

Capitalize the first word of a sentence. **e.g.** *The lessons begin tomorrow.*

Capitalize the pronoun **I**; either alone or in a contraction. **e.g.** *Do I have to go? I'm here.*

Capitalize words such as **Mother, Father, Grandmother, Grandfather, Son, Daughter** and **Sister** when they are used in place of the person's name.

Capitalize them when they follow possessive adjectives (*my, your, his, her, our, your, their*).

I will ask **Father**. **BUT** I will ask my *father*.

Capitalize proper nouns. A proper noun names a particular person, place, or thing.

Rebecca, London, Canada, The Adventures of Tom Sawyer.

Capitalize a common noun when it is part of a proper noun.

Canadian **River, Uncle Sam, Main Street, Queen Elizabeth**

Capitalize the days of the week, the months of the year, but do not capitalize the seasons.

Monday, March, summer.

Capitalize **North, South, East, West**, and words such as **Norwest** when they indicate a section of the world/country.

Do not capitalize them when they indicate a direction.

He lives in the **North** of **Canada**. **but**→ Birds move *south* to search for food.

Capitalize religions, creeds, and denominations; the **Bible** and its parts; other sacred books; nouns and personal pronouns referring to the Deity (God), names of religions, and any other proper name that refer to religions in addition to religious holidays.

Christianity, Christians, Protestant, Exodus, the Bible, Quran, Torah, Islam, Muslims, Jews, Almighty, the Merciful, Mohammad (PBUH), Moses, Jesus

works, Christmas, Easter, Hanukkah.

Do not capitalize *god* when it refers to mythology. **e.g.** **Zeus** is the *god* of sky and thunder in Greek mythology.

Capitalize names of countries, nationalities, races, ethnic groups, languages, and adjectives derived from them. **e.g.** **Germany, French, Indians, Americans, Mormons, English countryside, Parisian, Martian, Darwinian.**

Capitalize geographic names and places. **e.g.** **Mount Rushmore, Hudson Bay, Michigan Avenue, Washington D.C.**

Capitalize the specific names of buildings (like monuments) and other man-made structures, ships, trains, and planes.

The White House, Golden Gate Bridge, Taj Mahal, London Eye, The Mayflower, Titanic, Concorde.

Capitalize the names of organizations (business, school, professional, social, health) as well as sports teams, musical bands, ...

League of Women Voters, Audubon Society, Orem High School, Better Business Bureau, Lion's Club, Red Cross.

Capitalize a brand name but not the product. **e.g.** **Firestone tires, Dior perfumes, Arrow shirts.**

Capitalize holidays, special or famous events, historical periods or eras and famous documents.

Labor Day, Junior Prom, Stone Age, The Renaissance, Magna Carta.

Capitalize the abbreviations **Jr., Sr., Ph.D.** following names; the abbreviation **A.M.; P.M.** (but it is now more commonly used in lower case **a.m. , p.m.**); and abbreviations of academic degrees (**Dr., Prof., B.A., M.S.**)

Capitalize the official names of governmental officers (when used in place of specific individuals), offices(bodies), departments, and political parties.

President Biden, Department of Defense, Office of the Vice President, House of Representatives, Congress, Republicans, Democrats.

Capitalize works of art(novels, plays, sculptures, paintings, films) and musical compositions. **e.g.** **In the Skin of a Lion, Hamlet, The Thinker, Mona Lisa, Statue of Liberty, Mission Impossible, Symphony No.5,**

Capitalize the first word and all nouns in the salutation of a letter. **e.g.** **My dear Mary.**

Sun, the moon and stars are NOT capitalized UNLESS the word is used in an astronomical context. All planets and stars are proper nouns and start with capital letters.

planet **Earth** orbits the **Sun**, and the **Moon** orbits the **Earth**.

Practise: Capitalize each word that needs a capital letter.

where were jack and jill going?

i wish i could go to arizona with my dad.

the constitution should be studied more in school.

the navaho indians live in interesting buildings.

my nationality is swedish.

the work days are monday through friday.

the term caucasians comes from the caucasus mountains.

the southwest has some very interesting sites.
the cold months are january and february.
next summer we need to go to florida in the south.
the methodists and mormons are two religious that send out missionaries.
the industrial era was important to the development of america.
the national league is older than the american league as a baseball league.
he attended amity high school and the university of wisconsin.
is the eiffel tower in paris, france?
I tried palmolive soap and crest toothpaste.
the hub for delta airlines is utah.
Have you read the poem “lochinvair” ?
“pirates of the caribbean”, he said, “is my favourite film.”
the non-christian religions in australia include judaism, buddhism and islam.
the story of robin hood originates in medieval england.

