ENGL 245

ENGLISH GRAMMAR
Prepared with the collaboration of:

María Mulero

2009
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Course Information

Title: English Grammar
Code: ENGL 245
Length: 5 weeks
Pre-requisites: English 152-153

Description:
A required course for English majors who are planning to teach English as a Second Language. It will give the students sufficient practice exercises in English Grammar to improve their skills so as to be effective teachers. It will enable the students to attain success in written communication through practice with grammar and language use. Emphasis will be on the traditional approach to English grammar and preparation for the English Teachers Examination, a certification requirement enforced by the Department of Education of Puerto Rico in its Circular Letter 10-2005-2006, April 26, 2006.

General Objectives
At the end of this course, the students will be able to:

1. Recognize, analyze, produce and manipulate the principal grammatical structures in English.
2. Develop an awareness of grammar (in any language) as the vehicle through which complex relationships can express symbolically.

Text and Resources

Electronic addresses
Bibliotecas del Sistema
Universidad del Turabo
http://bibliotecavirtualut.suagm.edu/
Universidad del Este
http://www.suagm.edu/suagm/une2/portal_de_biblioteca/
Universidad Metropolitana
http://www.suagm.edu/SUAGM/m1/html/webvoy.htm

Grammar
http://www.wisegeek.com/what-is-grammar.htm

Error Analysis
http://citeseer.ist.psu.edu/old/705542.html
http://eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_&ERICExtSearch_SearchValue_0=ED393104&ERICExtSearch_SearchType_0=no&accno=ED393104
http://iteslj.org/Techniques/Ho_Grammar_Errors.html

Interlanguage
http://www.timothyjpmason.com/WebPages/LangTeach/Licence/CM/OldLectures/L7_Interlanguage.htm

Descriptive and Prescriptive Grammar
http://www.usingenglish.com/articles/descriptive-prescriptive-grammar.html
http://www.bartleby.com/68/45/4745.html

Note: If for any reason you cannot access the URL’s presented in the module, do not limit your investigation. There are many search engines you can use for your search. Here are some of them:

www.google.com  www.alltheweb.com

The facilitator may make changes and add additional web resources if deemed necessary.

Evaluation:
### Criteria Evaluation Percent

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<tr>
<td>Class Portfolio</td>
<td>Appendix D</td>
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<td>Research Project</td>
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<td>Daily class participation</td>
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<tr>
<td>Quizzes</td>
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<td><strong>Total</strong></td>
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**Curve:**

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<td>D</td>
<td>69-60</td>
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**Class Portfolio:** Students will prepare a class portfolio, which will include:

1. Abstracts of each assign reading.
2. Work done in class
3. Reflective essay for each workshop
   a. How can I use this information in the classroom?
   b. How can I teach this topic in the classroom?
4. Copy of the online quizzes

**Description of course policies:**

1. Attendance at all class sessions is mandatory. If the Facilitator excuses an absence, the student must make up for all presentations, papers, or other assignments due on the date of the absence. The Facilitator will have the final decision on approval of absences. He/she reserves the right to accept or reject assignments past due, and to adjust the student’s grade accordingly.
2. Oral presentations and special activities cannot be remade. If the student provides a valid and verifiable excuse (ex. medical or from a court), he/she will be summoned for a written test on the activity in which he/she did not attend.

3. The course is conducted in an accelerated format and requires that students prepare in advance for each workshop according to the course module. Each workshop requires at least ten hours of preparation.

4. It is expected that all written work will be solely that of the student and should not be plagiarized. That is, the student must be the author of all work submitted. All quoted or paraphrased material must be properly cited, with credit given to its author or publisher. It should be noted that plagiarized writings are easily detectable and students should not risk losing credit for material that is clearly not their own.

5. If the Facilitator makes changes to the study guide, such changes should be discussed with the students during the first workshop. Changes agreed upon should be indicated in writing and given to the students and to the program administrator.

6. The facilitator will establish the means and way of contact with the students.

7. The use of cellular phones is prohibited during sessions.

8. Children or family members are not allowed to the classrooms.

9. All students are subject to the policies regarding behavior in the university community established by the institution and in this course.

10. In-group works, except under exceptional circumstances, it will be considered that all the members of the group perform work and thus they will be evaluated equally.

11. The written works and assignments will be turned on that assigned date in their entirety.
Workshop One

Specific Objectives

At the end of this workshop the students will:

1. Introduce themselves.
2. Discuss evaluation criteria
3. Define Grammar
4. Define the parts of speech.
5. Identify the parts of the sentence.
6. Analyze the importance of subject and predicate.
7. Produce complete sentences.

Electronic addresses

Bibliotecas del Sistema
Universidad del Turabo

http://bibliotecavirtualut.suagm.edu/

Universidad del Este

http://www.suagm.edu/suagm/une2/portal_de_biblioteca/

Universidad Metropolitana

http://www.suagm.edu/SUAGM/m1/html/webvoy.htm

In order to find information of the topics discuss in this workshop please visit the following electronic addresses

Definition of Grammar


http://wordnet.princeton.edu/perl/webwn

Definition of the parts of speech

http://www.uottawa.ca/academic/arts/writcent/hypergrammar/partsp.html

http://www.cftech.com/BrainBank/OTHERREFERENCE/GRAMMARANDPUNCTUATION/PartsSpeech.html

Sentences

http://owl.english.purdue.edu/handouts/grammar/g_frag.html
http://www.csuohio.edu/academic/writingcenter/sencombo.html
http://www.iscribe.org/english/sent.html
Practice exercise in Sentences
http://www.esc.edu/htmlpages/writerold/pandg/exg11a.shtml
Subject and predicate
http://www.harpercollege.edu/writ_ctr/ident_sv.htm
http://www.uottawa.ca/academic/arts/writcent/hypergrammar/subjpred.html
http://classroom.jc-schools.net/la/activities/subjectpredicates.html
Quizzes
http://esl.fis.edu/grammar/multi/subpred.htm
http://grammar.ccc.commnet.edu/grammar/quizzes/cross/cross1.htm
http://www.cityu.edu.hk/elc/quiz/partspee.htm

