your response:

      NO - no knowledge - just guessing

      RE - recognize in reading

      CA - can use in some writing

      KN - can use in most writing

Score calculations are in TEST YOURSELF ONE, Chapter 2.

5-ws-t-1104   GERUND - noun formed from verb by adding ending -ing

Identify Gerund in selected sentence, one sentence from each abstract.
First, write a sentence. Then   underline   "gerund as subject"
and circle "gerund as object".

1-text-1104 _____

2-text-1104 _____

3-text-1104 _____

4-text-1104 _____

5-text-1104 _____

6-text-1104 _____

7-text-1104 _____

Finally, after each sentence   place a two-letter abbreviation
clarifying   your response:

      NO - no knowledge - just guessing

      RE - recognize in reading

      CA - can use in some writing

      KN - can use in most writing

Score calculations are in TEST YOURSELF ONE, Chapter 2.

WS CONTROLLED and GUIDED WRITING

TITLE and SUBTITLE

It is common for pieces of academic writing to have both a title and a subtitle
e.g., this workbook's title is "Writing American Academic English, WAAE;"
and subtitle is "Workbook for Intermediate and Beyond Level "
TITLE predicts content, seeks attention, may contain text keyword(s)
SUBTITLE is an explanatory or alternate title, may contain text keyword(s)

1-ws-c-1104   Write one word title for each abstract.

1-text-1104 _____
2-text-1104 _____
3-text-1104 _____
4-text-1104 _____
5-text-1104 _____
6-text-1104 _____
7-text-1104 _____

2-ws-c-1104   Write a title with three or more words for each abstract.

1-text-1104 _____
2-text-1104 _____
3-text-1104 _____
4-text-1104 _____
5-text-1104 _____
6-text-1104 _____
7-text-1104 _____

3-ws-c-1104   Write a title and subtitle for each abstract, any length

1-text-1104 _____
_____

2-text-1104 _____
_____

3-text-1104 _____
_____

4-text-1104 _____
_____

5-text-1104 _____
_____

6-text-1104 _____
_____

7-text-1104 _____
_____

4-ws-c-1104   Combine words from titles and subtitles into one sentence.
Add a verb in between the two fragments…..

1-text-1104   _____
2-text-1104   _____
3-text-1104   _____
4-text-1104   _____
5-text-1104   _____
6-text-1104   _____
7-text-1104   _____

PARAGRAPH
(stand-alone-paragraph)

Often, a basic paragraph is a string of 5 sentences, divided into
3 parts (elements), addressing   one topic, subject.
    1 - Introduction: focus sentence, topic sentence
    2, 3, 4 - Body: details, explains
    5 - Conclusion: wrap-up-sentence
      NOTE: 3 elements are not always as accurate as one may hope.

5-ws-c-1104   Go to TEXT with seven abstracts 1, 2, 3, 4, 5, 6, 7.
In the first two lines, write out abstract's Introduction and Conclusion
sentence. In the third line,   write out few key words from abstract's Body.

1-text-1104
    1) _____
    2) _____
    3) _____

2-text-1104
    1) _____
    2) _____
    3) _____

3-text-1104
    1) _____
    2) _____
    3) _____

4-text-1104
    1) _____
    2) _____
    3) _____

5-text-1104
    1) _____
    2) _____
    3) _____

6-text-1104
    1) _____
    2) _____
    3) _____

7-text-1104
    1) _____
    2) _____
    3) _____

6-ws-c-1104   Write a compare and contrast paragraph that shows similarities and differences between   two articles based on reading their   abstracts. Prewriting.

<div align="center">

A ROUGH DRAFT PARAGRAPH
5 sentences
</div>

Do not worry about grammar during prewriting.   The goal is to choose two suitable abstracts,   and to generate raw material that can be shaped into a paragraph.   Select two abstracts from TEXT and complete the outline form. This draft paragraph has. five sentences.

1 - INTRODUCTION: FOCUS SENTENCE, TOPIC SENTENCE, WHAT PARAGRAPH IS ABOUT

Both abstracts   [text ID]   **and**   [text ID]   **have similarities and differences.**

2 - BODY: SIMILARITY

They are alike because they both   (describe, discuss , explain, use, address)

_____

_____

They are different for two reasons.

3 - BODY 1st EXAMPLE
_____

4 - BODY 2nd EXAMPLE
_____

5 - CONCLUSION:

Based on reading abstracts,   the two articles have more differences than similarities.

End of unit four.

Adverbs

Please do the writing on a separate sheet of paper.
Handwriting helps to remember words, phrases, sentences and content.

