



What Is This Module About?

Talking comes naturally to us all. It is easy to say what is in our minds and how we feel. But what about when we have to write down our ideas and feelings? This is not as simple as we think, especially when we write articles and formal messages or letters.

Speaking and writing are forms of communication. Communication is an important element in expressing ourselves and being understood by others. Have you ever been misunderstood and misinformed because of inadequate communication? Have you ever been confused by poorly-written letters?

This is the reason why it is important to develop your communication skills. To improve your writing style would lead to a better medium in expressing yourself and being understood by others.

In this module, you will learn how to write interesting paragraphs using organizational patterns and appropriate transitions. You will also learn how to write concluding or restatement paragraphs.

The module is divided into two lessons, which are:

Lesson 1 – *Organizing Your Text*

Lesson 2 – *Connecting Your Ideas and Summing Up*



Wait!

Before you begin, you should have completed the following modules:

“Expressing Ideas and Feelings Clearly,” “Summarizing” and “Outlining 1”

Hopefully, by the end of this module, you will gain new skills in proficient paragraph writing, as well as learn new insights on systematic writing.



What Will You Learn From This Module?

After studying this module, you are expected to be able to:

- ◆ write well-constructed paragraphs utilizing varied rhetorical patterns;
- ◆ supply transition words and phrases; and
- ◆ compose concluding or restatement paragraphs.



Let's See What You Already Know

First find out how much you already know about rhetorical patterns, transition words and restating sentences or paragraphs.

1. From the words below, underline six examples of **rhetorical patterns**.

scan

review

definition

abstract

discourse

cause and effect

comparison

cross-references

decreasing importance

outline

proofreading

development with examples

compile

chronological order

2. Check (3) the box before the statement below that correctly defines "transition."

- a preliminary written version of something
- the art of effective expression in speech or writing
- a unit of language consisting of words with a subject and verb
- units of language that provide meaningful connections between parts of a text

3. State whether the following sentence is true or false. Explain your answer in the space provided below.

The conclusion is the first paragraph which states the main idea and presents the main points of a selection.

Well, how was it? Do you think you fared well? Compare your answers with those in the *Answer Key* on page 21 to find out.

If all your answers are correct, very good! This shows that you already know much about the topic in this module. You may still study the module to review what you already know. Who knows, you might learn a few new things as well.

If you got a low score, don't feel bad. This means that this module is for you. It will help you understand some important concepts that you can apply in your daily life. If you study this module carefully, you will learn the answers to all the items in the test and a lot more! Are you ready?

You may now go to the next page to begin Lesson 1.

Organizing Your Text

Before you start to write anything, take some time to plan your paragraphs. It is important to arrange your ideas and other details so that they are presented in an organized way. This makes it easier for your reader to understand what you have written. Isn't it difficult to piece all your thoughts together when you have a lot to say? But if you have a framework to follow, you can arrange your points according to it. You no longer have to worry about your thoughts and ideas being muddled in the same paragraph.

If you do not know any kind of framework don't worry. That's what this module is for. We shall go over several types of frameworks and you can choose your own for the next time you are going to write something.

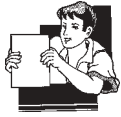
In this lesson, you shall be introduced to the different kinds of rhetorical patterns of organization to help you plan the structure of your paragraphs. Hope you are ready!



Let's Think About This

Imagine that you are writing a composition, or essay about yourself. You have to describe yourself so that whoever is reading your work, will know some things about you. How will you arrange the information about yourself? Jot them down quickly in the lines below.

Return to this activity after you are done with this module. As we proceed further, different frameworks for paragraph organization will be presented to you. This might help you to present a better descriptive essay or composition of yourself.



Let's Learn

When we speak of rhetorical patterns, we refer to a specific way of arranging information and ideas in a text or paragraph. Information and ideas must be organized so that the readers will clearly understand the material.

There are many different ways to organize your facts or information, but let us concentrate on the six patterns that you were asked to identify in the pretest. The following discussion provides a definition of each pattern, an example and an illustration or example of its application in the self description activity. The examples merely provide a basis for evaluating your own self description paragraph.