Module: Written Expression
Lesson 2: Punctuation

Level: 1st Year LMD
Lecturer: Mrs. BENCHAREF. S

Periods (full stops)

A **full stop** (also called a **period** in American English) is mostly used at the **end** of a declarative sentence.
Use a period after initials used in names. **e.g.** *E. F. Smith, Helen R. Unsaker, W. James Swift.*
Use a period after the abbreviations (titles) **Mr. - Mrs. - Ms. - Dr. - Prof. - St.** (saint) before a name,
and **Jr., Sr., and Esq.,** after a name. (we also **add a comma** after Jr. and Sr. if words follow)
e.g. *He owes a lot of money to Mr. Smith.*

Robert Downey, Jr., played the Iron Man.

→ Do not use a period with “miss” because it is not an abbreviation.

Special abbreviations or initials need a period, **e.g.** **C.O.D.** (*Cash on Delivery*), **B.B.C** (*British Broadcasting Corporation*)
and with abbreviations used with figures showing time. **e.g.** **A. M., P. M., B.C. and A. D.**

***note:** Abbreviations can be written with or without full stops. Often, you have a choice. In other words, you can write *C.N.N.* or *CNN*, or *e.g.* or
Whatever format you use, be consistent. The most common format is to omit full stops in uppercase abbreviations (**CNN, USA, UK**) but to use full
lowercase abbreviations (**e.g., i.e.**).

*A more common (less formal) use of time figures is with small letters **a.m.** / **p.m.**

Use a period to show decimals, and dollars and cents.

e.g. *This costs \$6.99. Two and one half is written 2.5.*

Instructions: Put the correct punctuation where needed in the following sentence.

Mr and Mrs Rodney C Snow were honored at the dinner

Ten and three quarters is 1075 in decimals

Did you study the period from 100 B C to 200 A D in your history class

I have heard of St Francis of Asissi.

Miss Claire S Queen and Dr A Z king Jr will be married a 10:00 A M

I feel sorry for the B S A organization

Commas

Use commas to set off the year in a date if three parts of date are given (month, day, and year.)

→ Do not use commas if only two parts are given. **e.g.** *I left on May 23, 1958, at night.*

I know that July 1962 is an important day.

Use a comma after the salutation of a friendly letter. **e.g.** *Dear Fred,*

Use a comma after the complimentary close of a friendly or business letter. **e.g.** *Sincerely yours,*

Use a comma to separate parts of geographical places. **e.g.** *Have you visited St. Louis, Missouri?*

Use a comma to separate series of:

Three or more words (nouns). **e.g.** *I dropped my pencil, papers, and books.*

Three or more numbers. **e.g.** *He called for numbers 3, 6, 9, and 12.*

Three or more phrases. **e.g.** *He ran down the hall, out the door, and into the yard.*

Three or more short clauses. **e.g.** *I am working, he is sleeping, and she is singing.*

Use a comma to separate the introductory words **yes** and **no** and mild interjection from the sentence that follow them. **e.g.** *Oh, I heard that Yes, I will be here.*

Use a comma or commas to set off an appositive (*non-restrictive phrase*) if not closely tied to the words it equals or identifies.

* **An appositive** is a word or word group (without a verb) that defines or further identifies the noun or noun phrase preceding it.

e.g. *Larry Millward, my best friend, will speak at the meeting.*

The Eiffel Tower, Gustave Eiffel's masterpiece, can be found on the Champs de Mars.

BUT *My friend Harvey is an animal lover.* (no commas used here because one may have many friends)

Use a comma to set off non-restrictive clauses (*relative clauses that can be omitted without changing the meaning of the main clause*).

e.g. *Our new boat, which we bought last week, is a pleasure to use.*

Use a comma after an introductory words, phrases or clauses (dependent adverbial clauses).

e.g. *Incidentally, I was late this morning.* (adverb)

If you want to see the Olympics, order your tickets now. (adverbial clause)

To find her ring, Mary removed everything from the room. (infinitive phrase)

Three years ago, I traveled to Canada. (adverbial phrase)

Use a comma before the coordinating conjunctions that join independent clauses in a compound sentence.