TEXT
Abstracts of articles published in Academic Exchange Quarterly
Proper names, titles were replaced by abbreviations such as [cv-a]

1-text-1105

The current approach to the teaching of imaginative literature is designed to maintain what seems to be a professional necessity: the distinction between the capacities of teacher and student to respond to literature. However, the fact must eventually be faced that a work of imaginative literature is not made accessible to anyone by means of an "explanation" presented after the work is read. Imaginative writings are composed primarily, not to be thought about or discussed, but to be experienced imaginatively, to be lived vicariously, at the moment of reading. No teacher may assume that an intellectually enriching "interpretation," however brilliantly conceived, is an adequate substitute for that immediate experience. This article addresses that issue and offers a new perspective on the teaching of literature. [IS024]

2-text-1105

It has become commonplace in the development of literature courses to take into account the gender, racial, and ethnic diversity of works and writers chosen. While not sacrificing or de-emphasizing this important post-canonical reality, this essay focuses on how the college professor might design a course that takes into account issues of generic diversity as well. By de-stabilizing the boundaries between the short story and the novel, such a course might allow students to not only experience the complexities of literature on another level, but also to see how formal and thematic concerns intertwine. [IS029]

3-text-1105

Both the events of September 11 and the media images now associated with that day underscore the importance of focusing on visual literacy in college writing courses. Students need to be able to examine images critically and to recognize how representations in any form are constructed or mediated. When dealing with images associated with national crises, however, instructors may need to adjust their expectations of academic discourse by providing opportunities for students to respond personally, as well as critically, to emotionally disturbing events. In the early twenty-first century, visual literacy may require new ways of seeing—for the instructor as well as for the students in the writing classroom. [IS060]

4-text-1105

Mercer University Southern School of Pharmacy (MUSSP) incorporated a structured service learning program into its curriculum. Goals and requirements for the service learning experience were established and approved by the school of pharmacy. Various community organizations were identified as partners and developed into service learning sites. While in pharmacy school the students are prepared to become knowledgeable pharmacists to provide quality health care. This service learning program was implemented to help students become personally involved in providing health care to patients and to do so with a caring professional attitude. [IS076]

5-text-1105

Service-learning courses offer the opportunity for students to make sense of the social world by recognizing its political and ethical dimensions through practical engagement in community problems. This paper presents pedagogical resources to inspire students in service-learning courses to experience: 1) dialogue inside and outside the class, 2) critical inquiry into a social issue, and, 3) surprises that invite students to activate civic responsibility. The interplay of dialogue, critical inquiry, and surprises presents the opportunity for students to experience how they can shape and redefine their roles in society, and as importantly, how society can change as a result of their involvement. [IS081]

6-text-1105

This article presents the results of a case study of a beginning special education teacher as she implemented service-learning methods in her classroom. As a part of the case study, teacher education faculty assisted and supported the beginning teacher as she taught a service-learning instructional unit to her students. Results from graduate surveys were analyzed in relationship to the results of the case study. This article (1) documents and identifies the process of implementing service-learning methods in beginning teachers' classrooms (2) documents and identifies the challenges faced by beginning teachers (3) discusses recommendations for effective practices in teaching service-learning methods to preservice candidates. [IS091]

7-text-1105

Studies that have examined the effect of service learning on academic learning have produced equivocal findings, feeding the reluctance of some teachers to change their customary instructional methods. This article presents the methods and findings of a classroom study in motor development that tested the robustness of service learning. Specifically, did the use of service learning or traditional "hands-on" activities as the instructional method in a concurrent laboratory result in better grades for students in lecture? [IS125]

GLOSSARY

Create   two glossaries of words and phrases used in WAAE-W
TEXT GLOSSARY - words and phrases in seven abstracts of every unit.
WORKBOOK GLOSSARY - remaining words and phrases in the workbook
        such as introductions and all the exercises…

The following steps are the same for both glossaries:
First, copy words and phrases   into two different files in MS Word DOC
Next, arrange alphabetically in a column

Then, add square brackets [ ] to the right of each word, phrase

After that, inside square brackets [ ] keep tally of how many times
        it has appeared in units 1, 2, 3, 4, 5, 6

Finally, to the right of [ ] start writing your simple definition in English.
        Also, if you know, identify part of speech (including Gerund).
        Otherwise leave it blank   until you are   ready to complete it.