The six examples of rhetorical patterns of organization:

- ◆ **Definition** – stating the group to which something belongs and how it is different from other members of the same group.
Example: A Dalmatian belongs to the animal group called dogs. It is different in appearance from other dogs, because of its white color and black spots.
Self description example: I am from Ilocos, therefore I am an Ilocano. But I am different from most Ilocanos because I grew up in Manila.
- ◆ **Cause and Effect** – telling what happens (result), with reasons why it happened (cause).
Example: Volcanoes erupt as a result of high pressure of liquid rock under the earth's surface.
Self description example: I am a very shy person because when I was young, I did not have many opportunities to be with other people.
- ◆ **Comparison** – describing the similarities and differences between two things.
Example: The Americans and the Japanese are both leaders in the field of industry and economics. The style of management of the Japanese however, is very different from that of Americans.
Self description example: My sister and I are of the same height and weight, but we differ in facial features.
- ◆ **Chronological order** – stating things in the order in which they happened, according to time; from the newest to the oldest event, or from the earliest to the latest event.
Example: The first living creatures were single-celled organisms, then came fish, and then reptiles, then birds, and amphibians and lastly mammals.

Self description example: When I was a child, I was very naughty and got in trouble a lot, but then as a teenager I have changed and became quieter and got into less trouble. Right now, I can say that I am a very nice person and rarely ever have problems with other people.

- ◆ **Decreasing importance** – stating information, in order of importance, from the most important to least important.

Example: When choosing a job it is important to consider that you are qualified for it, the salary is worth the amount of work you would be doing, that the type of job is suitable for you, and that you will enjoy it. Other small things to keep in mind would be the benefits, the working environment, and the type of people that you will be working with.

Self description example: My main characteristics include my being assertive, sensible, friendly, and mature. Also, there are times when I can be fun to be with.

- ◆ **Developing through examples** – describing what you are writing about by providing examples.

Example: Hygiene refers to cleanliness in terms of your body and surrounding. Example of hygienic practices would include regular baths and daily household cleaning.

Self description example: I am normally a calm person but I get angry sometimes. For example, I get angry when I get stuck in a traffic jam for three hours and then I am late for work, or when I cannot take a bath because there is no water.

We will only focus on the six rhetorical patterns. These patterns are the most well-known and are the easiest to understand.

Now, check if you understood the differences between the patterns by answering *Let's Try This* on page 7.

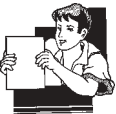


Let's Try This

Match each of the of rhetorical patterns with their characteristics in the opposite column. Use connecting to indicate the answers.

Rhetorical Pattern	Characteristics
Chronological order	gives reasons for the result
Cause and effect	states characteristics
Definition	arranged as to when the events happened
Developing	from most important to least important details
Decreasing importance	gives similarities and differences
Comparison	uses examples

Check your answers with those in the *Answer Key* on page 21. If you had a few mistakes, review the six rhetorical patterns again. If you got all the correct patterns, well done! You have understood the different patterns very well. Proceed to the next activity.



Let's Learn

Most compositions use more than one rhetorical pattern. Sometimes, one pattern is used for one paragraph and a different pattern for another. But this will depend on why you are writing the composition in the first place. So it is important to ask yourself, what is the purpose of this piece of writing? Once you have answered this, it becomes easier to choose a pattern.

Here are some examples of purposes and the possible patterns that can be used:

- ◆ to argue a point or opinion – possible patterns: decreasing importance, comparison, cause and effect, developing through examples
- ◆ to inform people to make them aware of something—possible patterns: definition, developing through examples, comparison
- ◆ to entertain or amuse the reader – possible patterns: developing through examples, decreasing importance
- ◆ to give instruction – possible patterns: chronological order, cause and affect
- ◆ to tell a story – possible patterns: chronological order, cause and effect
- ◆ to make the reader think and ask questions – possible patterns: comparison, definition, decreasing importance

As you can see, there are several choices of patterns to choose from for every purpose. In making your write-ups or sentences you can choose the most appropriate and effective patterns in terms of getting your message across to your reader. Also remember that a composition or piece of writing can use several patterns.

Now, do the exercise below and use the best pattern for your write-up. Remember, there are several correct ways, so you decide on what pattern is best for your purpose. Each of us has his or her own style of writing. Just be creative and knowledgeable on the topic you are going to write.



