

Welcome to Writing 8!

Writing 8 is the last Writing course in the ESOL writing sequence. This class may be your final opportunity to focus on English grammar, since college classes after this are designed for native English speakers. Please take advantage of this time! We'll work at an advanced level to learn new grammar patterns. Don't be afraid to make mistakes when you try these new patterns. Making mistakes is the only way to learn new things.

In this class, you will learn about, and write, academic paragraphs, several essays, and an academic research paper. Our writing styles may include response, classification, extended definition, cause-effect, problem-solution, and persuasive or argument. Some of our possible goals include:

- ⇒ Review of the essay-writing process
- ⇒ Overview of the differences between essays, reports, and research papers
- ⇒ Conducting an interview and responding to the interviewee
- ⇒ Expressing, explaining, and responding to, other writer's ideas. This includes summarizing, paraphrasing, and using quotations from authors you may or may not agree with, always with correct attribution
- ⇒ Using advanced grammar forms such as conditionals, perfect tenses and the passive correctly and appropriately
- ⇒ Using and understanding sophisticated punctuation
- ⇒ Conducting research using a variety of resources and writing a research paper using MLA (Modern Language Association) format: the process includes a research proposal, writer's conferences, using correct attribution, and creating a Works Cited page

“The tragedy of life doesn't lie in not reaching your goal. The tragedy lies in having no goals to reach.”

—Benjamin E. Mays

Chapter 1 - Writing Fundamentals

Plagiarism

Here are three verbs that we must all understand and agree on.

Copy - Cheat - Plagiarize

Let's explore these words in a little more detail. First, think of the best translation into your first language. Use any sources, including your classmates to figure this out. Then, let's discuss to discover the ways that we will use these words in class.

Word:	Translation:	Explanation:
To copy (N: a copy)		
To cheat (N: cheating, or cheater)		
To plagiarize (N: plagiarism)		

* * * * *

After discussion, it should be clear that students and professionals “copy” information all the time. It should also be clear that students or professionals who “cheat” are breaking rules –and, possibly, laws.

Please understand that this **key difference between “copy” and “cheat”** is not always visible to the reader of a paper. If your teacher reads a sentence in your essay that was *copied* directly from Wikipedia, for example, the instructor will never know if you simply *copied* it and forgot to add quotation marks, or if you are actually trying to *cheat* and make your paper longer without writing it yourself. In fact, it doesn't really matter. This situation is plagiarism in either case.

It is your job to avoid plagiarism. To do this, you'll always have to give two pieces of information – the writer and where we can find the writing – for EVERYTHING that comes from another source. This is called *attribution*, and you must do this for every quote, every paraphrase, and every summary.

Formatting the College Paper

Follow these guidelines when writing academic papers, even when writing by hand. These guidelines are for MLA (Modern Language Association) style; this is a common style that will suit most college classes.

Your name, the class, date and instructor name (if desired) are on the LEFT side. Update the date with each draft.

Use the Header function to create page numbers

Last Name 1

Your Name

Your Class

Date

Title of the Paper

Begin every paper by using the Tab key to create an Indent – a space about $\frac{1}{2}$ inch that shows where a new paragraph begins. The Introduction should begin with a Hook. Connect this logically to a clear Thesis Statement.

Begin the next paragraph with another Indent and a clear Topic Sentence. Use an appropriate transition word to help your reader. Be sure that your paper is double-spaced. Never hit the Enter key to double-space. Use a Format command.

Always use a font that's east to read and not too big or too small. 11 or 12 points is good for most fonts. Keep writing until you are done!

Use special capitals for your title; always venter the title. Don't put extra lines before or after the title!

Margins are usually 1 inch, but your instructor may prefer a different size. Indents are $\frac{1}{2}$ inch.

ALWAYS double-space unless your teacher gives different instructions. NEVER use the Return key for spacing.

Quick Review

Try to answer without looking at the earlier page!

1. What does “double-spaced” mean?
2. How should you double-space a paper?
3. What size font should you use?
4. Where on a computer keyboard is the “Tab” key?
5. How big should an indent be?
6. THINK! Why should college papers be double-spaced?

