Self-introduction

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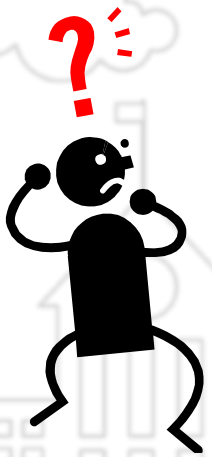
Process of Writing

Gather ideas → Categorize ideas → Write the first draft → Edit/Revise the draft → Write final draft



Gather ideas

A. Free writing / journal writing
B. Brainstorming→ graphic organizer (map)
C. The paragraph-pattern / genre approach
D. Extensive reading (input)

NOVEMBER

Saturday

Most people look forward to the holidays, but the stretch between Thanksgiving and Christmas just makes me a nervous wreck. If you make a mistake in the first eleven months of the year, it's no big deal. But if you do something wrong during the holiday season, you're gonna pay for it.

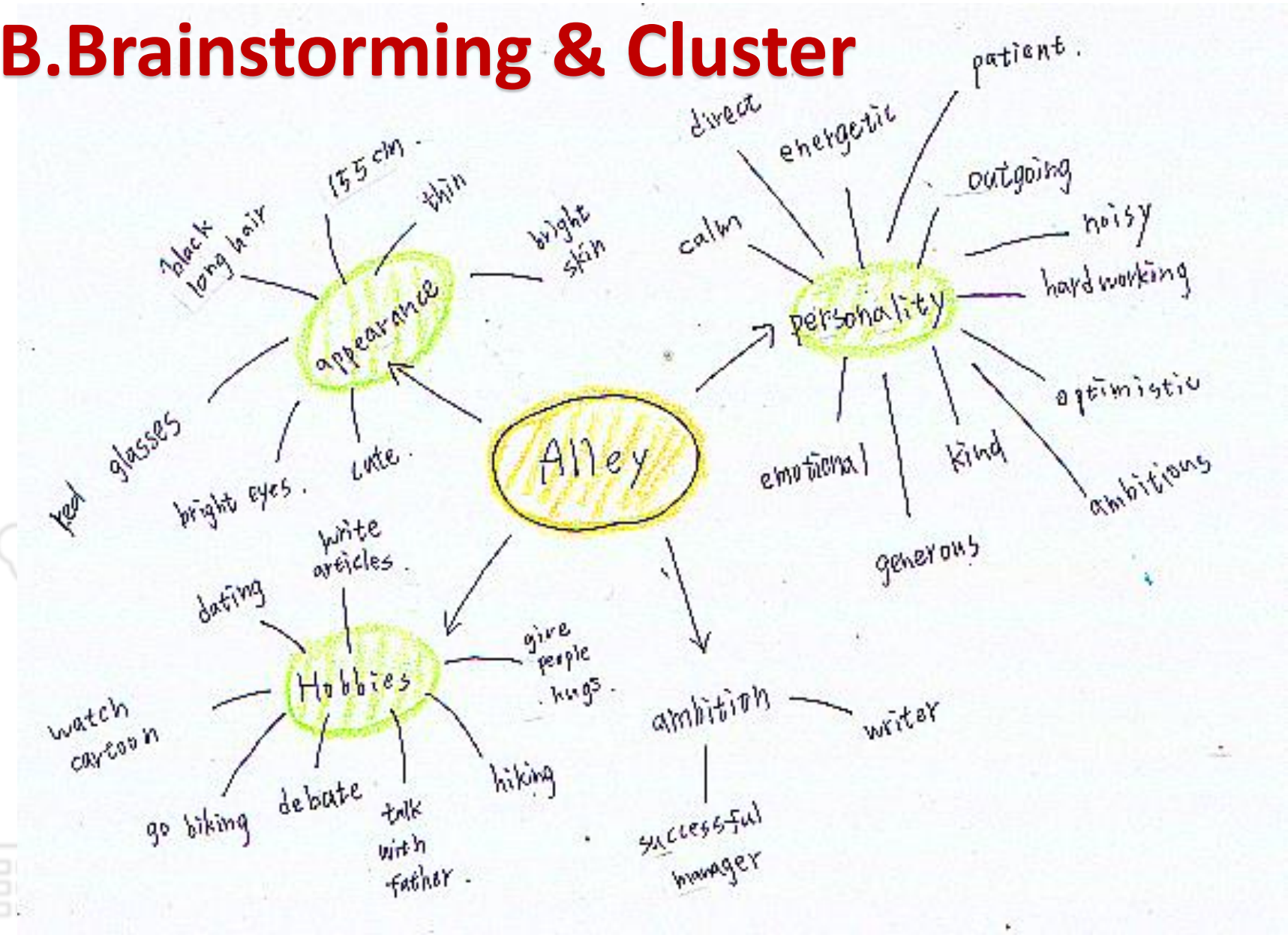


It's too much pressure to be on your best behavior for a whole month. The most I can really handle is six or seven days in a row. So if they moved Thanksgiving to the week before Christmas, it would be fine by me.