Let's Review

In the following exercise, the purpose of a composition and the main points to be communicated are given. Decide on the best rhetorical pattern to use. Write your answer on the line after each item.

1. Purpose: To show the beneficial effects of keeping your surroundings clean.

Main points:

- ◆ Sweeping away crumbs and leftover food from the floor to prevent cockroaches from coming in to your house.
- ◆ Keeping the grounds around the house clean and tidy. This makes your house nice to look at from the street.
- ◆ Cleaning the whole house to prevent the presence of germs and to avoid sickness.
- ◆ Making your house look clean and tidy to impress the visitors.

Rhetorical pattern: _____

2. Purpose: A message about how to become a member of the new barangay clubhouse.

Main points:

- ◆ Reading the guidelines carefully.
- ◆ Getting an application form and filling it up.
- ◆ Submitting the form and the other requirements.
- ◆ Paying the membership fee and getting your membership card.

Rhetorical pattern: _____

3. Purpose: To complain about the lack of water supply.

Main points:

- ◆ Water is a necessity, so why don't we have enough of it?
- ◆ We pay for it, give it to us.
- ◆ It's really hard to do anything without water. You can't even go to work because you cannot take a bath.
- ◆ Our children are getting sick because we cannot keep them clean and healthy due to lack of water supply.

Rhetorical pattern: _____

Compare your answers with those in the *Answer Key* on page 22.

If you have the same answers, you have done a good job! If your answers are different, don't worry. Go over the parts of the lesson that you did not fully understand. You'll do better the second time round.



Let's Remember

- ◆ Rhetorical patterns are ways to organize information and ideas.
- ◆ The six examples of rhetorical patterns are definition, comparison, cause and effect, chronological order, decreasing importance, and developing through examples.
- ◆ Deciding on which pattern to use depends on the purpose of the composition, and it is up to the writer to decide which one would be most effective.



Let's See What You Have Learned

Now it's your turn to plan the main points for your composition.

Purpose: To show that it is not safe to drive when you are drunk.

Think about the main points that you wish to write about concerning this topic and its purpose. Write them on the lines provided.

- ◆ _____

- ◆ _____

- ◆ _____

- ◆ _____

On the basis of what you are going to write about, decide on the best rhetorical pattern to use to get your message across to your reader clearly. Make sure that the purpose is met.

Rhetorical pattern: _____

Compare your answers with those in the *Answer Key* on page 22.

Congratulate yourself for doing a good job in making your paragraph, in writing down the main points, and in choosing the best way to organize it.



Let's Think About This

So far what you have done was to prepare and organize your text. Now it's time to actually write the paragraphs in full. Look at the main points you have listed, notice that they are the list of things to use with the pattern. Do they look like as if they are not connected? That is because they are separate sentences in a list. They do not flow smoothly into each other. In writing a paragraph, sentences must be related because they all belong to the same pattern. Can you think of ways to make them appear related? Just keep your thoughts in mind for the meantime as we tackle the next lesson which is on transition.

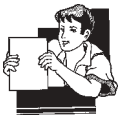
Let us go on and explore together how to join these ideas to make a whole paragraph. Please proceed to Lesson 2.

Connecting Your Ideas and Summing Up

Recall your activities in Lesson 1. They were all about planning before you actually write the paragraph. You have your purpose or main idea that is to be communicated and the main points to support this idea or purpose. Now, how do you put them all together in a neat, well organized, and clear paragraph?

This part of the module will try to help you find phrases to connect these sentences and give an impression of relatedness. It will also go further and allow you to practice writing effective concluding paragraphs.

In this lesson you shall learn different transition words that you may use to make your writing unified, so that it makes more sense and is therefore clearer to your reader. More importantly, the lesson will help you restate your ideas to emphasize your purpose or main idea/message to your reader. Shall we get started?



Let's Learn

Remember the discussion in *Let's Think About This* at the end of Lesson 1. We were discussing the fact that the main points are separate sentences and are unrelated. Your next step now is to unify them into a whole paragraph.

The idea is to make all these single points contribute to the effect of a whole idea—the main idea or purpose of the composition.

The words or phrases used to connect ideas with one another are what we call **transitions**. They are simply units of language, whether a word or phrase, that provides meaningful connections between parts of a text like sentences, paragraphs or sections.

