



ESL 340: Adverb Phrases + Intro the Essays

Week 11, Tue. 4/3/18

Todd Windisch, Spring 2018

Don't forget to sign-in!

Daily Bookkeeping

- **ANNOUNCEMENTS:**

- ***Grammar/Reading Quiz THUR Apr 5***

- *Adjective Clauses & Phrases*
- *Adverb Clauses & Phrases*
- *Reading, unit 2*

- ***Phrasal Verb Quiz 3 TUE May 1***

- *“run out of” – “write down”*

- **TODAY’S AGENDA:**



1. Check HW (Adverb Clauses), Review Adverb Phrases
2. Kahoot Review!
3. Begin Intro to Writing (depending on time)

- **HOMEWORK:**

- *Study study study! Use the answer key online to complete extra practice for each unit in your textbook.*
- *Don’t forget about the vocabulary from the reading (ch. 2)*

Remind App



- I use the Remind App to make class announcements
- Follow these instructions to sign-up for class announcements that will be texted to you automatically
 - *You do NOT need to download the Remind App, but you can if you want to SEND messages back to me*

❖ *Answer any questions that follow*

Phone number:

81010

Message:

@esl340s

Clause vs. Phrase

- Which sentence includes a clause? Which includes a phrase?
 - After he sped away, he heard a shot.
 - After speeding away, he heard a shot.

- We had a flat tire while we were touring.
- We had a flat tire while touring.

- Being late, I told my friend to wait around for a while.
- Because I was late, I told my friend to wait around for a while.

- After we hadn't eaten all day, we were all very hungry.
- After not eating all day, we were all very hungry.

Where is the adverb phrase?

1. Upon opening the car door, he saw the air freshener was gone.
2. Nicholas lay in a coma for two days after being rushed to a hospital.
3. On returning to the United States, Nicolas' parents received requests to tell their son's story.
4. The criminals were placed on trial after being turned over to police.

Reducing Time Clauses and Reason Clauses

- We can reduce *certain* time and reason adverb clauses
 - **TIME:** before, after, while, since, when
 - **REASON:** because, since, as
- **In order to reduce, the subjects need to match in both clauses!**
 - While **they** were driving, **my friend** was attacked by bandits.
 - **This cannot be reduced**

Exercise 2, p. 305

- Do the subjects match?
 - Can we reduce?
1. Cannot
 2. Can
 3. Cannot
 4. Can
 5. Cannot
 6. Can
 7. Cannot
 8. Can

Reducing Time Clauses #1

- The rules for reducing adverb clauses are very similar to reducing adjective clauses
- An adverb clause can be reduced when there is a form of “**be**”
- **Remove the form of “be” and the subject pronoun**
 - While **they were** driving, they were attacked by bandits.
 - While driving, they were attacked by bandits.

PRACTICE: REDUCE THESE CLAUSES

- When he was in Rome, he bought a lot of cologne
 - When in Rome, he bought a lot of cologne.
- She always listens to music while she is vacuuming.
 - She always listens to music while vacuuming.
- The teacher was walking around the room while we were working.
 - N/A
- Jillian will have the time of her life when she is in Japan.
 - Jillian will have the time of her life when in Japan.
- While they love going to Disneyland, they hate Knott's Berry Farm.
 - N/A

Reducing Time Clauses #2

- Time clauses with *after*, *before*, *since* and *while* can be changed without the verb “be”!
 - **Remove the subject pronoun**
 - **Change the verb to –ing**
- After they visited Vegas, the Greens drove to the Grand Canyon.
- After visiting Vegas, the Greens drove to the Grand Canyon.
 - **Remember, the subjects need to match!**

When → Upon/On

- We must change “**when**” to “**upon**” or “**on**” when we reduce in most situations
 - When Susan reached the intersection, she stopped her car.
 - **Upon** reaching the intersection, she stopped her car.
 - **We do this when “when” represents the first action.**
- If “when” is talking about a general time or the same time, you must keep it
 - When I was taking French classes, I spent a lot of time in the library.
 - **When** taking French classes, I spent a lot of time in the library.

PRACTICE

- When I realized what had happened, I quickly stopped the car.
 - Upon/On realizing what had happened, ...
 - ~~When realizing what had happened, ...~~
- My mom went to Starbucks when she took me to the mall.
 - ... upon/on taking me to the mall.
- My mom goes to Starbucks when she is at the mall.
 - ...when at the mall.