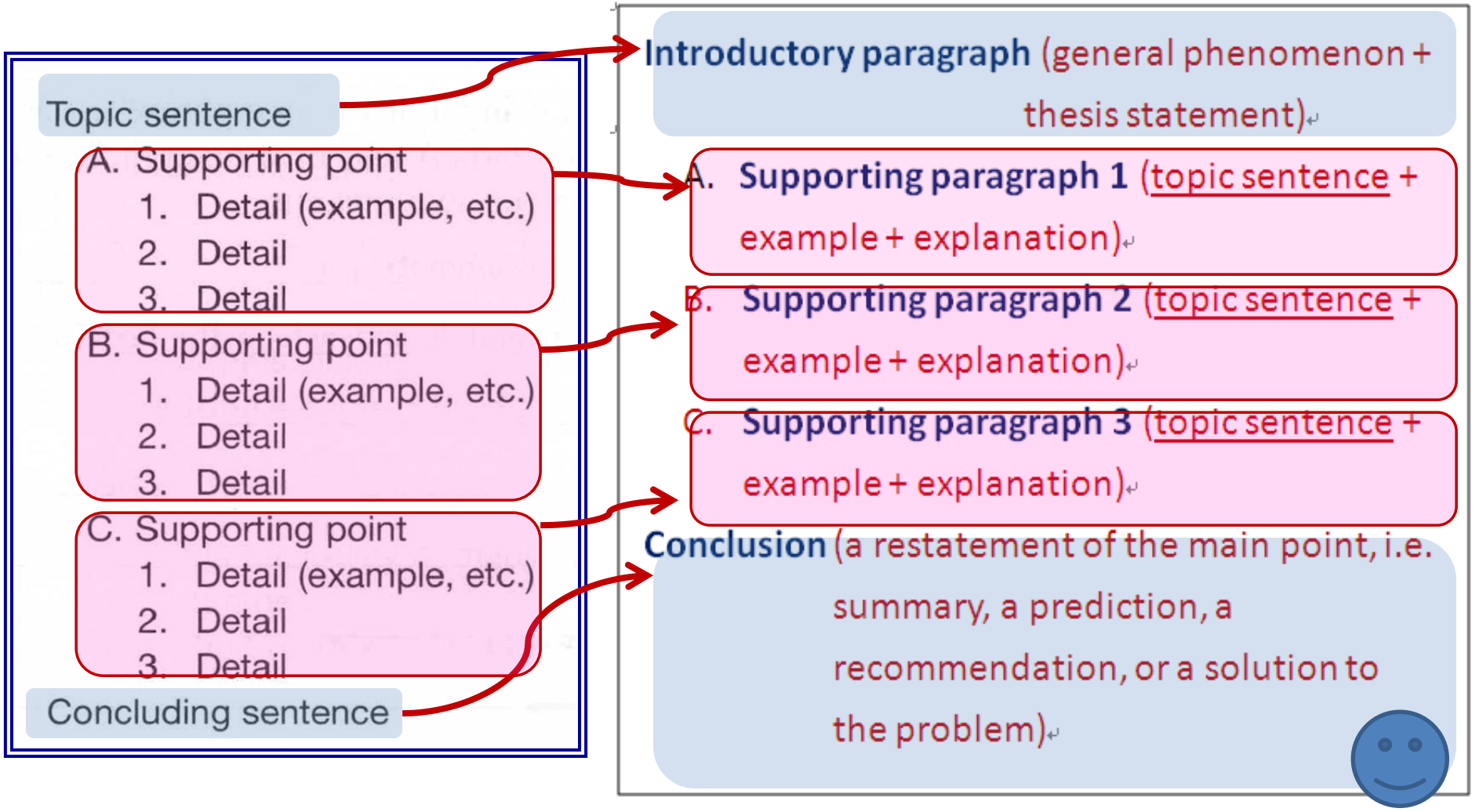
A. Free Writing or Keep the Diary

Source: Diary of a Wimpy Kid by Jeff Kinney

B.Brainstorming & Cluster



C. Paragraph Pattern vs. Essay Writing



Paragraph (段落)

Title: How to Find a Title in Writing a Research Paper

TS. How to find a title is a crucial step for students to fulfill the research assignment.

E. Students need to know what area they are involved in or interested in.

S/ D. Necessity and interest urge students to take desperate measures.

E Students need to know the research title tends to sound serious and scholastic.

S/ D The Effects of Toxic Chemicals in the Sun-Moon Lake is often used in place of Fishing in Sun-Moon Lake, for example.

E Students may try as much as possible to follow the latest message flow.

S/ D. The latest message flow is what most people concern.

E. Students' instructors must expect discipline-specific topics.

S/ D. The issues of inquiry-based or problem-based learning can empower students' learning process.

C: An appropriate title decides whether students to fulfill a research assignment.



Exercises: Fill in TS, S, D, C

1. Thesi s Hi, I am Sion who studies in senior high school. 2. S Although I am only 15 years old, I have very cute looking, considerable personality, and a promising future.

3. T1 I am cute for several reasons. 4. S1 First, I am not tall. 5. D I am about 155 centermeters tall. 6. S2 Then, I have long curly hair. 7. D When I walk, my hair shines and cascades to my shoulders. 8. S3 Third, I have big bright eyes. 9. D According to my friends, when I smile, I look like an angel.

10. T1 I have a wonderful personality. 11. S1 I am easy-going. 12. D I can get along with everyone well because I have a nice temper. 13. S2 I am helpful. 14. D I like to help others, which makes me happy. 15. S3 I am knowledgeable. 16. D I love reading and learn anything once I have a chance.