True or False?

7. Most professionals use the Return key to double-space.
8. The margins on a college paper should be ½ inch.
9. Hitting the space bar three times creates a good margin.
10. The instructor’s name should be at the very top of the paper.
11. Page numbers are put on the right top of the page.
12. Your name is always written at the top left of the page.
13. If your instructor wants a different format, ignore them: MLA is the best choice.
14. The title of the paper is indented.
15. Capitalize **every** word in your paper’s title.

Assignment A.

Show that you can use the formatting commands in your writing program.

First, create a document using your favorite word-processing program. Write a short paragraph about your education before this class. What kind of school or college did you attend? Did you have good experiences? Double-space the paragraph and give it a title. Be sure the document has your name, date, and the class in the upper left. Give the file a name that indicates WHAT the assignment is (for example, “Assignment 1.2”) and your own name. Check with your instructor: do they prefer that you use your first name, last name, or both? Do they have other requirements? When the document is done, write an email to your instructor and **send the paragraph as an attachment**. Be sure **your** name is in the Subject line!

Notes:

Assignment B.

Show that you can use Google Drive. First, create a document using Google Docs. Write a short paragraph about the kind of work you hope to be doing in five years. If you don’t have a specific job in mind, that’s OK. Double-space the paragraph and give it a title. Be sure the document has your name, date, and the class in the upper left. Give the file a name that indicates WHAT the assignment is (for example, “Assignment 1.2”) and your own name. Check with your instructor: do they prefer that you use your first name, last name, or both? Do they have other requirements? When the document is done, **share** the document with your instructor. Check: does your instructor prefer that you share a copy they can VIEW, or EDIT?

Notes:

Outlines

There are two kinds of outlines, in general: the Reverse Outline and the Planning Outline.

Reverse Outline	Planning Outline
<ul style="list-style-type: none"> ★ Often used in Reading class ★ Based on an article or textbook ★ Student creates after reading a source ★ Uses special format: Roman numerals and letters ★ Main ideas are positioned further left. Examples and details are further right ★ May be complete sentences or fragments; your choice ★ A tool to understand and review a text AFTER reading 	<ul style="list-style-type: none"> ★ Used in Writing class ★ Based on student's ideas ★ Student creates before writing a paper ★ Uses special format: Roman numerals and letters ★ Topic sentences are positioned further left. Supporting details are further right ★ May be complete sentences or fragments; your choice ★ A tool to organize ideas BEFORE writing

Be careful! Instructors seldom use these terms!

We usually call both styles "Outlines."

It's an *academic convention* to use Roman numerals when writing any kind of outline. In other words, college instructors expect to see Roman numerals in your outlines, and they expect you to follow the general rule that main ideas are marked with a Roman numeral and smaller details are marked with a capital letter and are indented. Following these conventions helps you instructors understand you better and makes your work look more professional.

The Roman Numeral System

1 = I	10 = _____	22 = _____
2 = II	11 = XI	
3 = III	12 = XII	25 = _____
4 = IV	13 = _____	
5 = _____	14 = XIV	29 = _____
6 = VI	15 = _____	
7 = _____	16 = _____	FYI:
8 = VIII	and so on until 20 ...	50 = L
9 = IX	20 = XX	100 = C

Assignment C.

Let's start with a reading to practice the Reverse Outline. Please read two sections, "Throughput" and "Stroking," from the book *Fast Food Nation*, by Eric Schlosser. Both are found in the chapter "Behind the Counter." After reading and some discussion, write an outline on your own paper. **Please write by hand.** Using a pencil to write activates your brain in a different way than typing does.

PLEASE NOTE: This outline needs its own title. EVERY paper you turn in to your instructor needs a title to identify it. In this case, a good title could be the one shown below. A Reverse Outline is not a creative work, so the title doesn't need to be creative or unique.