Tasks before Workshop One

Instructions:

1. Using the internet resources indicated, review the topics for today. Define the following terms:
   Grammar
   Parts of Speech
   Sentence

2. Complete and hand in quizzes.

3. Complete the pre-test in Appendix A

4. Write an Abstract about Error Analysis

Activities

1. Facilitator will introduce himself/herself.

2. Students will complete the Ice Breaking activity and share it with the class.
   Facilitator will explain the evaluation criteria. Guidelines for the Research Paper¹, Class Portfolio² and abstract³ are in Appendix D

¹ Guidelines are for the Research paper are on page 50
a. Research Paper due on Workshop 4
b. Class Portfolio due on Workshop 5.
c. Abstract are due on every workshop

3. Facilitator will start a social discussion about the meaning of grammar.

4. In pairs students will complete a comic strip to answer the question. What is grammar? (Appendix B page 32)

5. Facilitator will divide students in groups to define a part of speech and report to the class. (Appendix B page 27)

6. Students will complete a practice exercise on Appendix C, about subject and predicate.

7. Practice exercise will be discussed in class and doubts will be clarified.

8. In groups, students will complete a Venn diagram (Appendix B) to compare and contrast sentences and fragments.

9. Students will turn in the assigned abstract.

10. Students will complete and hand in a reflection worksheet.

**Assessment**

1. Comic strip will be collected.

2. Proofreading activities will be discussed.

3. Quizzes online will be collected and graded.

4. Students will turn in a reflection on today’s workshop.

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2 Guidelines for the Class Portfolio are on page 53

3 Guidelines for the Abstracts are on page 54
Workshop Two

Specific Objectives
At the end of this workshop the students will:

1. Define the principal parts of verbs.
2. Review regular and irregular verbs.
3. Identify the different verb tenses.
4. Explain the use of transitive, intransitive and liking verbs
5. Use modal verbs in sentences.

Electronic addresses

Bibliotecas del Sistema
Universidad del Turabo
http://bibliotecavirtualut.suagm.edu/

Universidad del Este
http://www.suagm.edu/suagm/une2/portal_de_biblioteca/

Universidad Metropolitana
http://www.suagm.edu/SUAGM/m1/html/webvoy.htm

In order to find information about the topics discuss in this workshop please visit the following electronic addresses

Verbs
http://faculty.baruch.cuny.edu/gdalish/eslgrammar/overall/vtense/vtense.htm
http://www.uottawa.ca/academic/arts/writcent/hypergrammar/verbs.html
http://www.cabrillo.edu/services/writingcenter/290/verbs.pdf

Verb tenses
http://leo.stcliu.dstate.edu/grammar/tenses.html
http://owl.english.purdue.edu/owl/resource/601/01
http://owl.english.purdue.edu/handouts/esl/esltensesverb.html

Intransitive, transitive and linking verbs
http://www.uvsc.edu/owl/info/pdf/grammar_usage/types%20of%20verbs.pdf
Modal Verbs
http://www.englishpage.com/modals/modalintro.html
http://www.learnenglish.de/grammar/verbmodal.htm

Quizzes
http://grammar.ccc.commnet.edu/grammar/quizzes/tenses/tenses_frame.html
http://grammar.ccc.commnet.edu/grammar/cgi-shl/quiz.pl/modal_quiz.htm

Tasks before Workshop Two

Instructions:
1. Visit the electronic addresses provide it for the workshop. Define the following terms:
   a. Verbs
      1. Verbs tenses
      2. Intransitive, transitive and liking verbs
      3. Modal Verbs
   2. Complete and hand in the on-line quizzes.
   3. Write an abstract about Interlanguage.

Activities
1. Facilitator will start a social discussion about verbs and its importance.
2. In groups, students will write an acrostic poem about verbs. Guidelines are in Appendix B page 30.
3. Students will complete crossword exercise about regular and irregular verbs on Appendix C and discussed it in class.
4. In groups students will compare and contrast transitive, intransitive and linking verbs.
5. Students will complete and discuss the practice exercises on Appendix C about modal verbs.
6. Students will turn in the abstract and reflection worksheet.
Assessment

1. Students will write an acrostic poem
2. Students will complete proofreading exercise
3. Students will complete a crossword puzzle
4. Students will turn in a reflection on today’s workshop.
Workshop Three

Specific Objectives

At the end of this workshop the students will:

1. Identify subject and verb agreement
2. Distinguish between passive and active voice.
3. Use gerund, participles and infinitives in sentences.
4. Use of comparative and superlative forms of adjectives
5. Use adverbs correctly in a sentence.