17. T1 I talk a lot about my future: I want to be a teacher. 18. S1 My friends believe I have a promising future because I have been practicing it in my daily life. 19. D Acturally, teaching makes me learn more. 20. C This is all about me.

Topic Sentence	Keesha has a great personality and is very pretty, too.
Main Supporting Sentences	**Minor Supporting Sentences**
Keesha has an average figure.	1. She is five feet, two inches tall. 2. _____ 3. _____
Keesha has a wonderful personality.	4. _____ 5. _____ 6. _____
Keesha is interested in music.	7. _____ 8. _____ 9. _____
Concluding Sentence	She is an amazing person.

Checklist

1. Does the paragraph/passage have a correctly formatted title?
2. Is the first sentence of the paragraph indented 5 spaces?
3. Is the topic sentence/thesis statement shown in the beginning/the first paragraph?
4. Is the topic sentence/thesis statement specific enough?
5. Does the paragraph/passage have effective, convincing supporting ideas?
6. Does the paragraph/passage follow the correct order (time, space, or importance)?
7. Does the paragraph/passage have a conclusion?
8. Does the paragraph/passage use the consistent tense?
9. Does the paragraph/passage use the consistent person?
10. Does the paragraph/passage use proper transitional expressions?
11. Does the paragraph/passage use sensory expressions?
12. Does the paragraph/passage provide new and interesting information?
13. Does the paragraph/passage have only relevant information ?
14. Does the paragraph/passage use correct grammar, such as subject-verb agreement?
15. Does the paragraph/passage use correct punctuation?

Your Turn!

Write a self-introduction paragraph