<i>Your Name</i>	There are quotation marks in the title ... why?
<i>Class</i>	
<i>Date</i>	
<i>Outline of "Behind the Counter"</i>	
<i>I. First big idea from the reading</i>	
<i>II. Second big idea</i>	
<i>A. supporting detail</i>	
<i>B. example</i>	
<i>III. Third big idea</i>	
<i>A. quotation</i>	
<i>B. example</i>	
<i>IV. Fourth big idea</i>	
<i>A. quotation</i>	
<i>B. specific fact</i>	
<i>C. example</i>	
<i>V. Fifth big idea</i>	
<i>A. example</i>	

Ex. 1.1: Review Essay Organization

Use the phrases in the boxes to complete the Essay outline below- yes, **WRITE** the phrases! Fill out the labels for each essay component: some are done as examples.

Having a solid relationship is another important step.

Do you have a plan to reach your 100th birthday?

Second, set clear goals.

First, think positively.

Finally, stay active.

Eternal Life

The following steps will reveal the secrets of longevity.

Nobody knows how to live forever, but these steps will help.

Intro. I. _____

II. _____

III. _____

IV. _____

V. *Finally, stay active.* _____ **Topic S.**

VI. _____

Titles

Some people like to use the topic, or “what the writing is about,” for the title. That’s OK for a beginning writer. However, a strong title is interesting and makes the reader curious: it is a way to catch the reader’s attention before they even start reading. It’s always easy to recognize a title because of its special capitalization rules.

Rule 1: Capitalize the first letter of every word,
except

Rule 2: Don’t capitalize function words.

“Function words” are:

- ★ articles (“a, an, the”)
- ★ prepositions that are 4 letters or shorter (“in, on, with, at, to”)
- ★ FANBOYS (“for, and, nor, but, or, yes, so”)

Of course, the first word is always capitalized, even if it’s a function word. Usually, the last word is capitalized, too – this is a style choice.

Ex. 1.2: Correct Capitalization

1. the man who was thursday
2. mine, yours or ours
3. push before shove
4. the state that i was in
5. dawn of the dead
6. upside down
7. the island of dr. moreau
8. gone with the wind
9. seven years before the mast
10. robert e. lee: a life
11. live a little
12. two and a half men
13. let the right one in
14. the lord of the rings
15. the way we were
16. get out

Remember: The title of a piece of writing is NOT the topic.

Ex. 1.3: Improve These Titles

These titles might have format or capitalization problems, or they might simply be boring. Try to improve each in an appropriate way.

- A. How to Break up with Your boyfriend

- B. Three Reasons to buy a Used Car

- C. It Was a bad Valentine's Day

- D. How to Make Coffee

- E. Think about it before Doing it

- F. Why do people Celebrate Valentine's Day?

- G. Three Types of Homeless People

- H. Research Paper: Trans Fats

- I. Stepping out

Grammar: Tense Review

MEMORY CHECK: Do you remember the following tenses? Complete each sentence with the indicated tense.

Simple Present:

1. I (brush) _____ my teeth every morning.
2. People who (go, negative) _____ to the dentist can get cavities.
3. There (be) _____ many reasons to floss your teeth.
4. The study results (indicate) _____ that poor dental hygiene leads to cardiac problems later in life.

Present Progressive:

5. (use) _____ you _____ the right font?
6. The baby (cry) _____, the dog (bark) _____, and I (go crazy) _____.

Present Perfect:

7. (buy, never) I _____ a new car before.
8. (see, ever) _____ you _____ a UFO?
9. Only a few women (appear) _____ on American currency.
10. There (be) _____ changes to the law since it was first passed.
11. The level of athletic achievement in the Olympics (improve, constantly) _____.

Present Perfect Progressive:

12. (think) I _____ about getting a haircut.

Simple Past:

13. Dogs are the first species that humans (tame) _____.
14. Tens of thousands of years ago, more docile wolves (follow) _____ early humans and (eat) _____ food scraps. They eventually (evolve) _____ into today's modern dogs.
15. When she was young, astronaut Mae Jemison (be) _____ fascinated by stars, space and dinosaurs.

Past Progressive:

16. As he was working on *The Hobbit*, J.R.R. Tolkien may have thought he (write) _____ an entertaining book. In fact, he (create) _____ a classic.