Electronic addresses

Bibliotecas del Sistema
Universidad del Turabo
http://bibliotecavirtualut.suagm.edu/

Universidad del Este
http://www.suagm.edu/suagm/une2/portal_de_biblioteca/

Universidad Metropolitana
http://www.suagm.edu/SUAGM/m1/html/webvoy.htm

Subject and Verb Agreement
http://leo.stcloudstate.edu/grammar/subverag.html
http://grammar.ccc.commnet.edu/GRAMMAR/sv_agr.htm

Passive and Active Voice
http://grammar.ccc.commnet.edu/grammar/passive.htm
http://owl.english.purdue.edu/handouts/grammar/g_actpass.html

Gerund, participles and infinitives
http://owl.english.purdue.edu/owl/resource/627/01/
http://www.uhv.edu/ac/efl/pdf/verbsgerunds.pdf

Adjectives
http://grammar.ccc.commnet.edu/GRAMMAR/adjectives.htm
http://www.uottawa.ca/academic/arts/writcent/hypergrammar/adjective.html

Adverbs
http://grammar.ccc.commnet.edu/grammar/adverbs.htm
http://www.uottawa.ca/academic/arts/writcent/hypergrammar/adverbs.html

Quizzes
http://grammar.ccc.commnet.edu/GRAMMAR/cgi-shl/quiz.pl/sv_agr_quiz.htm
http://esl.about.com/library/quiz/blgrquiz_passive1.htm
http://www.ucl.ac.uk/internet-grammar/adjectiv/adjectiv.htm
http://grammar.ccc.commnet.edu/GRAMMAR/cgi-shl/quiz.pl/adverbs_quiz.htm

Tasks before Workshop Three

Instructions:

1. Visit the electronic addresses to acquire information about the topics. Define the following topics:
   a. Subject and Verb Agreement
   b. Passive and active voice
   c. Gerund, participles and infinitives
   d. Adjectives
   e. Adverbs

2. Do the on line quizzes and hand in the result to the facilitator.

3. Write an abstract about Prescriptive Grammar.

Activities

1. Students will do the proofreading exercises about subject and verb agreement and discuss it in the class.

2. In groups will complete a compare and contrast adjectives and its form.

3. Students will create a play to explain how to use passive and active voice. Dramatization will be presented to the class.

4. Complete and discuss comprehension exercise for each topic.

Assessment

1. Student will do a play using an assessment tool.

2. Students will turn in a reflection on today’s workshop.
Workshop Four

Specific Objectives
At the end of this workshop the students will:

1. Define the different types of sentences.
2. Create simple, compound, complex and compound-complex sentences.
3. Correctly use “it” and “there”
4. Double negatives.
5. Report the research paper.

Electronic addresses
Bibliotecas del Sistema
Universidad del Turabo
http://bibliotecavirtualut.suagm.edu/

Universidad del Este
http://www.suagm.edu/suagm/une2/portal_de_biblioteca/

Universidad Metropolitana
http://www.suagm.edu/SUAGM/m1/html/webvoy.htm

Types of Sentences
http://www.ucl.ac.uk/internet-grammar/clauses/ex5.htm

Simple, Compound, complex and compound-complex sentences
http://www.uottawa.ca/academic/arts/writcent/hypergrammar/rvsntstr.html
http://www.unt.edu/writinglab/exercises/grammar_exercises.htm

Use of “it” and “there”
http://web2.uvcs.uvic.ca/elc/StudyZone/200/grammar/itther1.htm

Double negatives
http://leo.stcloudstate.edu/grammar/doubneg.html
http://home.comcast.net/~kwbridge/negdbl.htm
Quizzes
http://grammar.ccc.commnet.edu/grammar/quizzes/niu/niu5.htm
http://grammar.ccc.commnet.edu/grammar/cgi-shl/quiz.pl/its_there_quiz.htm
http://grammar.ccc.commnet.edu/grammar/cgi-shl/quiz.pl/its_there_quiz.htm

Tasks before Workshop Four
Instructions:
1. Visit the electronic addresses. Define the following topics:
   a. Types of sentences
   b. Use of it
   c. Use of there
   d. Double negatives
2. Complete and hand in the on line quizzes.
3. Write an abstract about Descriptive Grammar.
4. Bring two proofreading exercises about each topic.

Activities
1. Students will turn in quizzes.
2. Facilitator will start a social discussion about the topic.
3. Complete and discuss the proofreading exercises in small groups.
4. Students will create a poem correctly using the double negatives.
5. Individually or in groups, students will report the findings of their research report.
6. Students listening to the oral reports will complete the Oral Reports response sheet provided in Appendix C.

Assessment
1. Proofreading exercises
2. Oral reports
3. Research reports findings
Workshop Five

Specific Objectives

At the end of this workshop the students will:

1. Correctly use pronoun in sentences.
2. Distinguish between singular and plural nouns.
3. Analyze the difference between mass vs. count nouns.
4. Correctly use possessive forms of nouns.

Electronic addresses

Bibliotecas del Sistema
Universidad del Turabo
http://bibliotecavirtualut.suagm.edu/

Universidad del Este
http://www.suagm.edu/suagm/une2/portal_de_biblioteca/

Universidad Metropolitana
http://www.suagm.edu/SUAGM/m1/html/webvoy.htm

Pronouns
http://www.uottawa.ca/academic/arts/writcent/hypergrammar/pronouns.html
http://grammar.ccc.commnet.edu/GRAMMAR/pronouns1.htm

Nouns
http://www.uottawa.ca/academic/arts/writcent/hypergrammar/nouns.html
http://classroom.jc-schools.net/la/activities/nouns.html
http://www.eslteachersboard.com/cgi-bin/lessons/index.pl?read=944

Quizzes
http://grammar.ccc.commnet.edu/grammar/quizzes/nouns_quiz1.htm
http://esl.about.com/library/quiz/blgrquiz_quantity1.htm
http://www.mcwdn.org/grammar/nounpossessquiz/nounpossessquiz.html
Tasks before Workshop Five

Instructions:

1. Visit the electronic addresses provided. Define the following topics:
   a. Pronouns
   b. Nouns and numbers
   c. Mass nouns
   d. Count nouns
   e. Possessive forms of nouns
2. Write a reflective essay about what you have learned in the class.
3. Complete and hand over online quizzes
4. Bring two proofreading exercises about each topic.
5. Take the pre-test again and compare your scores. In writing, reflect about your scores.