PRACTICE

- Since I got a PS4, I haven't stopped playing.
 - Since getting a PS4, I haven't stopped playing.
- I always brush my teeth before I leave the house.
 - I always brush my teeth before leaving the house.
- Jonathon and Pam went to the mall before I did.
 - N/A
- After I had gotten my wisdom teeth pulled, I could only eat soft foods.
 - (After) having gotten my wisdom teeth pulled, ...
 - After getting my wisdom teeth pulled, ...

Simple Past and Past Perfect

- The simple past and past perfect have two options:
 - **-ing form**
 - **having + past participle**
 - ❖ *In this form, people often remove the subordinator*
- After they had opened the door, they saw the accident.
 - After opening the door, they saw the accident.
 - (After) having opened the door, they saw the accident. ← better
- Since I started yoga, I have lost 10 lbs.
 - Since starting yoga, I have lost 10 lbs. ← better
 - (Since) having started yoga, I have lost 10 lbs.

Deleting the Subordinating Conjunction

TIME CLAUSES

- Most of the time, we KEEP the subordinating conjunction with time clauses
- We have the **option** of removing the subordinating conjunction in two situations:
 1. When we use “while”
 2. When we use “having + p.p.” and it is clear the action happened first

REASON CLAUSES

- With reason clauses (*because, since, as*), we MUST remove the subordinating conjunction
- With reason clauses, you always need to begin with “**verb-ing**” or a “**past participle**”

I don't recommend you remove the sub conj with time clauses

Adverbial Phrases of Reason

- *Because / Since / As + Be*
 - **We can reduce this to “being”**
 - Because they were not satisfied they decided to do something about the problem.
 - Not being satisfied, they decided to do something about the problem.
 - As he was unhappy with the service, he decided to leave a very small tip.
 - Being unhappy with the service, he decided to leave a very small tip.

PRACTICE

- While I was waiting for Tommy, I was reading a magazine.
 - Waiting for Tommy, I was reading a magazine.
- Because we were knocking loudly, they came to the door.
 - N/A
- Because she didn't have many friends, she was a bit sad.
 - Not having many friends, she was a bit sad.
- Since he had studied really hard, he got an A.
 - Having studied really hard, he got an A.

PRACTICE

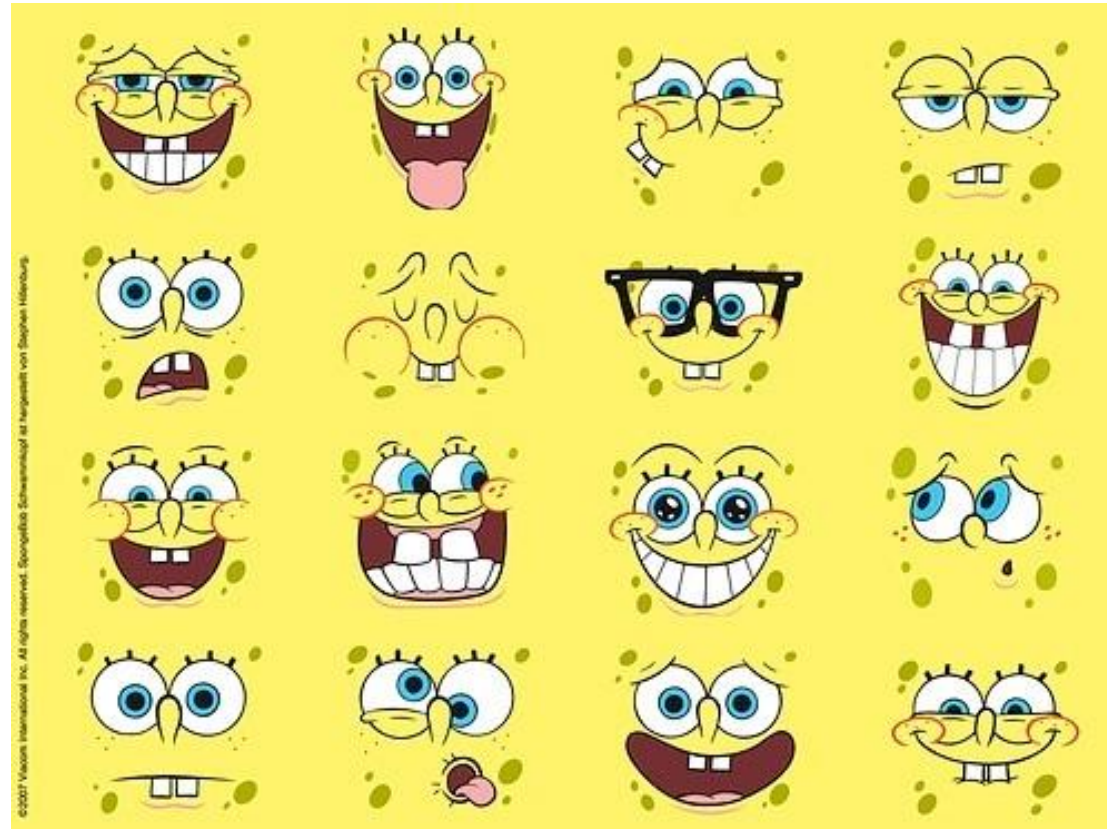
- Because Jenn drank too much, she got sick.
 - Drinking too much, Jenn got sick.
- As Veronica had received a raise, she treated her family to dinner.
 - Having received a raise, Veronica treated her family to dinner.
- While Catherine was at work, she made a lot of calls.
 - While at work, Catherine made a lot of calls.
- Since I am not a big reader, I haven't read the Harry Potter books.
 - Not being a big reader, I haven't read the Harry Potter books.