Present and Past: Form and Meaning

Let's look at these tenses in a little more detail. Start by figuring out the **FORM** of each tense – how is it formed? How is the tense used in a question; what are its negative forms; does it use irregular verb forms? Then, think about the **MEANING**: why would a writer choose the tense? How is each tense different from others?

Simple Present

Form: How do you write this tense?

Answer: Use the **BASE** form of the word, found in the dictionary. Check for agreement: the subjects “he, she, it” have a different form, and “be” has three special forms. **Notice the special line below for sentences with the “dummy subject” *there*.**

Examples:

I _____

You _____

He/She/It _____

We _____

They _____

There _____

Questions:

_____ I _____ ?

_____ you _____ ?

_____ he/she/it _____ ?

_____ we _____ ?

_____ they _____ ?

_____ there _____ ?

Negative forms:

I _____

You _____

He/She/It _____

We _____

They _____

There _____

Meaning: What does it mean when you use this tense?

1. States that are true now

A **state** is different from an **action**. Actions are done to achieve something. The person, animal or thing that does an action has control and can choose to stop the action. A **state cannot be controlled by the subject**.

- ★ “I’m short.”
- ★ “That sounds good.”
- ★ “Do you feel tired?”
- ★ “I love chocolate.”
- ★ “There’s nothing on TV.”
- ★ “It seems like your date wasn’t a big success.”

2. Habits and Repeated Actions

Habits are *actions that an individual repeats*. Like a state, a habit is not completely controllable. Repeated actions may be scheduled or natural events. There is often a time word to clarify this meaning.

- ★ “I always leave at 10.”
- ★ “I bite my nails.”
- ★ “We watch a lot of movies.”
- ★ “The city bus runs from 6 a.m. to midnight.”
- ★ “The class is at ten a.m.”
- ★ “I eat a special diet to fight diabetes.”

3. Facts, or “Timeless Truths”

Some facts or definitions are simply always true. These facts are not actions, and they are true regardless of your opinion.

- ★ “Two plus two is four.”
- ★ “Fish breathe underwater.”
- ★ “Humans and birds are bipeds.”
- ★ “Hydrogen is the most common element in the universe.”
- ★ “Triangles have three sides.”
- ★ “There are twenty-four hours in a day.”
- ★ “The planet Earth revolves around the sun.”

Present Progressive

Form: How do you write this tense?

Answer: This form has two verbs: “be” is the helping verb, and the main verb – the one that shows the action – is in Gerund form (-ing).

Examples:

I _____ We _____
You _____ They _____
He/She/It _____ {Can you use this tense with a dummy subject?}

Questions:

_____ I _____ ? _____ we _____ ?
_____ you _____ ? _____ they _____ ?
_____ he/she/it _____ ?

Negative forms:

I _____ We _____
You _____ They _____
He/She/It _____

Meaning: What does it mean when you use this tense?

The action is happening now

Progressive (or continuous) forms are used only for actions which are not completed.

- ★ “I can’t talk now – I’m eating dinner with my family.”
- ★ “The oceans are becoming more acidic each year.”
- ★ “People are applying for asylum at high rates.”
- ★ “Due to human activities, three species are going extinct daily.”
- ★ “It’s raining.”

Avoid using time adverbs like *never, rarely, seldom, frequently, often, or sometimes* with this tense. The action is happening now; you don't need more information about **when** the action takes place.

However, **rate words** like *each year, monthly, daily* can be used to show the rate of the action.

If you add the word “always” before the main verb, it sounds like a **complaint**.

★ You're always staring at your phone and it really bothers me.

Question: What about “I'm loving it” or “I'm feeling tired”? I thought those were states!
How can you explain this?

Your Own Sentences:

Simple Present:

Present Progressive:

Present Perfect

Form: How do you write this tense?

Answer: This form has two verbs: “have” is the helping verb, and the main verb – the one that shows the action – is in Past Participle form. Watch out for irregular verbs!

Examples:

I _____

You _____

He/She/It _____

We _____

They _____

There _____

Questions:

_____ I _____?

_____ you _____?

_____ he/she/it _____?

_____ we _____?

_____ they _____?

_____ there _____?

Negative forms:

I _____

You _____

He/She/It _____

We _____

They _____

There _____

Meaning: What does it mean when you use this tense?