*in very short clauses joined by *and*, we may omit the comma. **e.g.** *You wash and I will dry.*

e.g. *Harry will leave on the next flight, but you will join him in a week.*

Use a comma after a conjunctive adverb (*moreover, however, for example, in fact, for instance*) used to join two main clauses. **e.g.** *Jill knew she would not win; nevertheless, she kept running.*

Use a comma or commas to separate the exact words of the speaker from the rest of the sentence unless the sense of the sentence requires some other punctuation. (In quoted words, the comma always goes inside the quotation marks.)

e.g. *"I can help you now," said the clerk.*

The clerk said, "I can help you now."

Instructions: Place commas where they are needed.

1. During August all the leaves turn colors in Springfield Minnesota.

2. My dog had fleas so we gave him a bath.

3. I like shopping my husband likes reading and the family likes activities.

4. Yes you may leave the room.

5. Of course I won't change my plans.

6. Fred James a soldier captured during World War II spoke to the assembly.

7. Your plan on the other hand was rejected for good reasons.

8. When you return the opportunity will still await you.

9. The jazz which is a much different team from last year start the season next week.

10. "What time is it?" she asked.
11. Hoping for a bigger fish Rob sent three more hours fishing.
12. He had read the entire trilogy; consequently he didn't have a new book to read.
13. Working hard saving some money and providing for a family should be important for a father.
14. I went to New York by train but I returned by plane.
15. Practice will be held before school in the afternoon and at night.

Quotation Marks

Use quotation marks around the exact words of a speaker.

e.g. *He said, "I saw that."*

"Yes," said Jack, "I will be there."

→ Use no quotation marks with indirect quotations. An indirect quotation (*paraphrase*) often begins with the word **that**.

e.g. *Betty said **that** she wished the election was final.*

Use quotation marks around the titles of **short works**: short stories, short plays, short poems and short musical compositions; of art works, and chapters, essays, and speeches; of radio and television programs.

e.g. *My favorite painting is "Blue Roy."*

The first poem in the book is called "Athena's Birth."

Did you read that newspaper article "Shark Eats Man" ?

Use single quotation marks for a quotation that is **inside** of another a quotation.

e.g. *"Dad always shouts, 'You are doing it all wrong.', " said the little Jimmy.*

Use quotation marks to set off words or phrases used in a special sense (unusual, unfamiliar, or slang terms): they can be technical, ironical, or sarcastic (when they are mentioned a second time, do not put quotation marks)

e.g. *Grant always uses the word "terrific". He did some "experimenting" in his college days.*

I had the visit of my "friend" the taxman.

Quotation marks with other punctuation:

Always place commas and periods inside quotation marks.

e.g. *One famous painting is "The song of the Lark,"*

→ Place question marks or exclamation points **inside** the quotation marks if they punctuate the quotation only.

e.g. *"Are we late ?" she asked.*

"Are you sure!" exclaimed Becky.

→ Place question marks or exclamation points **outside** the quotation marks if they punctuate the entire sentence.

e.g. *Did Ann say, "I won't do it" ?*

How happy she was to say, "I do"!

Instruction: Use quotation marks and capitals where needed in these sentences.

1. That is an interesting story, said sarah.
2. Could you, asked jack, tell us some more stories?
3. Joe said that he had heard the story before.
4. Did he really say, we're breaking up
5. Have you read miniver cheevy, the short narrative poem?
6. Have you read the scarlet ibis, a very good short story? asked the teacher.
7. The witness answered, I heard the officer says Put down the gun!
8. Why do you always say the word excellent to every statement?

Semicolons

Use a semicolon between two independent clauses that are closely related in thought in a compound sentence if no coordinating conjunction is used.

e.g. *There was a sudden silence; everyone was stunned by the outcome.*

Some people write with a word processor; others write with a pen or pencil.

Use a semicolon between the two independent clauses of a compound sentence joined by a coordinate conjunction if commas are also used in the sentence.

e.g. *Some people write with a word processor, tablet, or a even a phone; but others, for different reasons, choose to write with a pen or pencil.*

Use a semicolon before conjunctive adverbs and transitional phrases in a compound sentence.

e.g. *Jill knew she could not win; nevertheless, she kept running.*

The weather was wonderful; in fact, it was the best weather for a month.

Use a semicolon to separate items in a list where there are already commas. The semicolon in such sentences brings clarity of meaning and prevents confusion.

e.g. *We have lived in Logan, Utah; Las Vegas, Nevada; and Rio Claro, Brazil.*

Instructions: place semicolons where they are needed in the following sentences.