Exercise 3B, p. 307

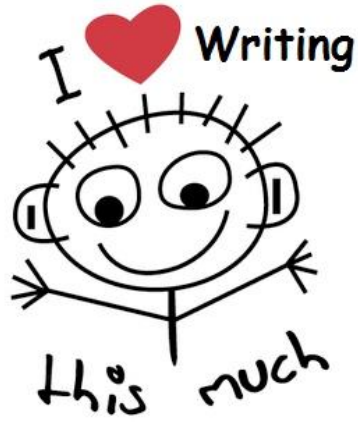
1. Not being human
2. While observing elephants
3. (having been) crippled some years previously
4. while searching for food with her herd
5. sensing / having sensed she needed....
6. caring for her and wanting her to remain....
7. wanting the animal....
8. Upon/On arriving to the sanctuary....
9. After checking... (After) having checked....
10. After being (having been) reunited....

Attitudes Toward Writing

You have accumulated many thoughts and feelings about writing.



For some of you, these thoughts are positive.



For others, these thoughts are negative.



It is important for you to take an honest look about how you feel about writing because **how you feel** about writing ***affects*** your writing.



I like to write. I believe that writing is helpful to me both in school and for the rest of my life. Writing for me is fun. My habit is to write poems, and when I start writing, it's hard for me to stop. Writing makes me think, and it helps me develop my ideas and put them into words.

I have mixed feelings about writing. Sometimes I like to write to my friends. It seems like I have a million things to write about. But sometimes I hate to write, and those times are usually when I'm writing an essay or something for work. When I want to write something, I have trouble getting my thoughts together and putting them down on paper. When I write, I have to think about so many things, it makes me feel like giving up halfway through.

Discussion

- Discuss with a partner your feelings about writing; use the questions below
 1. How do you feel about writing in English? What about in your native language? Why do you feel that way?
 2. What do you think makes good writing?
 3. Do you like to read? What do you like to read?
 4. What do you think are your best and worst skills in English (speaking, listening, reading, or writing)?

the writing process



Overarching Questions:

Why am I writing this? (What's your **purpose**?)

For whom am I writing this? (Who is your **audience**?)



THINK!

Focus on ideas

some tools:

- brainstorming
- gathering info
- making an idea web
- free writing
- using a graphic organizer
- creating an outline

Cycle of writing, getting feedback & rewriting

- clarify main ideas
- support with details & examples
- make it **flow**
 - organization
 - sentence structure
- use great language

