

---

# WRITING: APPLE ACTIVITY

---

# BASIC PATTERNS OF THOUGHT DEVELOPMENT

---

## Specific patterns

- ❑ **PROCESS** (How something works)
  - ❑ **NARRATIVE** (How something happened)
  - ❑ **DESCRIPTION** (How something/someone appears)
  - ❑ **COMPARISON** (How two things are alike/different)
  - ❑ **CAUSE AND EFFECT** (How one thing affects something else)
  - ❑ **PROBLEM SOLUTION** (How a problem can be solved)
  - ❑ **CLASSIFICATION** (How something can be categorised)
  - ❑ **ARGUMENTATION** (How a position or an opinion can be asserted and supported)
  - ❑ **DEFINITION** (How to explain or to make something clear and distinct)
-

# DESCRIPTION

---

**Description** is painting pictures in words

*Use your five senses: see, hear, feel, taste, and smell give a description of the apple.*

*Use:* figures of speech: metaphors, similes, personifications.

**Vocabulary:** fruit, shape (oval, round), taste (sweet, sour), feel (hard, smooth), colour (green, red, pink, yellow), ripe, juicy.

**Grammar focus:** 1) link/copular verbs + Adj. 2) Degrees of Comparison (adjectives, adverbs)

---

# DESCRIBING RULES

---

1. Before you describe sth: ask, “**Why is it unique? What makes it special?**” Focus your description on these details.
  2. **Be specific**/ Choose exact, precise words: complain instead of say, cottage/manor/block of flats instead of house, etc.
  3. **Use vivid words** to describe: scarlet instead of red, thoughtful instead of nice, etc.
  4. Use **words that appeal to human senses**: see, hear, smell, feel, taste
-

# DESCRIPTION: space markers

---

*in the centre*

*to the left/right*

*beside*

*on the far right*

*next to*

*on the top*

*at the bottom*

*above*

*over*

*middle*

*halfway*

*between*

*below*

*under, etc.*

---

# DEFINITION

---

**Definition** - stating the meaning; making definite, distinct, or clear

*Use your previous life experience and give a definition of the apple.*

**Name:**

*type/class/category*

*main characteristics and features*

*properties and peculiarities*

*qualities*

*family*

*conditions (of existence, living, growing, etc)*

*surrounding /environment*

*usage, etc.*

---

# DEFINITION: add-ons

---

- *Terms that let us know that other important facts or details are coming.*
- *Add-ons signal us to look for main ideas.*

*also, and, another, besides, for example, for instance, further, furthermore, in addition, (even) more important, moreover, more than that, too, similarly, specially*

---

# NARRATIVE

---

**Narrative** is writing that relates an event or a series of events (a story or an account)

*Tell how the apple turned to be here.*

- Use your imagination and previous experience.
  - Pay attention to the order of events and sequence.
-



# NARRATIVE: time markers

---

- Help the reader keep track of the order in which events in a story take place
- Call attention to the main ideas

*after, at about the  
sometime, at last, at  
the start, before,  
begin, during, earlier,  
finally, first, formerly,  
in the beginning, last,  
later, meanwhile, next,  
now, second,  
simultaneously, soon,  
then, toward the end,  
while, while this was  
going on.*

---

# CLASSIFICATION

---

**Classifying** is placing items in a group because they are similar or alike

*Give your classification according to different principles. Group things according to size, shape, weight, or colour, etc.*

---

# INSTRUCTIONS (process)

---

Instructions are steps to follow in order to make

- *Explain how to do something in a clear and sensible way*
  - *Help us bake bread, take a test, or build a bookcase*
-

# DIRECTIONS (process)

---

**Directions** are steps to follow in order to go somewhere / or to get from one place to another

- *Help to travel to a new place*
  - *Need to be complete, yet clear and easy for the listener*
-

# GUIDELINES to instructions

---

- ❑ Be as **clear**, **exact**, and **brief** as possible.
  - ❑ Give each step in the **right order**.
  - ❑ Tell the person what to do **first**, **second**, and so on.
  - ❑ Use **time-order words** like *next*, *after*, *now*, *soon*, *last*.
-

# COMPARISON and CONTRAST

---

**Comparison** is using examples to show how things are similar and different, with the greater emphasis on similarities

**Contrast** is using examples to show how things are different in one or more important ways.

---

# COMPARISON and CONTRAST: both-sides signals

---

- Change the ideas in a sentence
- Tell you that the ideas in the second part of the sentence will be different from those in the first part
- Call attention to the ideas that come before them

*although, anyhow, besides, but, by contrast, despite, even though, however, in fact, in particular, instead, nevertheless, on the other hand, yet, etc.*

---

# ARGUMENTATION

---

**Argumentation** is presenting reasons or arguments in a logical way.

**Persuasion** is prevailing on a person to do something by advising or urging

☐ *Give your personal point of view.*

---



# ARGUMENTATION:

## signal words

---

**Pointers** are signal words or phrases that indicate important points or main idea:

*chief, chiefly, especially, mainly, most, most important, primarily, principal, principally etc*

---

# ARGUMENTATION:

## signal words

---

Summarisers and concluders are signal words and phrases that help us bring together thoughts that form main ideas:

*apparently, as a result,  
clearly, consequently, in conclusion, in  
effect, obviously, so, therefore, thus,  
we can see, we have demonstrated, we  
have shown, etc.*

---

# PROBLEM-SOLVING

---

## *Main steps*

- ☐ The problem is recognised and stated.
  - ☐ Possible solution is suggested.
  - ☐ The steps in solving the problem are given.
  - ☐ There is proof that the solution is a good one.
-

# BEFORE WRITING

---

- Think about the reason for writing. That is our purpose.  
*Why are we writing? To tell a story? To persuade someone about an opinion we have? To explain how to do something?*
  - Think about who will read. That is our audience.  
*Who will read what we write? Will our reader be someone of our own age/younger/an adult? Consider your audience when you speak or write.*
  - Think about the style: formal/informal language.
  - What form will you use (letter, article, essay)?
-

# REFERENCE

---

- ❑ Richard F. Bandlow, Evart High School, Joan Kimball Yehl, Central Michigan University, *Writer's Guide*. Newsweek , Inc., the USA.
- ❑ Don L. Wulffson, *The Basics of Writing*. Globe Book Company Inc., the USA.
- ❑ *Adventures in American Literature. Curriculum and Writing*. Francis Hodgins, University of Illinois, Kenneth Silverman, New York University. Harcourt Brace Jovanovich, Publishers, the USA.
- ❑ Wink, Diane M. (1993). Using Questioning as a Teaching Strategy. Nurse Educator.
- ❑ Patrek Sebranek, Verne Meyer, and Dave Kemper, Write for College (A student Handbook), Write Source/ Great Source Education Group, a Houghton Mifflin Company, Wilmington, Massachusetts.

*Writing is thinking on paper. Writing is a way  
to make connections with the world outside us  
and our inner world*

---

*Olena Tarasova*

*Merited Teacher of Ukraine,  
Head of Foreign Languages Department  
Kyiv-Mohyla Collegium,*

*(044) 547-12-20*

*097 784 77 06*

*050 244 62 91*

---