1. I am looking for the poem "The Path Not Taken" I need it tomorrow.
2. I have visited Riverside, California Atlantic City, New Jersey and Butte, Montana.
3. I will steal, cheat, and lie for you but I will not kill for you.
4. We can trust him implicitly however we should not be careless.
5. John, the baker Simon, the policeman and Toby, the architect were all rewarded by the mayor.
6. The house looked like what we wanted on the other hand we had not been inside.
7. Michael seemed preoccupied he answered our questions abruptly.
8. There are basically two ways to write: with a pen or pencil, which is inexpensive and easily accessible or by computer and printer, which is expensive but quick and neat.

Colons

- Use a colon after the salutation of a formal business letter. **e.g.** Dear Sir:
 - Use a colon to separate units of time. **e.g.** 12:30 A.M.
 - Use a colon between the title and the subtitle of a book, movie, etc.
e.g. *The Wide World: A High School Geography.*
The Hunger Games: Catching Fire.
 - Use a colon between the numbers referring to the volume and the pages of books and magazines.
e.g. *The information, you need is found in volume II: pages 22-23.*
 - Use a colon to announce/ introduce a list especially when the listed items are introduced by such words as **the following, as follow, thus, and** by a **number**, or by any other expression that "points-out."
e.g. *In high school, he played the following sports: baseball, basketball, football and tennis.*
We covered many of the fundamentals in our writing class: grammar, punctuation, style, and voice.
- Use **no colon** before a list of predicate nominatives, direct objects, or objects of the preposition. **i.e.**, never use a colon between a verb and its and complements. A colon should not hinder the natural flow of the sentence.
- e.g.** *We will need flour, milk, and sugar.* (list of direct objects) } do not use a colon.
My favourite cake is made of flour, butter, eggs, and cream cheese icing. }
(list of objects of preposition)
- In general, you can use a colon to call attention to many things in your writing: a list (as already explained above), a noun/ noun phrase, a quoted example, or an explanation.
e.g. *Joe has only one thing in his mind: food.* (noun)
My roommate gave me the things I needed most: companionship and quiet. (noun phrase)
Many graduate students discover that there is a dark side to academia: late nights, high stress, and a crippling addiction to caffeinated beverages. (example/explanation)

Instructions: Place the colons where needed.

1. I will be here at 12 00 P.M. for my money.
2. I enjoyed reading The Army of the Potomac A Stillness at Appomattox by Bruce Catton.
3. I couldn't find it in volume IX pages 3-6.
4. Thanksgiving dinner will be at our place at 2 30 P.M.
5. A good college text was The American Constitution Its Origins and Development.
6. You need these guys Will, Boyd, Jeff, and Jim.
7. She had three personality flaws pride, selfishness, and a temper.
8. To Whom it May Concern Please accept my application for the position advertised in the News and Observer.

Apostrophes

- Use an apostrophe to indicate possession with nouns. A singular noun forms the possessive adding 's.
e.g. *John's book Mr. Bass's office.* (**or** *Mr. Bass' as the name end in 's'*)
- It is also the case for irregular plurals: *children's park, men's injustice.*
- for regular plurals (ending in 's'), we form the possessive by adding just an apostrophe. **e.g.** *girls' power.*
- Use the apostrophe with the last name only for joint(shared) ownership.
e.g. *Carl and Helen's cat was stuck up the tree.* = *(the cat of Carl +Helen)*
- Use an apostrophe with each name to show separate ownership. **e.g.** *Becky's and Pam's dolls were lost.* = *(each of the girls has her own doll)*
- Use an apostrophe in writing contractions. The apostrophe shows that a letter or letters have been omitted.
e.g. *you are = you're, do not = don't.*

Use the apostrophe with contraction **o'clock** (of the clock) and before the last two digits of a year.

e.g. *I was born in '40.* (The year 1940)

Instructions: supply the apostrophes in the following sentences.

The whole thing was over by eight o'clock in 85.

He is/ you will/ you are/ is not/ had not/ should not.

The boy bike is in the backyard.

Mr. Jones talk was the best yet.

Smith and Johnson store sells almost everything possible.

The children and infants clothing were in different parts of the store.

The bee and the butterfly lives are totally different.

Hyphens

Hyphens are used to link words and parts of words. They are not as common today as they used to be, but there are three main cases where you should use them: 1) in compound words, 2) to join prefixes to other words, 3) to show word breaks.

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- Use a hyphen to link compound numbers from *twenty-one* to *ninety-nine* and with fractions used as modifiers.

e.g. There are *thirty-two* students in my class.

The *two-thirds* majority of the assembly voted yes. (*two-thirds* is an adjective modifying *majority*)

The glass is *three-fourths* empty. (*three-fourths* is an adverb modifying *empty*.)