Correct the writing

- spelling
- grammar
- punctuation
- capitalization

Format the writing

- finished product

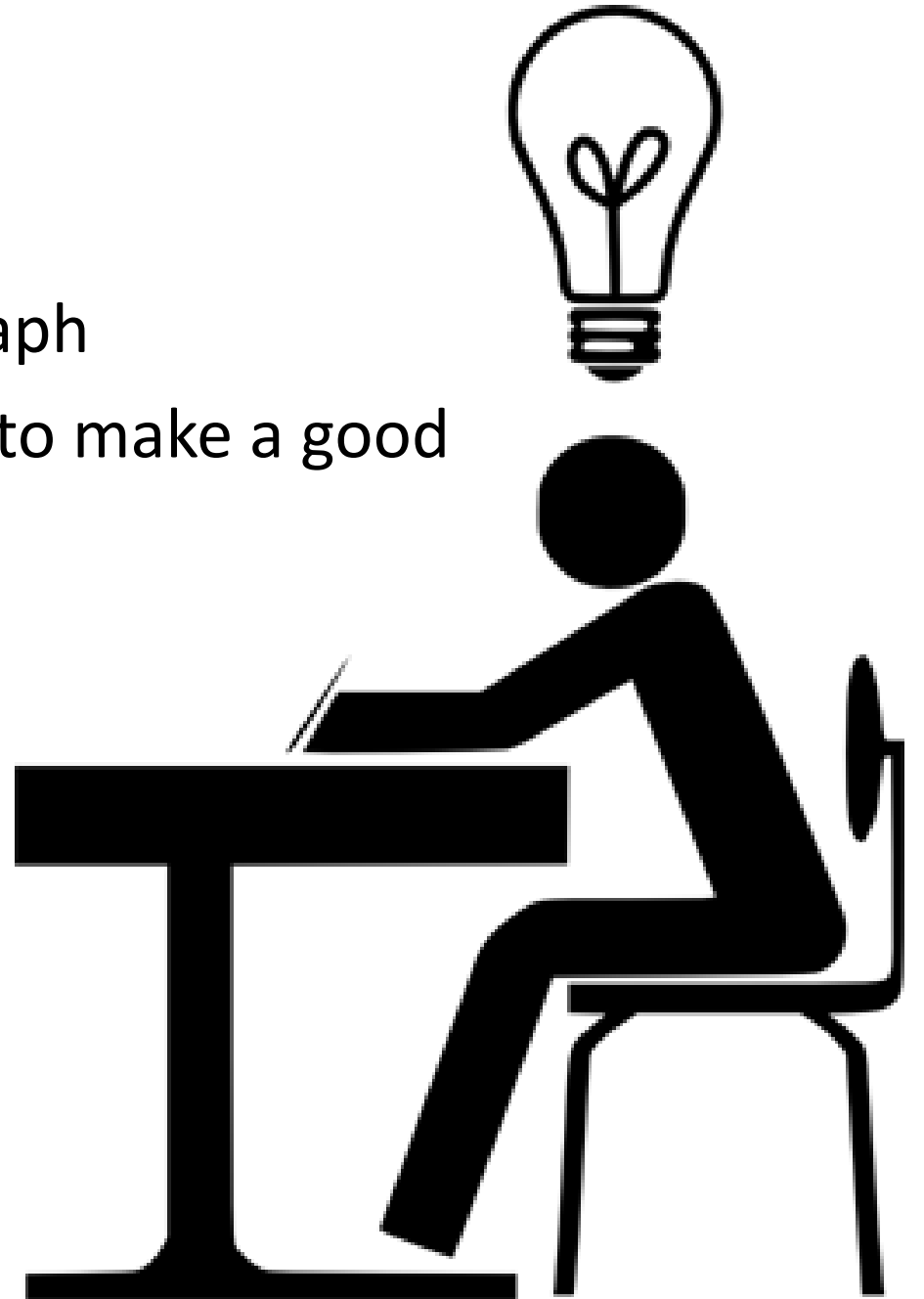
Reviewing Paragraph Structure

- What are the three parts of a paragraph?
- **Topic Sentence**
- **Supporting Details**
- **Conclusion**



Worksheet

- Let's look at an example of a good paragraph
- Then, can you put the sentences in order to make a good paragraph?



My Name

My name is Todd Windisch, and I really like my name. My mom and dad chose this name because it was the only one that they could agree on. I was almost named Preston, and I'm glad my dad didn't like that name because I prefer Todd. Todd means "fox" in old English, and I like that it's simple to pronounce and write. I wouldn't want any other name.

Topic/Controlling Idea

- The **topic** is the general idea the writer is presenting
- The **controlling idea** is the writer's opinion, emotion, or specific idea about the topic
 - My flight on Breeze Airlines was very enjoyable.
 - *What's the topic? What's the comment?*
 - I love traveling throughout California.
 - *What's the topic? What's the comment?*

More Topic Sentences

- What's the topic? What's the comment?
 1. Smoking is dangerous for several reasons.
 2. I have three favorite pastimes on weekends.
 3. Ms. Jenkins, my writing instructor last semester, was a great teacher.
 4. It is not easy to be a good parent.
 5. Small cars offer many benefits.
 6. When a person gets married, he or she needs to accept new responsibilities.

Better Topic Sentences

- A topic sentence should be specific, but it should not include a lot of detail (**save the detail for the support!**)
- Is this a good topic sentence?
 - Pollution is a problem.
 - *How can we make it better?*



Practice

- Study the following pairs of topic sentences. Which one is better? Why?
 - Divorce creates problems for parents and children.
 - When their parents divorce, children often feel insecure.
- New Orleans is an interesting place to visit.
 - The French Quarter in New Orleans has a quaint European charm.
- Walking is good for your heart.
 - Exercise is good for you.