The action started in the past – but it affects NOW. The action may or may not be completed; this tense doesn’t give any information about that

This tense connects actions of the past to the present. Both times are part of the meaning. The action might be continuing now – or might not be.

- ★ “I’ve always liked animated movies.”
- ★ “Space travel has become more possible than ever.”
- ★ “The popularity of beef has impacted the planet in many ways.”
- ★ “There has been flooding in recent years.”
- ★ “It has become obvious that income /inequality is a problem.”

Note: Present Perfect does NOT refer to any specific time in the past. If you include a specific time word, do NOT use perfect tense.

- ✗ “There has been a flood last year.”
- ✗ “We have started break at 11:00.”
- ✗ “He has travelled to Chile in 2013.”

Look out for the “clue words” that go with Present Perfect. Review their meanings.

for _____ , since _____

always, never

ever

yet, already

Present Perfect Progressive

Form: How do you write this tense?

Examples:

I _____ We _____
You _____ They _____
He/She/It _____ {Can you use this tense with a dummy subject?}

Questions:

_____ I _____ ? _____ we _____ ?
_____ you _____ ? _____ they _____ ?
_____ he/she/it _____ ?

Negative forms:

I _____ We _____
You _____ They _____
He/She/It _____

Meaning: What does it mean when you use this tense?

The verb is an action, never a state; it is a repeated, ongoing action that's not completed; the action started in the past and was not completed. We don't know if the action is happening now or not. Use a time word or clause for clarity.

- ★ "I've been working here for just a few weeks."
 - ★ "I like my apartment. I've been living there since I moved to the U.S."
 - ★ "Larger companies have been buying small businesses at a fast rate."
-
-

Your Own Sentences:

Present Perfect:

Present Perfect Progressive:

Simple Past

Form: How do you write this tense?

Answer: For regular verbs: add the “-ed” ending. Watch out for irregular verbs!

Examples:

I _____

You _____

He/She/It _____

We _____

They _____

There _____

Questions:

_____ I _____ ?

_____ you _____ ?

_____ he/she/it _____ ?

_____ we _____ ?

_____ they _____ ?

Negative forms:

I _____

You _____

He/She/It _____

We _____

They _____

Meaning: What does it mean when you use this tense?

The action started AND FINISHED in the past

This tense specifically means that the action is NOT happening now.

- ★ “I got very annoyed by the loud neighbors.”
- ★ “We got married in 2002.”
- ★ “In 2001, troops crossed the border.”
- ★ “The first human ancestors appeared on Earth more than 5 million years ago.”

Past Progressive

Form: How do you write this tense?

Answer:

Examples:

I _____

You _____

He/She/It _____

subject?}

We _____

They _____

{Can you use this tense with a dummy

Questions:

_____ I _____ ?

_____ you _____ ?

_____ he/she/it _____ ?

_____ we _____ ?

_____ they _____ ?

Negative forms:

I _____

You _____

He/She/It _____

We _____

They _____

Meaning: What does it mean when you use this tense?

The action was in progress at a certain time in the past

Only actions that CAN take time can be used in this tense. It’s very common to see this tense used to show relationships between actions in the past.

- ★ “When you called, I was eating dinner with my family.”
- ★ “While the orchestra was warming up, the singers were drinking herbal tea.”
- ★ “When the first human ancestors appeared on Earth, volcanic eruptions were increasing in number.”

Past Perfect

Form: How do you write this tense?

Examples:

I _____ We _____
You _____ They _____
He/She/It _____ {Can you use this tense with a dummy subject?}

Questions:

_____ I _____ ? _____ we _____ ?
_____ you _____ ? _____ they _____ ?
_____ he/she/it _____ ?

Negative forms:

I _____ We _____
You _____ They _____
He/She/It _____

Meaning: What does it mean when you use this tense?

The action started in the past and was completed or changed at the time being discussed. This tense is often used to show a relationship between two events. Use a time word or clause for clarity. "Just" is often used. A specific date is OK.