Activities

1. Facilitator will start a social discussion about pronouns and nouns.
2. In groups students will share the proofreading exercises brought to class.
3. Facilitator will ask students to complete the exercises on Appendix B.
4. Exercises will be discussed in class.
5. Students will write a concrete poem about nouns. Guidelines for concrete poem are in Appendix B page 30.
6. Students will hand in their portfolio.
7. Students will write about what they have learned today.

Assessment

1. Proofreading exercises
2. Reflexive diary
3. Concrete poem
Appendix
Appendix A

Ice Breaking Activity

Complete the sentences

1. If you were a noun, you would be ______________________.
2. If you were a verb, you would be ________________________.
3. If you were an adjective, you would be ____________________.
4. If you were an adjective, you would be ____________________.
5. If you were a conjunction, you would be ____________________.
6. If you were a preposition, you would be ____________________.
7. If you were a pronoun, you would be ____________________.
8. If you were a complete sentence, your sentence will be ___________________________________________________________________

ENGL 245 English Grammar
Pre- test

Circle each of the following parts of speech in each sentence.

A. Find the NOUN(s) in each sentence.
   1. Please put these new books in the bookcase over there.
   2. A computer can store and retrieve information.
   3. Does Tim live in a house or in an apartment?
   5. Her loyalty and honesty made her a great friend.

B. Find the VERB in each sentence.
   1. Joey ran to the store.
   2. The boxer is strong.
   3. The teacher helped the student with her homework.
   4. Thick clouds cover the planet Venus.
   5. Inside the classroom was a happy teacher.

C. Find the PRONOUN in each sentence.
   1. A spotted coat helps the leopard hide from its prey.
   2. Snow covered the ballpark earlier, but it melted.
   3. Ken came by and picked up his basketball before supper.
   4. Many artists built their studios in old warehouses.

D. Find the ADJECTIVE(s) in each sentence.
   1. The huge crowd appeared excited and restless.
   2. Two old prospectors and a weary mule trudged across the desert.
   3. The loyal fans cheered their team in the game.
   4. Our European guests were weary after the long trip.

E. Find the PREPOSITION(s) in each sentence.
   1. The library will hold the book until tomorrow.
   2. The messenger for the company stopped several times along the route.
3. The meeting of the Security Council took place at ten o’clock in a private area of the building.
4. The prompter sat behind the scenery with a small flashlight.
5. The elephants lumbered past us toward the water hole.

CHECK UP ON PARTS OF SPEECH

Directions: Identify the underlined words as noun (N), pronoun (PN), verb (V), adjective (ADJ), adverb (ADV), preposition (P), or conjunction (C).

1. Paul Anderson was proclaimed the world-champion weight-lifter.
2. He established this record by lifting 1175 pounds.
3. The records indicate that the first fight with boxing gloves was fought in 1818 in France.
4. No man alive today could have been present at that time.
5. He had so much to do that he went home early.
6. Not wanting to be rude, he made his apologies to his host.
7. “Ordinarily, I would not leave so soon, but I have so much to do,” he told his host.
8. The understanding was between the guest and his host.
9. In 1876, R. Barnes of Chicago lead the National League with an average of .403.
10. In the 1957 World Series, Lew Burdette won three games, two of which were shutouts.
Appendix B

**Radial Diagram**

Use the following Diagram to define a concept.

What is ________?
Venn Diagram

Use this diagram to compare and contrast sentences and fragments.

Fragment
- Sporadic ideas
- Individual Components
  - Subject: nouns, pronouns
  - Predicate: verbs, adverbs, prepositions, conjunctions, and interjections.

Sentence
- A complete thought is formed.
- Is expressed coherently.
- Connectors Linking Verbs
Concrete Poem

Concrete poetry refers to the creation of poems in which the text forms an image that helps convey the message. Also known as a "shape poem," concrete poetry must always be presented in its specific fixed form, lines or geometric shape.

http://www.wild-about-woods.org.uk/elearning/concretepoetry/
Acrostic Poem

When we think of 'poetry', we usually think of poetry that rhymes. But there are many other styles of poetry and each one is very different from each other. Acrostic Poems are special, unique, and are used for different purposes than either prose or rhyming.

http://www.wikihow.com/Write-an-Acrostic-Poem
http://www.enchantedlearning.com/poetry/acrostic/

Hockey

Hockey is my favorite sport
On the ice or street
Cool and fun
Keep on playing
Exercise and stronger
You should try

Sky

So nice and blue
Keep on looking at it
You should look
K-W-L Chart

This chart is to record prior knowledge about the topic and knowledge gain during the class.

<table>
<thead>
<tr>
<th>What I know</th>
<th>What I want to know</th>
<th>What I Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Comic strip

http://www.emints.org/ethemes/resources/S00001222.shtml

Use the comic strip to define a topic or to explain the topic.
Oral Reports response sheet.

Use this paper to reflect on your classmate(s) oral reports.

Topic: ______________________________________

Name of the Speaker(s)
________________________________________
________________________________________
________________________________________

Important Information
________________________________________
________________________________________
________________________________________

Concepts that need it to be clarify by the speaker(s)
________________________________________
________________________________________
________________________________________
Appendix C

Practice Exercises

Identify the simply subject, complex subject, simply predicate, and complex predicate.

1. John sat on the bench.
2. Susan, my sister’s friend, came over for dinner.
3. Going to the store is what John likes to do.
4. The first person to arrive on time will be given a bonus.
5. At the bottom of the sea you will find great treasures.
6. Nobody doubts his integrity.
7. All that is gold does not glitter.
8. John took the car and Mary went to the store.