For now, we will concentrate first on transitions between sentences because it is important that we must start with the basics, before we can go to the higher level of using transition sentences to connect whole paragraphs.



Let's Try This

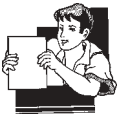
To see if you have some idea about the kind of words that can connect sentences together, try this short exercise.

Underline the words that you think are transition words in the following paragraph.

This article will show that it is not safe to drive when you are drunk. One of the reasons it is not safe to drive while drunk, is that you may lose control of the vehicle and meet an accident. Another thing is that driving while drunk is illegal and you can get arrested if a policeman catches you. Aside from that, you may end up hurting people walking on the street or the other people with you in the vehicle might also get hurt in the accident.

Compare your answers with those in the *Answer Key* on page 23.

Keep in mind the transition words in this exercise. Go on with the lesson and learn more about the use of transition words.



Let's Learn

From the examples in the previous exercise, we learned that transition words or phrases can be placed at the:

- ◆ beginning;
- ◆ middle; or
- ◆ end of a sentence.

They can either introduce what is going to follow or refer back to something that has already been stated. You shall see this more clearly in the examples that will follow.

Below are some examples of transition words:

first . . . second . . . etc.

the first step . . . the second step . . . etc.

after

before

therefore	plus
and so	however
thus	besides the mentioned
for example	also
on the other hand	so far
in addition to	in relation to
in line with	

Did any of these connecting words come to your mind? Transitions can be almost any word or phrase that simply provides a link between what has been stated at the beginning and the other statements that follow.

Don't worry if you are still a little bit confused. It will become easier to understand when the placement of transitions are shown. But the actual phrases that you will use will again depend on your writing style. There is a wide range to choose from and it will be based on your preferences.

Now, let us use the example already given in Lesson 1 to demonstrate how to connect points together. Remember to include your purpose or main idea at the beginning of the paragraph. Then enumerate your main points using a rhetorical pattern and appropriate transition words.

Example:

Purpose: To show the good effects of keeping your surrounding clean

Main points:

- ◆ Sweeping away crumbs and leftover food from the floor to prevent cockroaches from coming in your house.
- ◆ Keeping the grounds around the house clean and tidy. This makes your house nice to look at from the street.
- ◆ Cleaning the whole house to prevent the presence of germs and to avoid sickness.
- ◆ Making your house look clean and tidy to impress the visitors.

Rhetorical pattern to use is **developing through examples**.

This is a paragraph using transition words. Transitions are underlined and in bold to indicate their placement.

*There are many beneficial effects of keeping your surroundings clean. **For example**, sweeping away crumbs and leftover food from the floor prevents cockroaches from coming in your house. When your whole house is clean, there are less germs and you and your family will not get sick often. **In addition to this**, keeping your grounds clean and tidy all around the house, makes your house nice to look at from the street. **Furthermore**, your visitors will be impressed that the inside of your house is clean and tidy.*

Notice that transitions are used at the beginning, middle, and end of sentences. Can you see that the paragraph now makes sense. The main points are now connected and the ideas flow smoothly from one to the other. It no longer looks like a disconnected list of sentences that have no meaning on their own.

Now, you give it a try. Do the exercise below.



Let's Review

1. Complete the paragraph by supplying the transition phrases in the spaces provided. Observe the proper placement of the transition phrases.

The main idea or purpose is stated at the beginning and the points are arranged using the rhetorical pattern of **chronological order**.

To become a member of the new barangay clubhouse, you must be aware of the following procedures. _____ read the guidelines carefully, _____ get an application form and fill it up. _____, submit the form and the other requirements. _____, pay the membership fee and collect your membership card.

2. In the next example, you must write the entire paragraph on your own. Use the main points, purposes, and the given rhetorical pattern to guide you.

You must first state the main idea or purpose at the beginning of the sentence, then arrange the points in the pattern of decreasing importance. Write the paragraph as a whole using your own transitions. Don't forget to underline the transition words.

Purpose: To complain about the lack of water supply

Main points:

- ◆ It is a necessity to have water, so why don't we have enough of it?
- ◆ We pay for it, give it to us.
- ◆ It's really hard to do anything without water, you can't even go to work because you cannot take a bath.
- ◆ Our children are getting sick because we cannot keep them clean and healthy due to lack of t water supply.