- ★ "I had just graduated from college when Google offered me a job."
- ★ "The conference was in Paris. I was happy, since I hadn't ever been there before."
- ★ "He was an aggressive employee. By the time he was fired, he had threatened four different supervisors."
- ★ "Scientists were not surprised at the results, as they had recorded high temperatures in the region before."

Discussion: In each of the sentences above, two actions are mentioned or implied. What are the two actions? Which was earlier?

Past Perfect Progressive

Form: How do you write this tense?

Examples:

I _____ We _____
You _____ They _____
He/She/It _____ {Can you use this tense with a dummy subject?}

Questions:

_____ I _____ ? _____ we _____ ?
_____ you _____ ? _____ they _____ ?
_____ he/she/it _____ ?

Negative forms:

I _____ We _____
You _____ They _____
He/She/It _____

Meaning: What does it mean when you use this tense?

The verb is an action, never a state; it is a repeated, ongoing action that's not completed; the action started in the past and was not completed at the time SOMETHING ELSE HAPPENED. We don't know if the action is happening now or not. Use a time word or clause for clarity. A specific date is OK.

- ★ “By 2002, I had been working in the family business for almost ten years.”
- ★ “I had been working as a gardener for three years when I met my wife.”
- ★ “The criminal, who had been using a false name, was captured in 1873.”
- ★ “These students had been doing very well before the new teacher arrived.”

Discussion: In the sentences above, when did each action happen?

Your Own Sentences:

Simple Past:

Past Progressive:

Past Perfect:

Past Perfect Progressive:

Ex. 1.4: What Does It Mean?

Discuss the small differences in meaning and make notes.

1. I haven't seen Laura for almost a week.
2. I didn't see Laura for almost a week.
3. She's working on the problem right now.
4. She's been working on this problem for the past three years.
5. I've lived here since last year.

I've been living here since last year.

Ex. 1.5

Write sentences that fit the following requirements.

1. Simple Present: State a scientific fact

2. Present Perfect: Start your sentence with “For the past year, ...”

3. Past Progressive: Share what you were doing at midnight last New Year’s Eve

4. Simple Past: State an important fact about your country’s history

5. Present Progressive: What is a current world-wide problem that is getting worse? Include a rate word like “monthly, each week, yearly, daily”

6. Simple Present: Describe yourself with a personal **state**

7. Present Perfect Progressive: Describe an ongoing repeated action you started a few weeks ago.

8. Present Perfect: Ask a question using the time word “ever”

9. Present Progressive: Use a time adverb to make a complaint

Ex. 1.6: Complete the Paragraphs

Use any reasonable verb to finish the paragraph - use the best tense. Discuss your choices.

“Cat Person”

The phrase “cat person” _____ funny. Generally, it _____ anyone who especially _____ cats. To be totally honest, I’m a “dog person.” I don’t know why, but I truly _____ dogs more than cats. However, most people _____ that. Co-workers, neighbors and even family members _____ I’m a cat lover. People _____ me cute cat videos. They even buy me cat-themed gifts. For years, I _____ cat mugs, cat pajamas, and cat socks. Why? In one word: Scrapple. Scrapple _____ my cat – my old, ugly, mean, and definitely crazy cat. Fourteen years ago, Scrapple _____ a cute little kitten living with her family in an empty building. When a company _____ to tear down that old building, it _____ bad news for Scrapple’s little family. Her mother and the other kittens _____ new homes. Unfortunately for Scrapple, nobody _____ her home. (Maybe it was because she _____ each person who tried to pick her up.) One rainy afternoon, when I _____ down the street carrying two heavy bags of groceries, Scrapple ran out to meet me. In a surprisingly loud voice, she _____ and _____, all while she _____ directly into my eyes. Of course, I _____ her home. She _____ my hand, then (after she _____ two cans of cat food) she _____ on the kitchen floor. That’s how our life together _____, and it hasn’t changed. For the past few months, I _____ thinking about getting a puppy, but I’m not sure if that’s a good idea. _____ Scrapple _____ a good pet? _____ I _____ a cat person? Probably not, but we _____ partners in a strange way.

Ex. 1.7 Sentence Structure

Identify the subjects and verbs of the following sentences. Remember the following connectors – if you see one of these, look for TWO simple sentences.