Identify the simply subject, complex subject, simply predicate, and complex predicate.
9. Six Denver-area friends piled into a Chevy Suburban to head out to a high school dance.
10. They had not been drinking, the teen driver was not speeding, but she lost control of the sport utility vehicle.
11. It rolled over and crashed.
12. One passenger was left paralyzed.
14. Bottoms' father is convinced that his son lost his life, partly because the teen driver was behind the wheel of an SUV.
15. More than 6,000 teenagers die every year in motor vehicle crashes.
Verbs

Underline the verb (or verb phrase) in the following sentences.

1. A micron is a unit of length.
2. There are over a thousand millimeters in a yard.
3. Freva was the Saxon Goddess of Beauty.
4. Gold melts at 1,063 degrees Centigrade.
5. Egypt measures about one and one-half the size of Texas.
6. The George Washington Bridge is located between New York and New Jersey.
7. It can be seen spanning the mighty Hudson River.
8. Automobiles have been crossing it since 1931.
9. It is ranked as the second largest bridge in the world.
10. It is constantly being painted.
Crossword Puzzle:

Practice of regular and irregular verbs

Complete the crossword, then click on "Check" to check your answer. Click on a number in the grid to see the clue or clues for that number. If you are stuck, you can click on "Hint" to get a free letter.

ENGL 245 English Grammar
Across
3. past of to bring
5. past of to stick
8. past of to sing
10. past of to eat
11. past of to feed
12. past participle of to shake
16. past participle of to sell
17. past participle of to read
18. past of to leave
20. past of to meet
21. past of to draw
24. past of to drink
25. past of to fly
26. past participle of to stand

27. past participle of to make

Down:
1. past of to hurt
2. past of to choose
3. past participle of to be
4. past participle of to take
6. past of to understand
7. past of to sit
9. past participle of to go
13. past of to hear
14. past participle of to swim
15. past participle of to write
19. past of to go
22. past of to pay
23. past of to win
Modal Verbs

Can, Could, May and Might

Use one of the modal verbs in brackets to fill each gap.

1. They (can/might) ________________ be away for the weekend but I'm not sure.
2. You (may/might) ________________ leave now if you wish.
3. (Could/May)________________ you open the window a bit, please?
4. He (can/could)________________ be from Sheffield, judging by his accent.
5. (May/Can)________________ you swim?
6. Listen, please. You (may not/might not)________________ speak during this exam.
7. They (can't/may not)________________ still be out!
8. You (couldn't/might not)________________ smoke on the bus.
9. With luck, tomorrow (can/could)________________ be a cooler day.

Subject and Verb Agreement

Choose the correct form of the verb that agrees with the subject.

1. Annie and her brothers (is, are) at school.
2. Either my mother or my father (is, are) coming to the meeting.
3. The dog or the cats (is, are) outside.
4. Either my shoes or your coat (is, are) always on the floor.
5. George and Tamara (doesn't, don't) want to see that movie.
6. Benito (doesn't, don't) know the answer.
7. One of my sisters (is, are) going on a trip to France.

8. The man with all the birds (live, lives) on my street.

9. The movie, including all the previews, (take, takes) about two hours to watch.

10. The players, as well as the captain, (want, wants) to win.

11. Either answer (is, are) acceptable.

12. Every one of those books (is, are) fiction.

13. Nobody (know, knows) the trouble I've seen.

14. (Is, Are) the news on at five or six?

15. Mathematics (is, are) John's favorite subject, while Civics (is, are) Andrea's favorite subject.

16. Eight dollars (is, are) the price of a movie these days.

17. (Is, Are) the tweezers in this drawer?

18. Your pants (is, are) at the cleaner's.

19. There (was, were) fifteen candies in that bag. Now there (is, are) only one left!

20. The committee (debates, debate) these questions carefully.

Passive and Active Voice

Put the following sentences into the passive voice or form.

1. They make shoes in that factory.

   Shoes (is, are) made in that factory.

2. People must not leave bicycles in the driveway.

   Bicycles (is, are) not to be left in the driveway.
Bicycles in the driveway.

3. They built that skyscraper in 1934.
   That skyscraper in 1934.

4. The students will finish the course by July.
   The course by July.

5. They are repairing the streets this month.
   The streets this month.

6. They make these tools of plastic.
   These tools of plastic.

7. They have finished the new product design.
   The new product design.

8. They were cooking dinner when I arrived.
   Dinner when I arrived.

   'Red Sunset' in 1986 by Smithers.

10. Did the plan interest you?
    in the plan?

11. They had finished the preparations by the time the guests arrived.
The preparations by the time the guests arrived.

12. You should take care when working on electrical equipment.
   Care when working on electrical equipment.

13. They are going to perform Beethoven's Fifth Symphony next weekend.
   Beethoven's Fifth Symphony next weekend.

14. Someone will speak Japanese at the meeting.
   Japanese at the meeting.

15. Karen is going to prepare the refreshments.
   The refreshments by Karen.

Understanding Verbs: Gerunds, Participles, and Infinitives
Gerunds
Exercise
Underline the gerunds or gerund phrases in each sentence.
1. Raising the funds proved to be a difficult task.
2. Camping at Coleto Creek was the Smith family’s annual summer vacation.
3. Joseph hoped to obtain a job by learning the welding trade.
4. The Moreno family loves cooking for relatives.
5. I am able to earn money by working in the campus library.

Participles
Exercise
Underline the participles or participial phrases in each sentence.
1. Hurriedly fastening his backpack, Joe rushed off to school.
2. The frozen fish was an easy meal for Jim to cook.
3. Staring at the items on the sales rack, Jill could not make a quick decision.
4. The car, damaged by the hailstorm, was taken to the body shop.
5. The woman wearing the blue sweater is Jack’s mother.

Infinitives
Exercise
Underline the infinitives in each sentence.
1. Clay goes to his grandmother’s house to eat homemade sweets.
2. The purpose of the class was to teach children how to swim.
3. The hostess asked Jill to refill the punch bowl.
4. To clean the house seemed like an impossible task.
5. Doris was asked to host the baby shower.