Rhetorical pattern: **decreasing importance**.

Compare your answers with those found in the *Answer Key* on page 23. It's okay if they are not exactly the same but be sure that you have arranged the points according to the pattern of decreasing importance.

I'm sure you did very well and hopefully the explanation in the *Answer Key* cleared things for you.

Have you gotten the hang of coming up with transition phrases and words? Here are a few reminders.



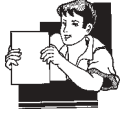
Let's Remember

- ◆ Transitions are connecting words or phrases that show the meaningful relationship between the main idea and the supporting main points.
- ◆ Transitions can connect together sentences, paragraphs, or whole sections.
- ◆ Sentence transitions may be found at the beginning, middle or end of a sentence. The use of these transitions depend upon your own preferred style of writing.
- ◆ Include the main idea or purpose at the beginning of the paragraph, then proceed to the main points using a rhetorical pattern and the appropriate transition.



Let's Think About This

Do you remember an occasion when you told your friends a story and they asked you to repeat it? It is likely that when you retold your story, you changed some words but the meaning of your story was still the same. You have learned in the past exercises the proper use of rhetorical patterns and transitions. This time you will learn how to end your composition with a good conclusion or ending the paragraph that will remind your reader of the main idea and supporting points of your preceding paragraph.



Let's Learn

The last paragraph of any composition is the conclusion. This should tie in with your introduction and it could also be similar in content. The introduction is the first paragraph which states the main idea and presents the main points, while the conclusion is the last paragraph which restates the main idea and summarizes the main points.

This is the main difference between the two. Now we will learn how to restate or use different words that give the same idea expressed in the introduction.

In writing conclusion, it is important to keep in mind the following:

- ◆ Use paraphrasing or restatements – change the original verb in the introduction with another verb that has the same meaning.

Example: The government asserted that . . .

Restated: The government has announced that . . .

- ◆ Restate the main idea and summarize the main points – shorten the content of your text by leaving out unimportant details so it can fit into one sentence or paragraph.

Example: The first key factor is . . . the second is . . ., the third is . . ., and the last is . . .

Summary: These are four key factors which are . . .

- ◆ Continue using transition words.
- ◆ The main idea of your paragraph should be written last. This is the last portion and should be well emphasized.

Here is an example of an introduction and a restated conclusion:

Introduction:

This article will show that it is not safe to drive when you are drunk. One of the reasons it is not safe to drive while drunk is that you may lose control of the vehicle and meet an accident. Another thing is that driving while drunk is illegal and you can get arrested if a policeman catches you. Aside from that, you may end up hurting people walking on the street or the other people in the vehicle with you might also get hurt in the accident.

Conclusion:

Driving while drunk, which is illegal, may cause an accident hurting your passenger or other people walking on the street. It can be seen therefore, as explained in this article, that drinking and driving could be dangerous.

Notice that the conclusion is shorter and has less details. Of course you may rearrange the main points because you need not follow your first pattern. But if you wish to stick with your pattern, then you may do so. It is important to stress the main idea which is why it is written as the last sentence.

Do the following warm up exercises before you write the conclusion on *Let's See What You Have Learned*.



Let's Try This

Study the following list of verbs below. In the space provided write another verb that is synonym to it.

- To show _____
- To complain _____
- To compare _____
- To tell _____
- To amuse _____

And now, practice summarizing. Rewrite the following main points in one sentence. Remember that you may leave out some of the details.

- ◆ It is a necessity to have water, so why don't we have enough of it?
- ◆ We pay for it, give it to us.
- ◆ It's really hard to do anything without water, you can't even go to work because you cannot take a bath.
- ◆ Our children are getting sick because we cannot keep them clean and healthy due to lack of water supply.

Compare your answer with those found in the *Answer Key* on pages 23-24.

Congratulations, you certainly did well! You are now ready to take the test in writing a conclusion. Before you proceed, here are a few reminders.



Let's Remember

- ◆ A conclusion is the last paragraph which restates the main idea and summarizes the main points.
- ◆ Restating changes the original verb into a similar one with the same meaning.
- ◆ Summarize the main idea and main points by leaving out the details, while still using transition words.
- ◆ The main idea is written last. It is the last word and the most emphasized.