- Use a hyphen to link compound words (nouns, verbs).

e.g. *Anglo-American, arm-chair, sail-boat, chat-room, father-in-law, to re-write, to co-operate, to baby-sit, to double-click, to spoon-feed...*

- Use a hyphen to make compound adjectives only when it comes before the word it modifies. However, some adjectives are always hyphenated (*well-balanced*). It is advised to look up compound adjectives in the dictionary to make sure about the use of the hyphen.

Compare: *a well-liked author* *an author who is well liked*

a six-year-old child *This child is six years old.*

a world-renowned composer *a composer who is world renowned.*

An up-to-date account *a bad-tempered person* *sugar-free juice*

- Use a hyphen with compounds beginning with the prefixes self-, ex-, pro-, anti-, all-; and with the suffix -elect.

e.g. *self-control, pro-American, anti-American, ex-wife, non-European, senator-elect.*

It is also used at the end of a line when a word is broken into syllables and part of the word is put on the next line. e.g. *attitude.*

Instructions: supply hyphens where they are needed in the sentences.

1. He started his college career with great self determination.
2. Claire married a very good hearted man.
3. When adding thirty four and forty two, you get seventy six.
4. Did you read that hair rising story last night?
5. My new brother in law will be here for a visit soon.
6. There are some beautiful looking flowers in the garden.

Dashes

Dashes are used for giving emphasis to written ideas and are typed by using two hyphens. They should be used sparingly.

- Use a dash to show a break in thought or sentence structure. e.g. *He had tried to change— you're not even paying attention.*
- Use a dash to show hesitation. e.g. *I— I— I don't know what you mean!*
- To introduce steps/ levels.

Instructions: use dashes where they are needed in the following sentences.

1. I I I didn't mean to do it.
2. Well well well I guess I can try to help with it.
3. Soon very soon we should be there.
4. Today has been but I will not bore you with my troubles.
5. Let me tell you about watch where you are going!

Parentheses () (round brackets)

Elements inside parentheses are related to the sentence but are nonessential.

Use parentheses to set off supplementary (additions), parenthetical, or explanatory material (expressions) that do not change the meaning of the sentence.

e.g. *Joe Jones (you met him in my wedding) visited me yesterday.*

We visited several European countries (England, France, Spain) on our trip last year.

Notes:

A full stop, exclamation mark or question mark goes after the final bracket (unless brackets contain a complete sentence).

e.g. *The snow (she saw it as she passed the window) was now falling heavily.*

You are late (aren't you?). Do you remember Jonny (my brother's friend)?

When the material ends a sentence, the full stop goes after the parentheses

e.g. *He gave me a nice bonus (\$500).*

Relative pronouns, despite appearances, are not part of the subject.

e.g. *Joe (and his curious sense of humor) is always welcome.*

Use parentheses to mark numbered or lettered divisions (figures) within sentences or paragraphs.

e.g. *We will read the following chapter for your discussion tomorrow: (1) Africa, (2) India, (3) Iceland.*

Grades will be based on (1) participation, (2) in-class writing, and (3) exams.

Use parentheses to enclose abbreviations synonymous with spelled-out forms occurring after the forms or if the order is reversed. **e.g.** *I will meet U.E.A. (Utah Education Association) leaders at 4:00.*

Indicate plural or singular. **e.g.** Please leave your mobile telephone(s) at the door.

Instructions: use parentheses where needed in these sentences.

1. The ACLU American Civil Liberties Union is going to bring a suit.

2. You put fifty-four 54 books on that shelf.

3. If you want to be healthy, you must 1 eat good food, 2 get sufficient exercise, and get adequate sleep.

4. The Atomic Energy Commission AEC is very concerned about what is happening in Europe.

5. We are going to visit Brazil I don't know where this spring.

6. I will get back to you tomorrow Friday.

Brackets [] (square brackets)

Use brackets to enclose comments, criticism, or corrections inserted by someone other than the original writer or speaker.

They are used exclusively in quoted material. They are interruptions. When we see them, we know they've been added by someone else.

e.g. *"Anyone who met him [the author] respected his authority," John said.*

"Bill shook hands with [his son] Kevin," she noticed.

When quoting something that has a spelling or grammar mistake or presents material in a confusing way, insert the term *sic*. (*Sic* = "thus" in

"**This is exactly what the original material says.**")

e.g. *She wrote, "I would rather die then [sic] be seen wearing the same outfit as my sister." (The [sic] indicates*

that then was mistakenly used instead of than.)

Instructions: Place brackets where they are needed in these sentences.

"Everyone who knew him the deceased recognized the loss to the community," said the mayor.