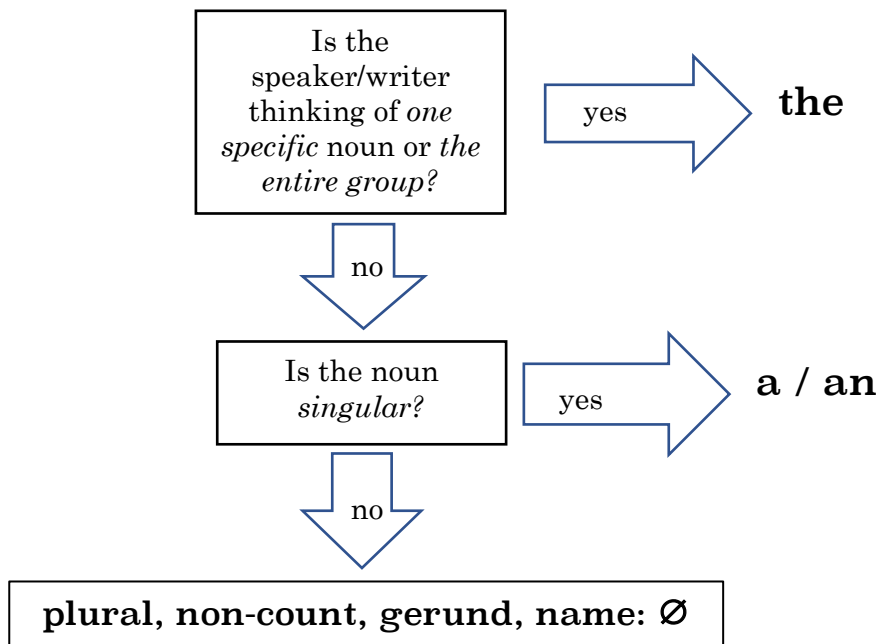
FANBOYS	; (Semicolon)	If, because, when
... can join two equally important sentences	... joins two closely related sentences	... join an IC and a DC

1. Friends make better protection than a fence.
2. God gives every bird its food, but he does not drop it into the nest.
3. The heart that loves is always young.
4. The rich man thinks of next year; the poor man thinks of this moment.
5. Don't think there are no crocodiles because the water is calm.
6. It's impossible to wake up someone pretending to be asleep.
7. Truth is more valuable if it takes you a few years to find it.
8. There is no shame in not knowing; the shame lies in not finding out.
9. If you can't live longer, live deeper.
10. It takes a whole village to raise a child.
11. Turn your face toward the sun, and the shadows fall behind you.
12. Some men go through a forest and see no firewood.
13. A bird does not sing because it has an answer. It sings because it has a song.
14. It's not enough to learn how to ride. You must also learn how to fall.

Articles: A, An, The

Choosing between “a/an/the” and “∅” (no article) is often a challenge. “The” is used to indicate that the writer or speaker has single, specific noun in mind; therefore, there are no reliable grammar rules for its use. However, there are strong guidelines to help you choose the right article.

Try working through this flow chart with several example sentences until you understand it. The more you use it and say the process aloud, the easier it will get.



Ex. 1.8: Articles

Underline the noun(s). Notice there is a space before EVERY noun phrase. Add an article in the space if needed.

(Remember: A noun phrase is a group of words that acts like a single noun.

**“Dog” is a noun;
“black and white dog” is a noun phrase.)**

- 1) One good way to identify spider is by its markings.
- 2) One ancient animal is shark.
- 3) It's such nice day today.
- 4) People used to believe whale was fish.
- 5) I want to go to island where trees sway in warm breeze.
- 6) Let's drive until we see ocean.
- 7) When automobile was invented, life changed forever.
- 8) Without music, life would be mistake.
- 9) Scientific calculations were slower before invention of calculator.
- 10) In 2012, Olympics were held in London, and Queen of England was there.
- 11) There have been many Queens of England.
- 12) Current Queen is named Queen Elizabeth.
- 13) You can't teach old dog new tricks.
- 14) Don't try to teach old dog new trick.
- 15) Lion is carnivore.