Let's See What You Have Learned

Write a suitable concluding paragraph for the sample introduction below. Remember that you may leave out details, change certain verbs, and use transition words. State the main idea or purpose at the end of the paragraph and underline your transition words.

Introduction:

To become a member of the new barangay clubhouse, you must be aware of the following procedures. The first step is to read the guidelines carefully; then get an application form and fill it up. After that, submit the form and the other requirements. Lastly, pay the membership fee and collect your membership card.

Compare your answers with those found in the *Answer Key* on page 24. If your answers are similar with the those in the *Answer Key*, give yourself a round of applause. You are now very adept at restating conclusion paragraphs and transitions.

Are you ready for the final test? The module post-test is a chance for you to check your learning progress after completing this module.

To help you with the post-test and the assignment later, here are the highlights of the things to remember for the entire module.



Let's Remember

- ◆ Rhetorical patterns are ways to organize information and ideas.
- ◆ The six examples of rhetorical patterns are definition, comparison, cause and effect, chronological order, decreasing importance, and developing through examples.
- ◆ Deciding on which pattern to use depends on the purpose of the composition and it is up to the writer to decide which one would be most effective.

- ◆ Transitions are connecting words or phrases that show the meaningful relationship between the main idea and the supporting points.
- ◆ Transitions can connect sentences, paragraphs or whole sections.
- ◆ Sentence transitions are found at the beginning, middle or end of a sentence. Its placement is based on your own preferred type of writing.
- ◆ Include the main idea or purpose at the beginning of the paragraph, followed by the main points using a rhetorical pattern and the appropriate transitions.
- ◆ A conclusion is the last paragraph which restates the main idea and summarizes the main points.
- ◆ Restating changes the original verb into a similar one with the same meaning.
- ◆ Summarize the main idea and main points by leaving out the details, while still using transition words.
- ◆ In the conclusion, the main idea is written last. It is the last word and the most emphasized.



What Have You Learned?

Read the following paragraph and answer the questions that follow.

The differences between males and females have always been an issue. However, there are also similarities between them that show that gender does not always have to be an issue.

Although males are generally more aggressive than females both can be assertive enough to perform the same job. Also, men may be physically stronger, than women, but they can be equals in terms of intelligence.

1. What is the purpose of this passage?

2. What rhetorical pattern was used?

3. Underline the transition words used in the passage.

4. Write a conclusion paragraph based on the paragraph above. Use your own transition words. Remember to change the verbs and place the main idea or purpose in the best sentence.

Compare your answers with those in the *Answer Key* on page 24.

Hope you have enjoyed doing this module and have learned how to improve your writing skills to become a more effective writer.



Answer Key

A. Let's See What You Already Know (page 2)

- | | |
|------------------------------|----------------------------------|
| 1. scan | review |
| <u>definition</u> | abstract |
| discourse | <u>cause and effect</u> |
| <u>comparison</u> | cross-references |
| <u>decreasing importance</u> | outline |
| proofreading | <u>development with examples</u> |
| compile | <u>chronological order</u> |

The underlined words are rhetorical patterns because they all organize ideas. The other words are simply things that you do when writing a composition.

- 4 units of language that provide meaningful connections between parts of a text
- This sentence is false. It is the definition of an introduction. To make it correct, it should read:

The conclusion is the last paragraph which restates the main idea and summarizes the main points.

B. Lesson 1

Let's Try This (page 7)

- | | | | |
|-----------------------|---|---|------------------------------|
| Chronological order | ● | ● | reason for the result |
| Cause and effect | ● | ● | belongs to a group |
| Definition | ● | ● | in time sequence |
| Developing | ● | ● | from most to least |
| Decreasing importance | ● | ● | similarities and differences |
| Comparison | ● | ● | uses example |

Let's Review (pages 8–9)

1. **Developing through example.** The points are written in such a way that it actually gives examples of how cleanliness should be practice.
Decreasing importance. You may choose to arrange the points according to the most beneficial result to the least.
Any of these two answers are correct. Remember that it is up to you to decide which one to use.
2. **Chronological order.** Clearly it gives you specific steps to take and the order it which to take them. Therefore, this pattern is the best one to use.
3. **Decreasing importance.** You are simply arguing or presenting your opinion, so it would be best to say your most strongest or important complaints first then move on to the weaker ones. From the list of main points, you can arrange them in this pattern.

