

# SHARE *Your* PARAGRAPH

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An Interactive  
Approach  
To Writing

GEORGE M. ROOKS



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*2nd Edition*

*Your*

# PARAGRAPH

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藏书章

An Interactive  
Approach

To Writing

GEORGE M. ROOKS

UNIVERSITY OF CALIFORNIA, DAVIS



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# Preface

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Since *Share Your Paragraph* first appeared, it has been used successfully in composition classes around the world by teachers of high beginning and low intermediate students. I would like to thank all of those teachers and students who have provided ideas for ways to improve the text, and would like to encourage future teachers and students to do the same.

The warm way in which the book has been received is directly attributable to two qualities which this second edition has retained and enhanced: a provocative, concise process approach to writing, and a setting in which *the students' own writing is the central focus of the writing class*.

What is new in the second edition?

1. One Paragraph unit has been removed and a new one added.
2. The photographs which introduce each Paragraph have been changed and enlivened.
3. The *Prewriting* sections have been lengthened with the addition of vocabulary and communicative activities.
4. Some of the activities in the *Editing* section have been removed.
5. A new *Expanding* section has been added to each Paragraph unit to provide students with ways of extending what they have learned and talked about.

Each Paragraph in this new edition has six parts: Prewriting, Writing, Sharing, Revising, Editing, and Expanding. Before the *Prewriting* section, students are asked to discuss a picture (or pictures) related to the model paragraph. In the *Prewriting* section, students read and analyze a model paragraph, discuss vocabulary related to the paragraph, and engage in conversation related to the paragraph. After this conversation, students are asked to cluster their own ideas about the assigned topic. In the *Writing* section, students transform their clusters into sentence-paragraph form, concentrating on ideas, not grammar. The *Sharing* section then calls for students to exchange what has been written so far with one or more classmates. Next, students *revise* their paragraphs using the ideas gained from other class members. In the *Editing* section which follows, students are asked to

complete some exercises that have relevance to the topic at hand. After students have edited their own paragraphs using ideas gained from the completed exercises, edited paragraphs are submitted to the teacher for evaluation. Finally, the class undertakes the *Expanding* section which extends the topic either individually or collectively beyond work that was previously done.

It is important to realize that *Share Your Paragraph* is also organized according to verb tenses. It is meant to be used in conjunction with, or to complement, the grammar class. The *Editing* section of each unit is devoted to work in such areas as verbs, pronouns, prepositions, articles, adjectives, compound sentences, subordinate clauses, and relative clauses. Particular attention is paid to punctuation and capitalization. Of course, the teacher is encouraged to bring to class whatever supplemental material is deemed appropriate. Nevertheless, the author feels strongly that such material, as well as the exercises in the *Editing* section, should be of secondary importance. After all, writing is more than grammar; it is *communication*.

As always, flexibility is crucial. Every class is different, as is every teacher. Ultimately this book seeks to provide a lucid, stimulating introduction to writing for the student, and an enjoyable resource for the teacher.

George Rooks  
University of California, Davis

# To the Teacher

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There are twenty paragraph units. It is suggested that each unit consume four to five hours of class time as follows:

- Hour 1** discussion of the photograph; discussion of the model paragraph; discussion of vocabulary; conversational activity; clustering of ideas
- Hour 2** completion of the the *Writing* and *Revising* sections
- Hour 3** completion of the *Editing* section, and submission of the final edited version of the paragraph
- Hour 4** discussion of, and comparison of, paragraphs produced—with possible final revision and editing based on teacher's comments and evaluation
- Hour 5** completion of *Expanding* section

## General notes:

1. Discussion of vocabulary in the *Prewriting* section should not be limited to the vocabulary exercises provided. Other vocabulary should be provided to the students as the teacher feels appropriate.
2. Students have a tendency to want to rush through conversational activities as well as the *Sharing* and *Revising* sections. Teachers should stress the value of these activities, and encourage students to proceed through them slowly and thoughtfully.
3. The students' final editing (before teacher evaluation) should be done with an eye toward remedying problems evidenced in previous writing. This focus should be provided by the teacher.
4. There is no substitute for comparison of student writing. If possible, the teacher should make copies of at least three or four paragraphs per unit and distribute them for class discussion.