        EXAMPLE
        Education [7] noun - instruction at a school
        Increasing [1] gerund - getting bigger or expanding

WS VISUAL RECOGNITION

1-ws-v-1105

1) Here are twelve punctuation marks: period or full stop **.**   comma **,**

question mark **?**   colon **:**   semicolon **;**   hyphen **-**

parentheses **( )**   brackets **[ ]** ellipsis **...**   apostrophe **'**

quotation marks **" "**   slash **/**

2) Write out punctuation marks from abstract:

1-text-1105 _____

2-text-1105 _____

3-text-1105 _____

4-text-1105 _____

5-text-1105 _____

6-text-1105 _____

7-text-1105 _____

3) Write out a sentence with the largest number of punctuation marks in abstract:

1-text-1105 _____

2-text-1105 _____

3-text-1105 _____

4-text-1105 _____

5-text-1105 _____

6-text-1105 _____

7-text-1105 _____

Please do the writing on a separate sheet of paper.

Handwriting helps to remember words, phrases, sentences and content.

2-ws-v-1105

Give one word answer in longhand instead of numerical.

1) How many letters are in the first three words of the third abstract? _____
2) How many words are in the fifth abstract? _____
3) How many words are in the first sentence of the sixth abstract? __
4) How many sentences are in abstract

1-text-1105	_____
2-text-1105	_____
3-text-1105	_____
4-text-1105	_____
5-text-1105	_____
6-text-1105	_____
7-text-1105	_____

5) How many sentences use one or more forms of verb "to be"
    (am, are, is, was, were, be, being, been) in abstract?

1-text-1105	_____
2-text-1105	_____
3-text-1105	_____
4-text-1105	_____
5-text-1105	_____
6-text-1105	_____
7-text-1105	_____

6) How many sentences use one or more forms of verb "to do"
    (do, does, did, done) in abstract?

1-text-1105	_____
2-text-1105	_____
3-text-1105	_____
4-text-1105	_____
5-text-1105	_____
6-text-1105	_____
7-text-1105	_____

7) How many sentences use one or more forms of verb "to have"
    (have, has, had) in abstract?

1-text-1105	_____
2-text-1105	_____
3-text-1105	_____
4-text-1105	_____
5-text-1105	_____
6-text-1105	_____
7-text-1105	_____

8) How many pronouns do you recognize in abstract?

1-text-1105	_____
2-text-1105	_____
3-text-1105	_____
4-text-1105	_____
5-text-1105	_____
6-text-1105	_____
7-text-1105	_____

VOCABULARY
prefix - root -suffix
PREFIXES usually change the meanings of roots (11).
SUFFIXES generally identify the part of speech (27).

3-ws-v-1105

PREFIX	MEANING	PREFIX	MEANING
anti-	against	im-	not
de-	away from	re-	again
contra-	against	super-	extra
ex-	out of, former	sym-	with
in-	into	trans-	across
		un-	not

Write out words having one or more of the 11 prefixes in abstract:

1-text-1105 _____

2-text-1105 _____

3-text-1105 _____

4-text-1105 _____

5-text-1105 _____

6-text-1105 _____

7-text-1105 _____

4-ws-v-1105

SUFFIXES (27)

ADJECTIVES: -able -al -ate -ful -ible -ic -ish -like -ly -ous -y
ADVERBS: -ly
NOUNS: -acy -age -ance -ar -hood -ism -ist -ity -ment -ness -y
VERBS: -ate -en -ify -ize

Write out words having one or more of the 27 suffixes in abstract:

1-text-1105 _____

2-text-1105 _____

3-text-1105 _____

4-text-1105 _____

5-text-1105 _____

6-text-1105 _____

7-text-1105 _____

WS PRACTICE

1-ws-p-1105 Here are "36 common function words" in academic writing:
a, an, and, as, at, between, but, can, do, for, have, he,
in, is, it, may, more, much, need, no, not, of, on, one,
or, our, that, the, they, to, was, we, when, while, with, without.
Go to TEXT with seven abstracts, sections, # 1, 2, 3, 4, 5, 6, 7.
Write out one sentence from each abstract with the most function words.