"In this biography *My only Love* he wrote about his job," explained the teacher.

The witness said, "I saw him the defendant coming out the back door."

Slash (forward slash /)

Use a slash to denote fractions and dates. **e.g.** $2/3$ 1/2

30/ 11/ 99 (30th November 1999)

Use a slash to indicate or (it separates parts of choice).

e.g. *Mr./ Mrs. Smith will speak to us first.*

When leaving the classroom, the teacher noticed that a student had left his/her backpack.

Use the slash to form some abbreviations or shortened forms of words or phrases, **although these shouldn't be used in formal writing.**

e.g. **c/o** (care of= used when posting a letter or parcel)

a/c (air conditioning)

w/o (without)

- To indicate "**per**" in measurements of speed, prices, etc.
- e.g. *My secretary types 80 w/min.* (words per minute)
The speed limit is 100 km/h. (kilometres per hour)
The eggs cost \$3/dozen. (\$3 per dozen)
They charge €1.50/litre for petrol. (€1.50 per litre)

Instructions: Put slashes where they are needed in these sentences.

1. We only need three quarters of a yard of that material = **3/4**
2. You only get one-half of the money. =
3. Jeff and or Jim may return by train. =
4. Sir Madame Chorsky will christen the new ship.
5. Send it in care of The Boston Factory.=
5. This car can go over 200 miles per hour. =

Title: Written Expression

Level: 1st year LMD

Topic: The paragraph

Lecturer: Mrs. Bencharef. S

A **paragraph** is the essential unit of thought in writing. It is a group of sentences that all relate to a single topic. Paragraphs can include many different types of information and serve different purposes; for example, some paragraphs describe people or places, other paragraphs explain how to do or to do something, narrate a series of events, compare or contrast two things, or describe causes and effects.

Although it may consist of a single sentence, it is usually a group of sentences that develop one main point or controlling idea. The form of a paragraph is usually distinctive: the first line is **indented**.

Certain conventions or rules govern the construction of a paragraph. The reader expects a paragraph to be **coherent** (organized/ideas flow smoothly), **cohesive** (with transitional words and phrases), **developed** (with its sentences well explaining or qualifying the main point) and **unified** (with all its sentences relevant to the main point/topic). The paragraph has **3 main parts**: *the topic sentence, the supporting sentences, and the concluding sentence*.

The Topic Sentence: It is usually the first sentence of the paragraph and states its main idea. It is not really detailed, but introduces an overall idea that will be discussed later in the paragraph.

For example, suppose that you want to write a paragraph about the natural landmarks of your hometown. The first part of your paragraph might look like this:

My hometown is famous for several amazing natural features. First, it is noted for the Wheaton River, which is very wide and beautiful. Also, on the other side of the town is Wheaton Hill, which is unusual because it is very steep. The third amazing feature is the Big Old Tree. This tree stands two hundred feet tall and is probably about six hundred years old. These three landmarks are truly amazing and make my hometown a famous place.

The paragraph does not only name **the topic/ the subject**, but it limits it to one or two areas that can be developed completely in the space of one paragraph. This specific area is called **the controlling idea**.

Topic Sentence = topic + controlling idea

Caffeine has several harmful effects on health.

Topic

Controlling Idea

Students who are studying abroad may face many difficulties.

topic

controlling Idea

Practice: Find *the subject* and *the controlling idea* of the following topic sentences:

- New York has a fascinating mixture of European and Asiatic traditions.
- New York is a fun place to be on New Year's Eve.
- To be an effective teacher requires certain characteristics.
- Having a first child is difficult because of the significant adjustments in your life.
- There are many reasons to stay home on New Year's Eve.
- India celebrates Christian, Hindu, and Islamic holidays.
- American education has five stages.
- Weeds can ruin a vegetable garden.
- There are many reasons to visit San Francisco.

The subject and controlling idea of a paragraph **must not be too general nor too specific**. It must be limited enough to be discussed in a single paragraph.

e.g. France is an interesting country. → **too general** (there is too much to say about this topic)

→ **revised:** France has some spectacular mountains.

Pollution is dangerous. → **too general**

→ **revised:** The effects of pollution results in human diseases.

Facts are not effective topic sentences because they are clear. There is nothing to add.

e.g. International Women's Day is March 8.

Twenty-five people attended the company's Halloween party.

Supporting Sentences: They come after the topic sentence and develop it. They explain the topic sentence by giving reasons, examples, facts, statistics, or quotations.

