

**Lecture: Written Expression-Level: 2<sup>nd</sup> year**

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**Group: 04**

**Teacher: Mrs. Asma KACHA**

## **The process paragraph**

### **Definition**

It is a description of how to do something. It explains the steps you need to follow to complete an activity or to perform a task. These steps must be logical and are often chronological in order. The reader, then, will be able to follow the steps to get a desired result. You can use time words and transition expressions to make the sequence of events or actions clear.

### **Steps of the process paragraph**

This type of paragraphs has **three main parts**. The topic sentence states the process. The body sentences describe the steps. The ending sentence wraps up the process.

Step one: Write a solid topic sentence: it should be first and tell what you will be explaining or what directions you will give. It should tell your topic, tell the process that will be explained in the paragraph and make a point.

Step two: Body or detail sentences: the body of the process paragraph is all about the steps. They are generally given in time order. Before writing the body of the paragraph, it is helpful to make a numbered list of all the steps that you need to follow. Then **write the body**. Make sure to use transitional **words** for good flow of ideas.

Step three: Conclusion End the paragraph with a concluding sentence. It should restate the topic and wrap up the paragraph. Once you have written your first draft, make sure to check that the whole paragraph flows smoothly and check for any grammar mistakes. Then, write a final draft.

### **Language Focus**

#### Using time order words/ transitions in process paragraphs

These words tell the order of steps in a process. They show the relationship between the ideas in a paragraph; not necessarily used between every sentence, but are used enough to make the order clear. You can use first and second to indicate the first two steps. Use next, then, later or after that to add more steps? Finally marks the last step in the process.

## Lecture: Written Expression-Level: 2<sup>nd</sup> year

### Using imperatives

Use imperative sentences to give instructions, directions, or to tell steps in a process. The verb in an imperative sentence addresses the reader or the listener directly.

### Using modals of advice, necessity, and prohibition

To give instruction and directions or a step-by-step process, use modals like should, must, don't have to, etc.

## The argumentative paragraph

### **Definition**

In an argumentative paragraph, the writer expresses and supports an opinion on a particular topic or issue. The writer must give reasons that help persuade the reader to agree with him or her. In other words, the writer takes a stand and defends it through giving strong arguments to make the reader changes his/her mind about a specific topic.

### **Steps of the argumentative paragraph**

Step one: Write a solid topic sentence: it introduces the topic and states the writer's opinion about it

Step two: Body or detail sentences: the middle sentences give reasons that support the writer's opinion. The writer often uses facts, explanations, and personal experiences to strengthen his stand.

Step three: Conclusion: the last sentence which restates the writer's opinion in different words. It also comments on the opinion in some way and summarises the main reasons given by the writer to defend his point of view.

### **The focus**

#### Using reasons to support an opinion

There are often many different opinions about a certain topic. Therefore, writers must give reasons for their opinions in order to convince their readers. These supporting reasons are generally facts, explanations, or experiences.

- A fact is a piece of information that people generally agree is true. In an opinion paragraph, a writer might use scientific, historical, or other types of facts.
- An explanation cannot be proven like a fact but it helps the reader understand why the writer holds a certain opinion.

## Lecture: Written Expression-Level: 2<sup>nd</sup> year

- An experience is something that happened to you or someone else. Writers often use experience to show how they were influenced to think a certain way.

### Using *there is/there are*

Writers often use *there is/there are* to introduce facts.

E. g. *there are* harvest festivals every autumn.

There is a beautiful village in the mountain near our city.

Use *no* after *there is/there are* to express negative facts.

### Using *because/ because of*

Use *because* + a complete sentence / *because of* + a noun phrase to give a reason

## Wordy sentences Vs. Choppy sentences

### 1. Wordy sentences

#### Definition

Good writing is simple and direct; it uses the simplest word possible that conveys the same meaning. Wordiness takes away from this clarity. It is one of the most common ESL/EFL mistakes and happens when a writer, either intentionally or unintentionally, uses far too many words or unnecessarily complex or abstract words. Wordiness can seriously detract from the coherency and the quality of one's writing and frustrates the reader.

Some words are usually used interchangeably with the word "wordy" like diffuse, talkative, loquacious, voluble, prolix, pleonastic and redundant.

Wordiness and redundancy can also be used as separate notions

wordiness	redundancy
<ul style="list-style-type: none"><li>• The use of several words when a few can express the same idea more clearly and concisely</li></ul>	<ul style="list-style-type: none"><li>• The use of two or more words together that mean the same thing, <b>e. g. adequate enough.</b></li><li>• We also say something is redundant when a modifier's meaning is contained in the word it modifies, <b>e. g. merge together.</b></li></ul>

## Lecture: Written Expression-Level: 2<sup>nd</sup> year

### Avoiding wordiness

Our rough drafts are full of extra words because that is the way most of us speak and think. When we are revising a draft for an academic, scientific, or technical audience, however, we are expected to cut out every extra word and phrase. Taking out extra words frees up space to include more ideas and more evidence. It also helps readers get straight to the point. When revising a rough draft, therefore, keep asking yourself *do I really need this?* How many words and phrases can you cut while still communicating your meaning?

**Rule 1:** Take out key words and ideas that are repeated unnecessarily.

e. g. The committee members decided to have an office party for the employees' children. The main reason for their **decision** to have a **party** for the **children** was that employees had been complaining that the company did not pay enough attention to family life.

⇒ **BETTER:** The committee members decided to have an office party for employees' children, mainly because employees had been complaining that the company did not pay enough attention to family life.

**Rule 2:** Take out words already implied by other words in the same sentence.

e. g. The **round yellow** sun shone brightly among the clouds **in the sky**.  
(*Isn't the sun always round? Aren't clouds usually in the sky?*)

⇒ **BETTER:** The sun shone brightly among the clouds.

**Rule 3:** Replace wordy stock phrases with single words

<b>WORDY</b>	<b>BETTER</b>
at the present time	Now
at all times when	Whenever
by means of	By
during the time that	While
has the capability to	Can
in connection with	About
in spite of the fact that	Although
on a frequent basis	frequently

**Rule 4:** Simplify your sentence structure.

e. g. The MERSA virus, **which is resistant to antibiotics**, poses a serious public health risk.

⇒ **BETTER:** The antibiotic-resistant MERSA virus poses a serious public health risk.

**Rule 5:** Reword sentences beginning with "there are," "it is," and similar expressions which refer to nothing in particular.

## Lecture: Written Expression-Level: 2<sup>nd</sup> year

e. g. **There are** many factors contributing to the obesity epidemic.

⇒ **BETTER:** Many factors contribute to the obesity epidemic.

e. g. **It is** unknown whether the vaccine will be effective.

⇒ **BETTER:** The vaccine's effectiveness is unknown.

**Rule 6:** Limit or avoid phrases describing your attitudes and writing strategies.

e. g. It seems to me that teachers should allow students to skip class.

⇒ **BETTER:** Teachers should allow students to skip class.

## 2. Choppy sentences

### Definition

Too many short simple sentences can make your writing appear unsophisticated and your ideas seem disconnected. This impression can also be caused by too many sentences that begin with a simple subject. This makes the piece of writing seem below college level. Therefore, readers may lose interest and may not want to continue reading.

### Avoiding choppy sentences

If you find that you have a lot of short, choppy sentences in your writing, here are five ways to improve them.

1. Using conjunctions: Try to combine sentences using a conjunction.
2. Subordination. Subordination involves combining a main idea with an incomplete clause using a connector.
3. Appositives.
4. Modifying Phrases.
5. Revised ideas.