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## Paragraph

1

*Write about yourself.*



*The man in the picture is Oscar Alvarado. What do you think about him? How old is he? What is his job? Is he friendly? What kind of family do you think he has?*

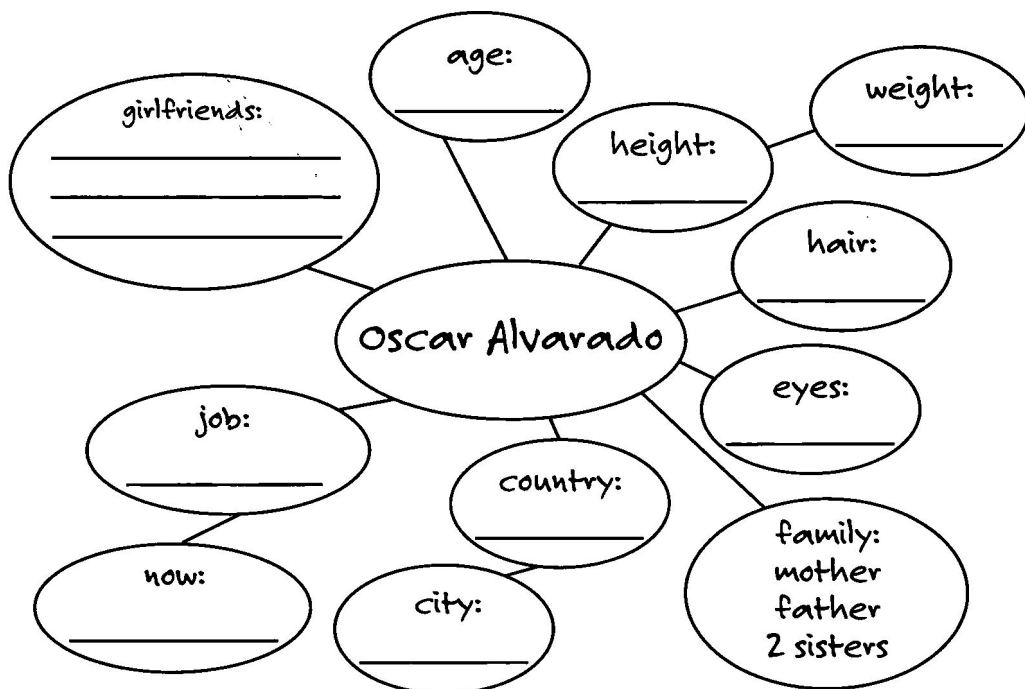
## 2 Paragraph 1

### Prewriting

Oscar Alvarado wrote this paragraph. What does he write about himself? What ideas does he communicate to you? What do you think about Oscar?

I am Oscar Alvarado. I am 21 years old. I am a little fat, but I am very handsome! I am 1.72 meters tall, and my weight is 80 kg. My hair is black and short. My blue eyes are beautiful. I am a Venezuelan. I am from Caracas. In Caracas, I am an engineering student at Bolívar University, the best university in Venezuela. Now I am an English student in the United States. I am happy here, but I miss my girlfriends, Carolina, Marilia, and Marta, very much!

This drawing is a cluster. Oscar Alvarado made it before he wrote his paragraph. Fill in the empty places on the cluster with information from the paragraph. What information is not in the paragraph?



*Think about vocabulary.* What kinds of vocabulary words did Oscar use when he wrote his paragraph? Look at the following vocabulary headings. Work with your class to add more words you know to the lists:

**BODY PARTS**

hair

eyes

**EYE COLORS**

blue

**BODY SHAPES**

tall

a little fat

**FAMILY MEMBERS**

mother

father

sister

**HAIR COLORS**

black

**MAJORS**

engineering

Now, think about yourself. What information would you like to communicate about yourself? What do you think of when you think of yourself? Talk about yourself with one of your classmates. Then ask your classmate these questions about himself or herself:

What's your name?

What's your favorite music? Sport? Food?

Where are you from?

What's your job?

How tall are you?

Who's your best friend?

What color are your eyes and hair?

Why do you want to study English?

How old are you?

Describe your family.

Tell me something unusual about yourself.

What are three things you like to do?

Think of questions yourself and write them below.

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Think about your conversation. What did you say about yourself? What other things about you are important? Make a big cluster about yourself.

Your name:  
\_\_\_\_\_

## Writing

Now use your cluster to write a paragraph about yourself. This paragraph is *not* for your teacher. It is for you to share with your classmates. Feel free to make changes as you write. Don't worry about grammar at this point.

[illegible]

## Sharing

Read your paragraph to a small group of your classmates or to one of your classmates (you may read it more than once, and you may give it to them to read). Ask them what they think about your paragraph. Do they understand everything? Is there anything they don't understand? Ask them for at least one more piece of information that they would like to see in your paragraph.

After your classmates give their opinions, read your paragraph again. Is there anything you want to change? How can you communicate your ideas more clearly?