1-text-1105 _____

2-text-1105 _____

3-text-1105 _____

4-text-1105 _____

5-text-1105 _____

6-text-1105 _____

7-text-1105 _____

COMPARE AND CONTRAST WRITING

Compare and contrast is a common form of academic writing.
Here are compare and contrast structure words:
COMPARE - similarities (15): both, also, similarly, like, likewise, too,
        as well as, resembles, correspondingly, in the same way,
        to compare, in comparison, share
CONTRAST - differences (12): unlike, differs from, in contrast,
        on the other hand, instead, despite, nevertheless, however,
        in spite of, whereas, as opposed to

2-ws-p-1105   Go to TEXT with seven abstracts 1, 2, 3, 4, 5, 6, 7.
Write out sentences having COMPARE words

_____

_____

_____

_____

3-ws-p-1105   Go to TEXT with seven abstracts 1, 2, 3, 4, 5, 6, 7.
Write out sentences having CONTRAST words

_____

_____

_____

_____

WS TEST YOURSELF

1-ws-t-1105   What is the last word in the second sentence of the seventh abstract (section) ? _____

2-ws-t-1105   Identify Parts of Speech in selected sentence, one from each abstract (section) . First, write a sentence. Then, underline a noun and adjective.   There can be more than one adjective.

1-text-1105 _____

2-text-1105 _____

3-text-1105 _____

4-text-1105 _____

5-text-1105 _____

6-text-1105 _____

7-text-1105 _____

Finally, after each sentence   place a two-letter abbreviation clarifying your response:
>   NO - no knowledge - just guessing
>   RE - recognize in reading
>   CA - can use in some writing
>   KN - can use in most writing

Score calculations are in TEST YOURSELF ONE, Chapter 2.

3-ws-t-1105   Identify Parts of Speech in selected sentence, one sentence from each abstract (section) . First, write a sentence. Then, underline a verb and adverb. There can be more than one adverb.

1-text-1105 _____

2-text-1105 _____

3-text-1105 _____

4-text-1105 _____

5-text-1105 _____

6-text-1105 _____

7-text-1105 _____

Finally, after each sentence   place a two-letter abbreviation clarifying your response:
>   NO - no knowledge - just guessing
>   RE - recognize in reading
>   CA - can use in some writing
>   KN - can use in most writing

Score calculations are in TEST YOURSELF ONE, Chapter 2.

4-ws-t-1106 PRONOUNS - 3rd person.
Personal - function as the subject: he, she, it, they
Personal - function as the object: him, her, it, them
Possessive - function as adjectives: his, hers, its, their, theirs
Identify pronouns in selected sentence, one sentence from each abstract.
First, write a sentence. Then, underline personal pronouns as the object
(NOT personal pronouns as the subject). Circle possessive pronouns.

1-text-1105 _____

2-text-1105 _____

3-text-1105 _____

4-text-1105 _____

5-text-1105 _____

6-text-1105 _____

7-text-1105 _____

Finally, after each sentence   place a two-letter abbreviation
clarifying   your response:
      NO - no knowledge - just guessing
      RE - recognize in reading
      CA - can use in some writing
      KN - can use in most writing
Score calculations are in TEST YOURSELF ONE, Chapter 2.

5-ws-t-1105 GERUND - noun formed from verb by adding ending -ing
Identify Gerund in selected sentence, one sentence from each abstract.
First, write a sentence. Then   underline   "gerund as subject"
and circle "gerund as object".

1-text-1105 _____

2-text-1105 _____

3-text-1105 _____

4-text-1105 _____

5-text-1105 _____

6-text-1105 _____

7-text-1105 _____

Finally, after each sentence   place a two-letter abbreviation
clarifying   your response:
      NO - no knowledge - just guessing
      RE - recognize in reading
      CA - can use in some writing
      KN - can use in most writing
Score calculations are in TEST YOURSELF ONE, Chapter 2.

WS **CONTROLLED and GUIDED WRITING**

TITLE and SUBTITLE

It is common for pieces of academic writing to have both a title and a subtitle
e.g., this workbook's title is "Writing American Academic English, WAAE;"
and subtitle is "Workbook for Intermediate and Beyond Level "
TITLE predicts content, seeks attention, may contain text keyword(s)
SUBTITLE is an explanatory or alternate title, may contain text keyword(s)

1-ws-c-1105   Write one word title for each abstract.

1-text-1105	_____
2-text-1105	_____
3-text-1105	_____
4-text-1105	_____
5-text-1105	_____
6-text-1105	_____
7-text-1105	_____

2-ws-c-1105   Write a title with three or more words for each abstract.

1-text-1105	_____
2-text-1105	_____
3-text-1105	_____
4-text-1105	_____
5-text-1105	_____
6-text-1105	_____
7-text-1105	_____

3-ws-c-1105   Write a title and subtitle for each abstract, any length

1-text-1105 _____
_____

2-text-1105 _____
_____

3-text-1105 _____
_____

4-text-1105 _____
_____

5-text-1105 _____
_____

6-text-1105 _____
_____

7-text-1105 _____
_____

4-ws-c-1105   Combine words from titles and subtitles into one sentence.
Add a verb in between the two fragments…..