Let's See What You Have Learned (pages 9–10)

Purpose: To show that it is not safe to drive when you are drunk.

Sample of main points:

- ◆ When you drive while drunk, you may lose control of the vehicle and get into an accident.
- ◆ Driving while drunk is illegal and you can get arrested if a policeman catches you.
- ◆ You may end up hurting the other people walking in the street by running them over because you cannot drive properly.
- ◆ You may also hurt those who are in the vehicle with you.

Based on these sample points the best way to organize them would be to use the *developing through examples* because the main points all present possible scenarios. Therefore examples of the bad consequences of drinking and driving could be used.

Your answer may be slightly different, but you may agree with me that it may be most effective to give examples. This way, you can easily use the pattern of developing through example, and it gets your message across that it is not safe to drive while drunk.

C. Lesson 2

Let's Try This (page 12)

This article will show that it is not safe to drive when you are drunk. **One of the reasons** it is not safe to drive while drunk, is that you may lose control of the vehicle and meet an accident. **Another thing** is that driving while drunk is illegal and you can get arrested if a policeman catches you. **Aside from that**, you may end up hurting people walking on the street or the other people in the vehicle might also get hurt.

Let's Review (pages 14–15)

1. To become a member of the new barangay clubhouse, you must be aware of the following procedure. **The first step is to** read the guidelines carefully, **and then** get an application form and fill it up. **After that**, submit the form and the other requirements. **Lastly**, pay the membership fee and collect your membership card.

You may have used different transition words or phrases but it should be similar to these. You are using chronological order and giving the instructions step by step.

2. This article is to express our complaints about the lack of water supply in our barangay. **First of all**, isn't it a necessity to have water, so why don't we have enough of it? **Besides**, we pay for it, so give it to us. **And another thing**, our children are getting sick because we cannot keep them clean and healthy due to lack of water supply, and **last but not least**, it's really hard to do anything without water, especially going to work without taking a bath.

You may have used different transition words, but this is the best order to place your main points using the pattern of decreasing importance.

Let's Try This (page 17)

To show	<u>To explain</u>
To complain	<u>To protest</u>
To compare	<u>To contrast</u>
To tell	<u>To describe</u>
To amuse	<u>To entertain</u>

You may have different verbs, these are just some of the possible verbs that can replace those presented. You are correct if they basically mean the same thing.

Summary:

We pay for our water, which is necessary because we need to bathe and keep our surroundings clean. We should, therefore, be given water.

It is okay, if your answer is not the same, as long as you can express the points in one sentence. You can choose what to leave out and maybe even rearrange the order of the points.

Let's See What You Have Learned (page 18)

Conclusion:

Know the guidelines, and to get your membership card pay your fee after completing the form and requirements. That's how to join the new clubhouse.

You may rearrange the order of the steps but in general you are still giving the correct procedure in its chronological order. It is rather difficult to summarize step by step procedures but study how the above is shortened to two sentences with only few transitions.

Your answer should be similar to the one above. If it is, good for you! You're doing very well in this module.

If you did not have the same answer, then it would be good to review Lesson 2 again. You will be able to grasp the skills after reading the lesson over again.

What Have You Learned? (pages 19-20)

1. To show the good side of the similarities between men and women.
2. The rhetorical pattern used was comparison. It showed both the differences and similarities of males and females in comparison with each other.
3. *The differences between males and females have always been an issue. **However**, there are also similarities between them that show that gender does not always have to be an issue.*

***Although** males are generally more aggressive than females both can be assertive enough to perform the same job. **Also**, men may be physically stronger, but women can be equal in terms of intelligence.*

4. Even though males are stronger than females both can be assertive at the same job and can have the same level of intelligence. The article shows that the difference in gender should pose no problem because both males and females have good qualities that are common.

If you got the answers correct and had a similar conclusion, good for you! You should feel very proud of yourself.

If you had some wrong answers and your conclusion is different be sure to go back to the lessons. Go slower this time and make sure you have understood each exercise before you continue. You can do it!

Good luck! And congratulations for finishing this module successfully. You are now skilled in organizing, connecting, and restating sentences and paragraphs through writing.



References

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