Underline the verbal in each sentence and indicate whether it is a gerund (G), a participle (P) or an infinitive (I).
1. Jennifer’s goal was to graduate from the University of Houston-Victoria.
2. John’s favorite outdoor activity is skiing.
3. Going on a cruise and climbing Mt. Rushmore were Rachel’s summer vacation plans.
4. Dancing with the famous instructor, Dillon felt like a star.
5. Animals dumped in the streets often become a menace.
6. The girls love to swim at Julie’s house.
7. Watching the birds is one of Mr. Martin’s hobbies.
8. Janice, baking 10 cakes for the festival, accidentally burned one of them.
9. Working out daily should be an essential part of American life.
10. I have a book to return to the library.
ADJECTIVE:

EXERCISE
Underline the adjectives in each of the following sentences.

1. The interior plateau of the Union of South Africa is called its veldt.
2. There are countless millions of gaseous bodies called stars.
3. Baseball, enjoyed by many fans today, was played here and in merry England before 1839.
4. Sir Walter Raleigh was a famous statesman and a bold explorer.
5. His many projects to settle America were unsuccessful.
6. He even made a long voyage to the Hot Lands below the Equator in search of gold.
7. After the death of his beloved queen, he was arrested for being a disloyal citizen.
8. His adventurous career came to an abrupt end when he was executed for piracy in 1618.
9. As college admission standards continue to rise, tension and anxiety build to a ridiculous point in college preparatory seniors.
10. Twenty-five students attended reading class during the first term.

ADVERBS

EXERCISE
Underline the adverbs in the following sentences.

1. The name “sirocco” is often given to warm wind.
2. It is usually given to warm wind blowing over large areas of hot, dry land.
3. Such winds now occur over the area of our Great Plains.
4. Originally “sirocco” was a name used by people of North Africa.
5. It was not used for ordinary wind.
6. It described the very hot, dusty wind that comes from the South.
7. It comes quickly from the scorching Sahara Desert.
8. This extremely hot wind is a menace to life.
9. Its coming always fills the natives with fear.

The biting bits of sand dig deeply into the eyes and skin of those caught in its fury

**Types of sentences**

In the following examples, determine the sentence type from the choices given.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| **1.** We took a taxi home after the theatre | **Simple**  
**Complex**  
**Compound** |
| **2.** The policeman was not impressed by your alibi | **Simple**  
**Complex**  
**Compound** |
| **3.** As soon as I heard the news, I rushed straight to the police | **Simple**  
**Complex**  
**Compound** |
4. Amy watches football on television, but she never goes to a game

<table>
<thead>
<tr>
<th>Simple</th>
<th>Complex</th>
<th>Compound</th>
</tr>
</thead>
</table>

5. If you give your details to our secretary, we will contact you when we have a vacancy

<table>
<thead>
<tr>
<th>Simple</th>
<th>Complex</th>
<th>Compound</th>
</tr>
</thead>
</table>

Use of it and there

Select one answer from the choices provided after each sentence. The word you choose should fit the blank in the sentence.

1. _____ up to you.
   - Its
   - It's

2. I knew what model car it was, but I wasn't sure about _____ color.
   - its
   - it's

3. I'm afraid _____ going to be a very long season for the Mighty Ducks.
   - its
   - it's

4. His fear of _____ being a very long season seemed contagious.
   - its
   - it's
5. ______ are no excuses this time, Buddy!
   - There
   - Their
   - They’re

6. I can't imagine where _________ going after the movie.
   - there
   - their
   - they’re

7. It’s _______ car, so let them decide where we’re going.
   - there
   - their
   - they’re

8. Wherever _________ are two or more firefighters in the same room, you know what they’ll be talking about.
   - there
   - their
   - they’re

9. Whatever _________ doing to this highway, it seems to be taking forever to finish.
   - there
   - their
   - they’re
10. These students have a poor attendance record. I'm worried about _______ being absent during next week's exams.

- there
- their
- they're

Double Negatives

On a sheet of paper, rewrite these sentences so that none of them contains double negatives.

1. I think the new financial initiative will not last barely a month.
2. The researcher decided not to run the test again because the results from previous tests were hardly reliable.
3. Since his last speech gained little acceptance, the writer has not had no request to visit the forum again.
4. The explorers finally discovered that the place where they landed did not have none of the minerals they wanted.
5. The pilot could not find nowhere to land.
6. After being replaced, the pipes did not run no water as expected.
7. Arizona had scarcely no rain last summer.
8. The storm rose so quickly that the road crews could not do nothing about clearing the highways.
9. There is hardly no worse challenge than the one concerning national defense.

Nouns

EXERCISE:
Underline the nouns in each of the following sentences:
1. Jason enjoyed the movie about France.
2. The musicians play marching songs.
3. Music layovers thrill to the sound of trumpets.
4. Boys and girls are often eager to listen.
5. The conductor moves his baton vigorously.
6. There is no death penalty for criminals in Puerto Rico.
7. The “Explorer,” crammed with scientific instruments, was launched on January 31, 1958.
8. New Mexico was admitted as a state in the twentieth century.
9. Chester Arthur was nominated for vice-president by the Republican Party in 1880.
10. Winston Churchill was the man whose courage led the nation from defeat to victory.

PRONOUN:

EXERCISE
Underline the pronouns in each of the following sentences:

1. You and John are the boys who will have to pay for the damage.
2. Mr. Gunsher gave us the record which was just played.
3. She cried loudly, and each of us heard her.
4. They felt flattered by our attention to them.
5. Everyone followed the directions the faculty members had given each to them.
6. She sent them to him as a birthday gift.
7. They collided near the school.
8. Solving the traffic problems taxes the imagination of those who have the responsibility.
9. He says anyone who enjoys driving under today's traffic conditions must be crazy.