1-text-1105 _____
2-text-1105 _____
3-text-1105 _____
4-text-1105 _____
5-text-1105 _____
6-text-1105 _____
7-text-1105 _____

PARAGRAPH
(stand-alone-paragraph)

Often, a basic paragraph is a string of 5 sentences, divided into
3 parts (elements), addressing one topic, subject.

    1 - Introduction: focus sentence, topic sentence
    2, 3, 4 - Body: details, explains
    5 - Conclusion: wrap-up-sentence
       NOTE: 3 elements are not always as accurate as one may hope.

5-ws-c-1105   Go to TEXT with seven abstracts 1, 2, 3, 4, 5, 6, 7.
In the first two lines, write out abstract's Introduction and Conclusion
sentence. In the third line, write out few key words from abstract's Body.

1-text-1105
    1) _____
    2) _____
    3) _____

2-text-1105
    1) _____
    2) _____
    3) _____

3-text-1105
    1) _____
    2) _____
    3) _____

4-text-1105
    1) _____
    2) _____
    3) _____

5-text-1105
    1) _____
    2) _____
    3) _____

6-text-1105
    1) _____
    2) _____
    3) _____

7-text-1105
    1) _____
    2) _____
    3) _____

6-ws-c-1105   Write a compare and contrast paragraph that shows similarities and differences between two articles based on reading their abstracts. Prewriting.

A ROUGH DRAFT PARAGRAPH
5 sentences

Do not worry about grammar during prewriting.   The goal is to choose two suitable abstracts,   and to generate raw material that can be shaped into a paragraph.   Select two abstracts from TEXT and complete the outline form. This draft paragraph has. five sentences.

1 - INTRODUCTION: FOCUS SENTENCE, TOPIC SENTENCE, WHAT PARAGRAPH IS ABOUT

> **Both abstracts** [text ID] **and** [text ID] **have similarities and differences.**

2 - BODY: SIMILARITY

> **They are alike because they both** (describe, discuss , explain, use, address)

> _____

> _____

> **They are different for two reasons.**

3 - BODY 1st EXAMPLE
_____

4 - BODY 2nd EXAMPLE
_____

5 - CONCLUSION:

> **Based on reading abstracts,   the two articles have more differences than similarities.**

End of unit five.

Verbs

Please do the writing on a separate sheet of paper.
Handwriting helps to remember words, phrases, sentences and content.

TEXT

Abstracts of articles published in Academic Exchange Quarterly
Proper names, titles were replaced by abbreviations such as [cv-a]

1-text-1106

Most service-learning courses utilize the amount of reflection in student journals as a means of assessing learning. This qualitative study analyzes student service-learning journals in a first year experience program. Intended outcomes of increased community awareness, improvement of personal skills, and self-discovery were evident in the journals. Developmental themes of identity exploration and career development emerged from the first year student journals. Service-learning courses should incorporate developmental issues into curricula to maximize the experience for students. [IS140]

2-text-1106

The term "reentry woman" is used to describe adult women re-entering educational institutions after an absence ranging from a few years to as many as 35 years and more. While the literature describes the common barriers and challenges to these women, there remains a lack of articles concerned with practical programs geared to meet their needs (Gianakos, 1996). This article describes a mini-educational program designed to encourage adult women to enter or return to higher education. A community organization and a 4-year higher education institution collaborated to design and deliver the program. Financial support was provided to those who entered college after completing the program. The results, lessons learned, and a discussion of areas for further work are presented. [IS169]

3-text-1106

This paper proposes a research study to investigate the effects of two visual training methods on the productivity of new workers on an assembly line at a wood products plant in [IS215] .   In the [IS215] plant, informal on-the-job training (OJT) is currently used to train new employees on the wood products assembly line, where they learn to assemble various kinds of wood products by working alongside an experienced worker, with little help from supervisors. The structured visual OJT being investigated in this study supplements the current system by introducing two visual training methods for new employees.   [IS215]

4-text-1106

In this article, we give an impression of the development of Deaf culture as a subject taught to student-teachers and student-interpreters of Sign Language of the Netherlands (SLN). One specific problem for students of any sign language is that there is no "deaf country" where they can encounter the language in a natural way and come into contact with the culture in which that language is embedded. By force of this fact, we developed various courses in Deaf culture linked to practical assignments that encourage students to go forth into the Deaf community and link the theoretical knowledge taught in our classes with their own experiences among the Deaf.   [IS235]