We can see that **the second sentence** in the paragraph above gives some explanation for the fact that Wheaton is a famous town and similarly **the third and fourth sentences**. They are called **supporting sentences** because they "support," or explain, the idea expressed in the topic sentence.

Whenever possible, you should include enough details in your paragraph to help your reader understand exactly what you are writing about. In the above paragraph, three natural landmarks are mentioned, but we do not know very much about them. For example, we could add a sentence about Wheaton river concerning HOW wide it is or WHY it is beautiful. Consider this revision:

My hometown is famous for several amazing natural features. First, it is noted for the Wheaton River, which is very wide and beautiful. **On either side of this river, which is 175 feet wide, are many willow trees which have long branches that can move gracefully in the wind. In autumn the leaves of these trees fall and cover the riverbanks like golden snow.** Also, on the other side of the town is Wheaton Hill, which is unusual because it is very steep. **Even though it is steep, climbing this hill is not dangerous, because there are some firm rocks along the sides that can be used as stairs. There are no trees around this hill, so it stands clearly against the sky and can be seen from many miles away.** The third amazing feature is the Big Old Tree. This tree stands two hundred feet tall and is probably about six hundred years old. These three landmarks are truly amazing and make my hometown a famous place.

The Concluding Sentence: it is the last sentence of the §. It signals its end and gives the reader important points to remember. It restates the main idea of the § using different words. In the above §, the last sentence: *These three landmarks are truly amazing and make my hometown a famous place* **is the concluding sentence.**

1st year LMD
: Written Expression

Lecturer : Mrs. Bencharef. S
Lesson 3: Characteristics of a good paragraph

Unity

Unity in a paragraph means that the entire paragraph should focus on **one single idea** mentioned in the topic sentence. The supporting details should all relate to that main idea. The concluding sentence should end the paragraph with the same idea. If your paragraph contains a sentence or some sentences that are not related to the main topic, then we say that the paragraph "lacks unity." The sentence which is off-topic is called an **irrelevant sentence**.

Task: identify the irrelevant sentence in the following paragraph

There are many examples to show that failure in school does not always predict failure in life. Albert Einstein, one of the world's geniuses, failed his university entrance examinations on his first attempt. Sir Winston Churchill, who is considered one of the masters of the English language, had to have special tutoring in English during elementary school. Dorothy Parker, who is a remarkable poet, used her famous sense of humor to write some very good short stories and poems when she was a student. William Faulkner, one of America's noted writers, never finished college because he could not pass his English courses.

Completeness (development)

Your paragraph is **complete** when it has all the major supporting sentences (topic supports) it needs to fully explain the topic sentence and all the supporting sentences (supporting details) to explain each major supporting sentence. A paragraph that is not complete does not have enough sentences to follow through on what the topic sentence promises.

Task: Look at the paragraph below and pay particular attention to the topic sentence. Why do you think this paragraph is not complete?

Thomas Alva Edison is famous for his many useful inventions. The most useful certainly has to be the electric lightbulb. Before this invention, people had to light their homes after dark with candles or gas lighting. Both of these could be dangerous. Another one of Edison's inventions was the motion picture projector. This invention was the beginning of the movies business, which employs millions of people and entertains millions more. In short, Edison contributed a lot to the world through his inventions.

Cohere (verb): "stick together"

Cohere means that all the ideas in a paragraph flow naturally from one to another. They are arranged in a clear and logical way so that the reader can understand the main points. Sentences are connected logically together thanks to **cohesive devices (transitions, pronouns, synonyms, the definite article, repetition of key words, and parallel structure)**.

Cohere has to do with organizing and ordering the ideas. There are three ways to think about organizing details in a paragraph :

Logical Order: one idea leads logically to the next. For example, least important to most important, general to specific, familiar to new or unknown. For instance, if you are writing a paragraph to persuade your audience, you may want to provide your examples in order of importance. The weaker example appears first and your strongest example appears last.

This type is used for expository/argumentative paragraphs. Here coherence is based on logic or reason.

Space/spatial Order: puts the details in an order relating to the physical world; for example, left to right, top to bottom, head to foot, front to back, or far away. If you needed to provide directions on how to get somewhere, you would begin at the starting point and provide the directions a person would need to reach the destination. If you miss a step in the directions, your audience will be lost!

is type is used or descriptive paragraphs

Time/chronological Order : puts the details in an order relating to time (hours, days, months,); for example, past to present, present to future, first

is type is used in narrative paragraphs. The supporting sentences must tell the events of a story in the order they happened.