Practice

- Study the following pairs of topic sentences. Which one is better? Why?
 - Computers are more important now than ever before.
 - Computers make revising an essay easy.

 - My parents have taught me to be persistent.
 - My parents have had a great influence on me.

Supporting Details

- Give examples/reasons/facts/details about the topic



Being More Specific

- How do you be more detailed?
 - Use more specific verbs (raced vs. drove, commented vs. said, etc.)
 - Use adjectives (What kind of sky? What kind of car?)
 - Use names
 - Use grammar (complex and compound sentences)

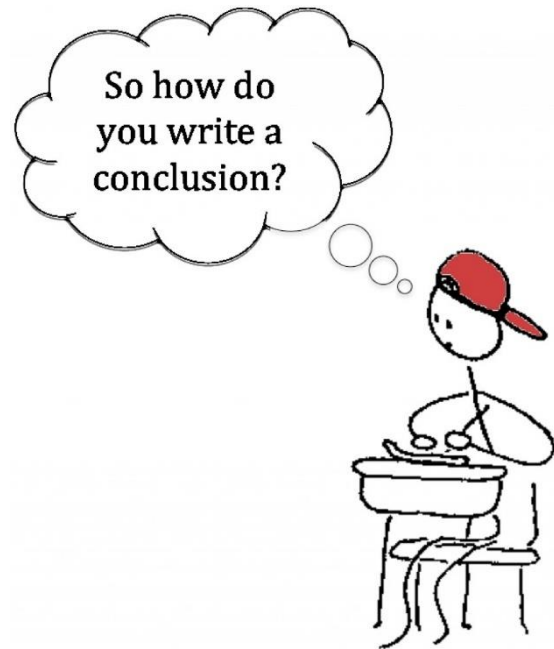
Practice

- Handout
 - How can you make these sentences more specific/interesting?
 - Change the underlined word to something more detailed.
- Example: I like Korean pop music and American country music.



Conclusion

- Summarizes the main idea of the paragraph or offers a prediction/suggestion



The Conclusion Sentence

- A conclusion ties together the entire composition and gives closure
- When I reach the last sentence of your paragraph, *I should know that the paragraph is finished without looking below for more*
- Usually the conclusion is:
 1. A summary of the main idea or main points of the paragraph
 2. A comment (opinion, prediction, suggestion) about the main idea

Paragraph Format

- Essential elements to remember about the **FORMAT** of a paragraph
 - Make a title
 - Ident the first line
 - Keep margins on both sides
 - Connect ALL the sentences together – do not start a new line when you start a new sentence

Lastname 1

Firstname Lastname

Instructor's Name

Course Number

16 February 2016

Center Title, Do Not Bold or Underline

Created by Kirby Rideout of Collin County Community College, this is a template for formatting a research paper in MLA format. The paper has one-inch margins all around. Each page has a header of last name and page number. The paper will be double-spaced throughout, no extra space between sections or paragraphs. The entire paper, including the heading and title, needs to be in the same type and size of font. This template uses Times New Roman 12pt font. Because it is easy to read, this font is definitely appropriate for college essays. Make sure that the essay is left aligned, not fully justified. One space between sentences is standard; however, double-spacing between sentences is okay. Follow your instructor's preference in spacing and be consistent. Hit the enter key only once at the end of each paragraph.

In the MLA format, you document your research in parenthetical citations. This allows you to "acknowledge your sources by keying brief parenthetical citations in your text to an alphabetical list of works that appears at the end of the paper" (Gibaldi 142). Notice that in this brief citation the period goes after the parenthesis. The information in parenthesis should be as brief as possible. You will use the author's last name or a shortened title for unsigned works. If you used the key information (author's last name or the title of an unsigned work) in your text, do not repeat it in the parenthesis. Gibaldi explains:

Titles

- Every composition needs a title
- Here are some rules to remember:
 - **Make sure your title relates to the main idea of your composition**
 - **Center it!**
 - **Capitalize the first word and the important words of the title (nouns, adjectives, verbs, & adverbs)!**
 - **Do not use a period after a title**
 - **Do not underline the title**

What's Wrong?

- What's wrong with these titles?
 1. my biggest mistake ever
 - My Biggest Mistake Ever
 2. My Dreams For The Future
 - My Dreams for the Future
 3. My first and last trip to Disney World
 - My First and Last Trip to Disney World
 4. A Terrifying Midnight Boat Ride.
 - A Terrifying Midnight Boat Ride