5-text-1106

Most college students from the behavioral and social sciences are required to enroll in at least one statistics course. Unfortunately, many of these students often attain lower levels of achievement in these courses than in their other classes. Consequently, statistics instructors are faced with the challenge of deciding how to maximize student learning and minimize anxiety and disaffection. Thus, this paper provides a discussion of considerations upon which instructors must reflect in order to address students' needs: context (e.g., undergraduate vs. master's vs. doctoral), content (e.g., measurement vs. evaluation vs. research design), and pedagogical style (e.g., web-based vs. traditional; theory vs. concept vs. application). [IS319]

6-text-1106

Changing demographics are dictating a need for increased understanding between the generations. An academic environment is fertile ground for providing experiences to foster this understanding and service-learning can have an important role in this endeavor. This paper will describe an intergenerational service-learning experience for undergraduate students and report the results of a qualitative analysis of their experience. [IS326]

7-text-1106

Democracy is the ongoing work of people to create and recreate the places where they live and the communities that anchor their lives. A democratic society is fundamentally dependent upon an educated and activated citizenry. Community service can be at the core of creating such a citizenry, but may not automatically do so. This paper introduces a team-based approach to service. The model extends the growing research on service-learning, focusing on public work and problem solving as the link between education and preparation for citizenship. [IS331]

GLOSSARY

Create   two glossaries of words and phrases used in WAAE-W
TEXT GLOSSARY - words and phrases in seven abstracts of every unit.
WORKBOOK GLOSSARY - remaining words and phrases in the workbook
            such as introductions and all the exercises…

The following steps are the same for both glossaries:
First, copy words and phrases   into two different files in MS Word DOC
Next, arrange alphabetically in a column
Then, add square brackets [ ] to the right of each word, phrase
After that, inside square brackets [ ] keep tally of how many times
             it has appeared in units 1, 2, 3, 4, 5, 6

Finally, to the right of [ ] start writing your simple definition in English.
            Also, if you know, identify part of speech (including Gerund).
            Otherwise leave it blank   until you are   ready to complete it.

        EXAMPLE
        Education [7] noun - instruction at a school
        Increasing [1] gerund - getting bigger or expanding

1-ws-v-1106

1) Here are twelve punctuation marks: period or full stop **.**   comma **,**

question mark **?**   colon **:**   semicolon **;**   hyphen **-**

parentheses **( )**   brackets **[ ]**   ellipsis **...**   apostrophe **'**

quotation marks **" "**   slash **/**

2)   Write out punctuation marks from   abstract:

1-text-1106 _____

2-text-1106 _____

3-text-1106 _____

4-text-1106 _____

5-text-1106 _____

6-text-1106 _____

7-text-1106 _____

3) Write out a sentence with the largest number of punctuation marks in abstract:

1-text-1106 _____

2-text-1106 _____

3-text-1106 _____

4-text-1106 _____

5-text-1106 _____

6-text-1106 _____

7-text-1106 _____

Please do the writing on a separate sheet of paper.

Handwriting helps to remember words, phrases, sentences and content.

2-ws-v-1106

Give one word answer in longhand instead of numerical.

1) How many letters are in the first three words of the third abstract? ____
2) How many words are in the fifth abstract? _____
3) How many words are in the first sentence of the sixth abstract? __
4) How many sentences are in abstract

1-text-1106	_____
2-text-1106	_____
3-text-1106	_____
4-text-1106	_____
5-text-1106	_____
6-text-1106	_____
7-text-1106	_____

5) How many sentences use one or more forms of verb "to be" (am, are, is, was, were, be, being, been) in abstract?

1-text-1106	_____
2-text-1106	_____
3-text-1106	_____
4-text-1106	_____
5-text-1106	_____
6-text-1106	_____
7-text-1106	_____

6) How many sentences use one or more forms of verb "to do" (do, does, did, done) in abstract?

1-text-1106	_____
2-text-1106	_____
3-text-1106	_____
4-text-1106	_____
5-text-1106	_____
6-text-1106	_____
7-text-1106	_____

7) How many sentences use one or more forms of verb "to have" (have, has, had) in abstract?

1-text-1106	_____
2-text-1106	_____
3-text-1106	_____
4-text-1106	_____
5-text-1106	_____
6-text-1106	_____
7-text-1106	_____

8) How many pronouns do you recognize in abstract?

1-text-1106	_____
2-text-1106	_____
3-text-1106	_____
4-text-1106	_____
5-text-1106	_____
6-text-1106	_____
7-text-1106	_____

VOCABULARY

prefix - root -suffix

PREFIXES usually change the meanings of roots (11).