10. Some take up a hobby because it is fun.

Appendix D

Rubrics Research Project

Guidelines:
1. Select a common grammar error that ESL students make while learning English.

ENGL 245 English Grammar
2. Research the error using at least four sources of information.
3. Give suggestions on how that error could be overcome.
4. Use the following electronic addresses to help you.
   http://www.aresearchguide.com/1steps.html
   http://owl.english.purdue.edu/workshops/hypertext/ResearchW/

Rubric for Research Project

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>Information is very organized with well-constructed paragraphs and subheadings.</td>
<td>Information is organized with well-constructed paragraphs.</td>
<td>Information is organized, but paragraphs are not well-constructed.</td>
<td>The information appears to be disorganized. 8)</td>
</tr>
<tr>
<td>Quality of Information</td>
<td>Information clearly relates to the main topic. It includes several supporting details and/or examples.</td>
<td>Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.</td>
<td>Information clearly relates to the main topic. No details and/or examples are given.</td>
<td>Information has little or nothing to do with the main topic.</td>
</tr>
<tr>
<td>Mechanics</td>
<td>No grammatical, spelling or punctuation errors.</td>
<td>Almost no grammatical, spelling or punctuation errors.</td>
<td>A few grammatical spelling, or punctuation errors.</td>
<td>Many grammatical, spelling, or punctuation errors.</td>
</tr>
<tr>
<td>Sources</td>
<td>All sources (information and graphics) are accurately documented in the desired format.</td>
<td>All sources (information and graphics) are accurately documented, but a few are not in the desired format.</td>
<td>All sources (information and graphics) are accurately documented, but many are not in the desired format.</td>
<td>Some sources are not accurately documented.</td>
</tr>
<tr>
<td>Paragraph Construction</td>
<td>All paragraphs include introductory sentence, explanations or details, and concluding sentence.</td>
<td>Most paragraphs include introductory sentence, explanations or details, and concluding sentence.</td>
<td>Paragraphs included related information but were typically not constructed well.</td>
<td>Paragraphing structure was not clear and sentences were not typically related within the paragraphs.</td>
</tr>
</tbody>
</table>
# Evaluation Sheet: Daily Class Participation

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Workshop 1</th>
<th>Workshop 2</th>
<th>Workshop 3</th>
<th>Workshop 4</th>
<th>Workshop 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
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<tr>
<td>10 points per class</td>
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<tr>
<td>Contributes to class discussion</td>
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<td></td>
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<tr>
<td>2 points. per class</td>
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<td></td>
<td></td>
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</tbody>
</table>
Shows interest in what is discussed in class 2 points. per class

Ask questions pertinent to the discussion 2 points. per class

Answers questions from the facilitator and the classmates 2 points. per class

Comes prepared for class 2 points. per class

Total points

Total: ________________________________ Grade: _______________________

Obs. ____________________________________________________________________
__________________________________________________________________________

Class Portfolio Evaluation

<table>
<thead>
<tr>
<th>Points</th>
<th>Required items</th>
<th>Concepts</th>
<th>Reflection/Critique</th>
<th>Overall Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>All required items are included, with a significant number of</td>
<td>The student has gained a significant</td>
<td>Reflections illustrate the ability to effectively</td>
<td>Items are clearly introduced, well organized, and</td>
</tr>
</tbody>
</table>
additions. Items clearly demonstrate that the desired learning outcomes for the term have been achieved. understanding of the concepts and applications critique work, and to suggest constructive practical alternatives. creatively displayed, showing connection between items

<table>
<thead>
<tr>
<th>Score</th>
<th>CATEGORY</th>
<th>Detailed Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>75-89</td>
<td>Above Standards</td>
<td>All required items are included, with a few additions. Items clearly demonstrate most of the desired learning outcomes for the term. The student has gained a general understanding of the concepts and applications. Reflections illustrate the ability to critique work, and to suggest constructive practical alternatives. Items are introduced and well organized, showing connection between items.</td>
</tr>
<tr>
<td>60-75</td>
<td>Meets Standards</td>
<td>All required items are included. Items demonstrate some of the desired learning outcomes for the term. The student has gained some understanding of the concepts and attempts to apply them. Reflections illustrate an attempt to critique work, and to suggest alternatives. Items are introduced and somewhat organized, showing some connection between items.</td>
</tr>
<tr>
<td>40-59</td>
<td>Approaching Standards</td>
<td>A significant number of required items are missing. Items do not demonstrate basic learning outcomes for the term. The student has limited understanding of the concepts. Reflections illustrate a minimal ability to critique work. Items are not introduced and lack organization.</td>
</tr>
<tr>
<td>0</td>
<td>Below Standards</td>
<td>No work submitted</td>
</tr>
</tbody>
</table>

**Essay Evaluation**

Student Name: ________________________________

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4 - Above Standards</th>
<th>3 - Meets Standards</th>
<th>2 - Approaching Standards</th>
<th>1 - Below Standards</th>
<th>Score</th>
</tr>
</thead>
</table>

