

Grammar, Style, and the Choices We Make as Writers

Lori A. Randall

APPENDIX A: Noticing Worksheet for Determiners

How does LBJ use determiners to affect the tone, style, meaning, and possibly even organization of his text?

Review the original text of LBJ's "Let us Continue" as well as your translation of it.

Jot down answers to the questions below. You can write your answers directly on this sheet. Attach another sheet, if necessary. Be prepared to discuss your answers with your classmates.

1. Circle, underline, or highlight each word in the text that you think probably functions as a determiner.
2. How did you translate those words and the surrounding words into your native language? Which passages were difficult to translate, and which ones were easy to translate?
3. Compare your translation to the original text, paying attention to the words that you identified as determiners. Think about the choices you made when you translated those words. Do your choices help you understand how determiners are used in English? Do you notice any patterns in use or meaning? If so, describe those patterns or insights here:
4. Look through the text until you find the demonstratives "this" and "those." Do you think that LBJ ever uses these determiners as a way of transitioning between ideas? If so, explain how these words function as transition strategies. _____

APPENDIX B: Noticing Worksheet for Style and Tone

How do LBJ's lexical choices affect the style and tone of his text?

Review the original text of LBJ's "Let us Continue" as well as your translation of it.

Jot down answers to the questions below. You can write your answers directly on this sheet. Attach another sheet, if necessary. Be prepared to discuss your answers with your classmates.

1. Locate at least five words in LBJ's text that you consider to be emotionally powerful. List those words here:
2. Briefly describe your experience in trying to find an appropriate native-language equivalent for each of the words you listed above. Was it difficult to find a word in your native language that created the same emotional effect as the original word? Why or why not? Which of these words was *most* difficult to translate without losing its emotional effect? Why do you think this was the most difficult word to translate? Which was *least* difficult to translate without losing its emotional effect? Why do you think this was the least difficult word to translate?
3. In this text, which category of words is used most frequently to create an emotional effect: nouns, verbs, adjectives, or adverbs? Do you think that all English texts use this category of words most frequently to create an emotional effect? Explain why you think this.

4. Do you think that authors in your native language frequently use a specific category of words (nouns, verbs, adjectives, or adverbs) to create an emotional effect? If so, which category of words is most frequently used to create an emotional effect? Why did you choose this category?

APPENDIX C: Noticing Worksheet for Verb Tense and Aspect

How do LBJ's choices about verb tense and aspect affect the tone, style, and possibly even organization of his text?

Review the original text of LBJ's "Let us Continue" as well as your translation of it.

Jot down answers to the questions below. You can write your answers directly on this sheet. Attach another sheet, if necessary. Be prepared to discuss your answers with your classmates.

1. LBJ uses the present perfect quite frequently in this text. Locate each present perfect verb. Circle or underline all of the present perfect verbs in the text or jot them down here.
2. Why do you think he uses the present perfect in these passages? Would the simple past or simple present work just as well? Why or why not?
3. How did you translate these present perfect verbs into your native language? Was it difficult to translate these verbs accurately? Why or why not?
4. Why do you think LBJ uses the present perfect more at the beginning of the text than at the end? Do you think there is a connection between the organization of ideas and the use of the present perfect? If so, try to describe that connection.

APPENDIX D: Noticing Worksheet for Lexical and Syntactical Choices

How does LBJ use lexical and syntactical choices to organize and transition between ideas in his text?

Review the original text of LBJ's "Let us Continue" as well as your translation of it.

Jot down answers to the questions below. You can write your answers directly on this sheet. Attach another sheet, if necessary. Be prepared to discuss your answers with your classmates.

1. How often does LBJ use transition words or phrases?
2. What transition words or phrases does he use?
3. What purpose do these transition words or phrases serve? Do they link similar ideas together, do they introduce a contrast in ideas, do they introduce a conclusion drawn from a previous idea?
4. LBJ doesn't always use explicit transition words or phrases. In these cases, how does he transition between ideas?
5. When translating this text, which was more difficult: translating passages that use explicit transition words or phrases? Or translating passages in which ideas are not linked together by explicit transition words or phrases? Which kind of transition works better in English? Which kind of transition works better in your native language? What transition strategy or strategies do you prefer to use when you transition between ideas in your native language? What transition strategy or strategies do you prefer to use when you transition between ideas in English?