SUFFIXES generally identify the part of speech (27).

3-ws-v-1106

PREFIX	MEANING	PREFIX	MEANING
anti-	against	im-	not
de-	away from	re-	again
contra-	against	super-	extra
ex-	out of, former	sym-	with
in-	into	trans-	across
		un-	not

Write out words having one or more of the 11 prefixes in abstract:

1-text-1106 _____

2-text-1106 _____

3-text-1106 _____

4-text-1106 _____

5-text-1106 _____

6-text-1106 _____

7-text-1106 _____

4-ws-v-1106

SUFFIXES (27)

     ADJECTIVES: -able -al -ate -ful -ible -ic -ish -like -ly -ous -y

     ADVERBS: -ly

     NOUNS: -acy -age -ance -ar -hood -ism -ist -ity -ment -ness -y

     VERBS: -ate -en -ify -ize

Write out words having one or more of the 27 suffixes in abstract:

1-text-1106 _____

2-text-1106 _____

3-text-1106 _____

4-text-1106 _____

5-text-1106 _____

6-text-1106 _____

7-text-1106 _____

WS PRACTICE

1-ws-p-1106   Here are "36 common function words" in academic writing:
a, an, and, as, at, between, but, can, do, for, have, he,
in, is, it, may, more, much, need, no, not, of, on, one,
or, our, that, the, they, to, was, we, when, while, with, without.
Go to TEXT with seven abstracts, sections, # 1, 2, 3, 4, 5, 6, 7.
Write out one sentence from each abstract with the most function
words.

1-text-1106 _____

2-text-1106 _____

3-text-1106 _____

4-text-1106 _____

5-text-1106 _____

6-text-1106 _____

7-text-1106 _____

COMPARE AND CONTRAST WRITING

Compare and contrast is a common form of academic writing.
Here are compare and contrast structure words:
COMPARE - similarities (15): both, also, similarly, like, likewise, too,
        as well as, resembles, correspondingly, in the same way,
        to compare, in comparison, share
CONTRAST - differences (12): unlike, differs from, in contrast,
        on the other hand, instead, despite, nevertheless, however,
        in spite of, whereas, as opposed to

2-ws-p-1106   Go to TEXT with seven abstracts 1, 2, 3, 4, 5, 6, 7.
Write out sentences having COMPARE words

_____

_____

_____

_____

3-ws-p-1106   Go to TEXT with seven abstracts 1, 2, 3, 4, 5, 6, 7.
Write out sentences having CONTRAST words

_____

_____

_____

_____

WS TEST YOURSELF

1-ws-t-1106   What is the last word in the second sentence of the seventh abstract (section) ? _____

2-ws-t-1106   Identify Parts of Speech in selected sentence, one from each abstract (section) . First, write a sentence. Then, underline a noun and adjective.   There can be more than one adjective.

1-text-1106 _____

2-text-1106 _____

3-text-1106 _____

4-text-1106 _____

5-text-1106 _____

6-text-1106 _____

7-text-1106 _____

Finally, after each sentence   place a two-letter abbreviation
clarifying your response:

      NO - no knowledge - just guessing

      RE - recognize in reading

      CA - can use in some writing

      KN - can use in most writing

Score calculations are in TEST YOURSELF ONE, Chapter 2.

3-ws-t-1106   Identify Parts of Speech in selected sentence, one sentence from each   abstract (section) . First, write a sentence. Then, underline a verb and adverb. There can be more than one adverb.

1-text-1106 _____

2-text-1106 _____

3-text-1106 _____

4-text-1106 _____

5-text-1106 _____

6-text-1106 _____

7-text-1106 _____

Finally, after each sentence   place a two-letter abbreviation
clarifying   your response:

      NO - no knowledge - just guessing

      RE - recognize in reading

      CA - can use in some writing

      KN - can use in most writing

Score calculations are in TEST YOURSELF ONE, Chapter 2.

4-ws-t-1106   PRONOUNS - 3rd person.
Personal - function as the subject: he, she, it, they
Personal - function as the object: him, her, it, them
Possessive - function as adjectives: his, hers, its, their, theirs
Identify pronouns in selected sentence, one sentence from each abstract.
First, write a sentence. Then, underline personal pronouns as the object
(NOT personal pronouns as the subject). Circle possessive pronouns.

1-text-1106 _____

2-text-1106 _____

3-text-1106 _____

4-text-1106 _____

5-text-1106 _____

6-text-1106 _____

7-text-1106 _____

Finally, after each sentence   place a two-letter abbreviation
clarifying your response:
  NO - no knowledge - just guessing
  RE - recognize in reading
  CA - can use in some writing
  KN - can use in most writing
Score calculations are in TEST YOURSELF ONE, Chapter 2.