Engl 245 English Grammar

51
<table>
<thead>
<tr>
<th>Position Statement</th>
<th>The position statement provides a clear, strong statement of the author's position on the topic.</th>
<th>The position statement provides a clear statement of the author's position on the topic.</th>
<th>A position statement is present, but does not make the the author's position clear.</th>
<th>There is no position statement.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence and Examples</td>
<td>All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.</td>
<td>Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.</td>
<td>At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.</td>
<td>Evidence and examples are NOT relevant AND/OR are not explained.</td>
</tr>
<tr>
<td>Sentence Structure</td>
<td>All sentences are well-constructed with varied structure.</td>
<td>Most sentences are well-constructed and there is some varied sentence structure in the essay.</td>
<td>Most sentences are well constructed, but there is no variation is structure.</td>
<td>Most sentences are not well-constructed or varied.</td>
</tr>
<tr>
<td>Grammar &amp; Spelling</td>
<td>Author makes no errors in grammar or spelling that distract the reader from the content.</td>
<td>Author makes 1-2 errors in grammar or spelling that distract the reader from the content.</td>
<td>Author makes 3-4 errors in grammar or spelling that distract the reader from the content.</td>
<td>Author makes more than 4 errors in grammar or spelling that distract the reader from the content.</td>
</tr>
<tr>
<td>Capitalization &amp; Punctuation</td>
<td>Author makes no errors in capitalization or punctuation, so the essay is exceptionally easy to read.</td>
<td>Author makes 1-2 errors in capitalization or punctuation, but the essay is still easy to read.</td>
<td>Author makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.</td>
<td>Author makes several errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.</td>
</tr>
</tbody>
</table>

**How to Write an Abstract**

*Philip Koopman, Carnegie Mellon University*

October, 1997
Abstract

Because on-line search databases typically contain only abstracts, it is vital to write a complete but concise description of your work to entice potential readers into obtaining a copy of the full paper. This article describes how to write a good computer architecture abstract for both conference and journal papers. Writers should follow a checklist consisting of: motivation, problem statement, approach, results, and conclusions. Following this checklist should increase the chance of people taking the time to obtain and read your complete paper.

Introduction

Now that the use of on-line publication databases is prevalent, writing a really good abstract has become even more important than it was a decade ago. Abstracts have always served the function of "selling" your work. But now, instead of merely convincing the reader to keep reading the rest of the attached paper, an abstract must convince the reader to leave the comfort of an office and go hunt down a copy of the article from a library (or worse, obtain one after a long wait through inter-library loan). In a business context, an "executive summary" is often the only piece of a report read by the people who matter; and it should be similar in content if not tone to a journal paper abstract.

Checklist: Parts of an Abstract

Despite the fact that an abstract is quite brief, it must do almost as much work as the multi-page paper that follows it. In a computer architecture paper, this means that it should in most cases include the following sections. Each section is typically a single sentence, although there is room for creativity. In particular, the parts may be merged or spread among a set of sentences. Use the following as a checklist for your next abstract:

- **Motivation:**
  
  *Why do we care* about the problem and the results? If the problem isn't obviously
"interesting" it might be better to put motivation first; but if your work is incremental progress on a problem that is widely recognized as important, then it is probably better to put the problem statement first to indicate which piece of the larger problem you are breaking off to work on. This section should include the importance of your work, the difficulty of the area, and the impact it might have if successful.

- **Problem statement:**
  What *problem* are you trying to solve? What is the *scope* of your work (a generalized approach, or for a specific situation)? Be careful not to use too much jargon. In some cases it is appropriate to put the problem statement before the motivation, but usually this only works if most readers already understand why the problem is important.

- **Approach:**
  *How did you go about solving* or making progress on the problem? Did you use simulation, analytic models, prototype construction, or analysis of field data for an actual product? What was the *extent* of your work (did you look at one application program or a hundred programs in twenty different programming languages?) What important *variables* did you control, ignore, or measure?

- **Results:**
  *What's the answer?* Specifically, most good computer architecture papers conclude that something is so many percent faster, cheaper, smaller, or otherwise better than something else. Put the result there, in numbers. Avoid vague, hand-waving results such as "very", "small", or "significant." If you must be vague, you are only given license to do so when you can talk about orders-of-magnitude improvement. There is a tension here in that you should not provide numbers that can be easily misinterpreted, but on the other hand you don't have room for all the caveats.

- **Conclusions:**
  *What are the implications* of your answer? Is it going to change the world (unlikely), be a significant "win", be a nice hack, or simply serve as a road sign
indicating that this path is a waste of time (all of the previous results are useful).

Are your results general, potentially generalizable, or specific to a particular case?

Other Considerations

An abstract must be a fully self-contained, capsule description of the paper. It can’t assume (or attempt to provoke) the reader into flipping through looking for an explanation of what is meant by some vague statement. It must make sense all by itself. Some points to consider include:

- Meet the word count limitation. If your abstract runs too long, either it will be rejected or someone will take a chainsaw to it to get it down to size. Your purposes will be better served by doing the difficult task of cutting yourself, rather than leaving it to someone else who might be more interested in meeting size restrictions than in representing your efforts in the best possible manner. An abstract word limit of 150 to 200 words is common.
- Any major restrictions or limitations on the results should be stated, if only by using "weasel-words" such as "might", "could", "may", and "seem".
- Think of a half-dozen search phrases and keywords that people looking for your work might use. Be sure that those exact phrases appear in your abstract, so that they will turn up at the top of a search result listing.
- Usually the context of a paper is set by the publication it appears in (for example, *IEEE Computer* magazine's articles are generally about computer technology). But, if your paper appears in a somewhat un-traditional venue, be sure to include in the problem statement the domain or topic area that it is really applicable to.
- Some publications request "keywords". These have two purposes. They are used to facilitate keyword index searches, which are greatly reduced in importance now that on-line abstract text searching is commonly used. However, they are also used to assign papers to review committees or editors, which can be extremely important to your fate. So make sure that the keywords you pick make
assigning your paper to a review category obvious (for example, if there is a list of conference topics, use your chosen topic area as one of the keyword tuples).

Conclusion

Writing an efficient abstract is hard work, but will repay you with increased impact on the world by enticing people to read your publications. Make sure that all the components of a good abstract are included in the next one you write.