5-ws-t-1106   GERUND - noun formed from verb by adding ending -ing
Identify Gerund in selected sentence, one sentence from each abstract.
First, write a sentence. Then   underline "gerund as subject"
and circle "gerund as object".

1-text-1106 _____

2-text-1106 _____

3-text-1106 _____

4-text-1106 _____

5-text-1106 _____

6-text-1106 _____

7-text-1106 _____

Finally, after each sentence   place a two-letter abbreviation
clarifying   your response:
  NO - no knowledge - just guessing
  RE - recognize in reading
  CA - can use in some writing
  KN - can use in most writing
Score calculations are in TEST YOURSELF ONE, Chapter 2.

WS CONTROLLED and GUIDED WRITING

TITLE and SUBTITLE

It is common for pieces of academic writing to have both a title and a subtitle
e.g., this workbook's title is "Writing American Academic English, WAAE;"
and subtitle is "Workbook for Intermediate and Beyond Level "
TITLE predicts content, seeks attention, may contain text keyword(s)
SUBTITLE is an explanatory or alternate title, may contain text keyword(s)

1-ws-c-1106   Write one word title for each abstract.

1-text-1106 _____

2-text-1106 _____

3-text-1106 _____

4-text-1106 _____

5-text-1106 _____

6-text-1106 _____

7-text-1106 _____

2-ws-c-1106   Write a title with three or more words for each abstract.

1-text-1106 _____

2-text-1106 _____

3-text-1106 _____

4-text-1106 _____

5-text-1106 _____

6-text-1106 _____

7-text-1106 _____

3-ws-c-1106   Write a title and subtitle for each abstract, any length

1-text-1106   _____
            _____

2-text-1106   _____
            _____

3-text-1106   _____
            _____

4-text-1106   _____
            _____

5-text-1106   _____
            _____

6-text-1106   _____
            _____

7-text-1106   _____
            _____

4-ws-c-1106 Combine words from titles and subtitles into one sentence. Add a verb in between the two fragments…..

1-text-1106	_____
2-text-1106	_____
3-text-1106	_____
4-text-1106	_____
5-text-1106	_____
6-text-1106	_____
7-text-1106	_____

PARAGRAPH
(stand-alone-paragraph)

Often, a basic paragraph is a string of 5 sentences, divided into 3 parts (elements), addressing one topic, subject.

  1 - Introduction: focus sentence, topic sentence
  2, 3, 4 - Body: details, explains
  5 - Conclusion: wrap-up-sentence
     NOTE: 3 elements are not always as accurate as one may hope.

5-ws-c-1106 Go to TEXT with seven abstracts 1, 2, 3, 4, 5, 6, 7. In the first two lines, write out abstract's Introduction and Conclusion sentence. In the third line, write out few key words from abstract's Body.

1-text-1106
  1) _____
  2) _____
  3) _____

2-text-1106
  1) _____
  2) _____
  3) _____

3-text-1106
  1) _____
  2) _____
  3) _____

4-text-1106
  1) _____
  2) _____
  3) _____

5-text-1106
  1) _____
  2) _____
  3) _____

6-text-1106
  1) _____
  2) _____
  3) _____

7-text-1106
  1) _____
  2) _____
  3) _____

6-ws-c-1106   Write a compare and contrast paragraph that shows similarities and differences between two articles based on reading their abstracts. Prewriting.

A ROUGH DRAFT PARAGRAPH
5 sentences

Do not worry about grammar during prewriting. The goal is to choose two suitable abstracts, and to generate raw material that can be shaped into a paragraph. Select two abstracts from TEXT and complete the outline form. This draft paragraph has five sentences.

1 - INTRODUCTION: FOCUS SENTENCE, TOPIC SENTENCE, WHAT PARAGRAPH IS ABOUT

> **Both abstracts** [text ID] **and** [text ID] **have similarities and differences.**

2 - BODY: SIMILARITY

> **They are alike because they both** (describe, discuss , explain, use, address)
>
> _____
>
> _____
>
>
> **They are different for two reasons.**

3 - BODY 1st EXAMPLE
_____

4 - BODY 2nd EXAMPLE
_____

5 - CONCLUSION:

> **Based on reading abstracts, the two articles have more differences than similarities.**

End of unit six.

WAAE-W UPDATES

2018 April   - pages 2, 3, 4, 5

2018 March -   print version pages 1-82