Cohesive Devices : They are words or phrases that connect sentences and paragraphs together, creating a smooth flow of ideas. They include :

Transitions/transitional signals: They are common type of **linking words**. They connect sentences together or relate ideas to one another. Here are

on transitions that are used with expository paragraphs, in particular.

Ordering	<p>First/ firstly/ in the first place/first of all/ from a start/ to start with/ The first reason- characteristic-factor.... is/ One reason is that... / the most important reason is... Second/ secondly/ a (the) second reason/ another reason is that Third/ thirdly/ the third reason... Finally/ the last reason.....</p>
Adding information	In addition, additionally, also, again, still, and then, besides, furthermore, moreover, equally important,
Comparing	likewise- like- just like- compared to - as....as - in the same way- once more- similarly- similar to-
Contrasting	on the one hand.....on the other hand- in spite of- in contrast- and yet- nevertheless- nonetheless- although- instead- but at the same time- despite that- however- regardless...- on the contrary-
Emphasizing	certainly, indeed, in fact, of course, naturally, of course, it is true
Showing cause and effect (cause and result)	<p>Result: therefore- so- thus- as a result- consequently- as a consequence- for this reason- hence- reason: -because- as- due to- since</p>
Restating	That is- in other words- that is to say- to put it in a different way- in fact
Illustrating(giving examples)	<p>for example - for instance- in general- generally- specifically- in particular- namely- the following example- to illustrate- as an illustration-</p>
Summarizing Concluding	<p>in summary- to sum up- to summarize- in brief- in short- all in all- as has been said- on the whole- it is clear that- in conclusion- - to conclude- therefore-</p>

Note: We use “finally” in the last supporting sentence to indicate the last argument. It is not used to conclude the paragraph.

Transitions are part of “**linking words**”. Linking words include *coordinating conjunctions, subordinating conjunctions, prepositions, and transitions*.

Pronoun reference: Two sentences can be connected by the use of a pronoun. Pronouns quite naturally connect ideas because pronouns almost always refer the reader to something earlier in the text.

Example:

When **scientific experiments** do not work out as expected, **they** are often considered failures until some other scientist tries **them** again.

Those that work out better the second time around are the ones that promise the most rewards.

Exercise: Correct the pronouns in the following paragraph:

Repetition of key words or ideas: Another way to connect ideas is by repeating important words or phrases. This will help the reader remember the ideas as in the text.

Example:

The problem with **contemporary art** is that it is not easily understood by most people. **Contemporary art** is deliberately abstract, and that means it leaves the viewer wondering what she is looking at.

However, careless or excessive repetition is boring. **Example :**

Modern **medicine** focuses on illness. If a patient with a cough visits a modern *doctor*, then the doctor will give the patient a medicine to stop the cough. If the patient also has a fever, the *doctor* may give a different **medicine** to stop the fever. For every person with a cough, the doctor will probably recommend the same cough medicine. The philosophy of modern **medicine** is to stop problems like coughing and fever as quickly as possible.

Using synonyms: The use of synonyms is a cohesive device in that the synonyms refer back to their antecedents. Like using a pronoun, using a synonym prevents the frequent repetition of a word or words.

Example:

Myths narrate sacred histories and explain sacred origins. These **traditional narratives** are, in short, a set of beliefs that are a very real force in the lives of the people who tell them.

Parallel form

Parallelism is a sort of repetition, only here it is not names or nouns that are repeated, but grammatical structures. Parallelism makes a text easier to read. Making sentences similar in structure it helps to emphasize connections in content.

Example:

Usually, the children spend the summer weekends **playing** ball in park, **swimming** in the neighbour's pool, **eating** ice cream under the tree, or **camping** in the backyard.

Global Revision

This is a good coherent paragraph. *Italics* indicates pronouns and repeated/restated key words, **bold** indicates transitional tag-words, and underline indicates parallel structures.

The ancient Egyptians were masters of preserving dead people's bodies by *making mummies* of them. **In short**, *mummification* consisted of removing internal organs, applying natural preservatives inside and out, and then wrapping the body in layers of bandages. **And the process** was remarkably effective. **And**, *mummies* several thousand years old have been discovered nearly intact. *Their* skin, hair, teeth, fingernails and toenails, and facial features are preserved. *Their* diseases in life, such as smallpox, arthritis, and nutritional deficiencies, are still diagnosable. **Even their** fatal afflictions are still apparent. An elderly king died from a blow on the head; a child king died from polio.

Lesson 4 : Types of Paragraphs

Paragraphs are organized and categorised differently depending on their purpose and content. There are three main types of paragraphs in English: **Narrative, descriptive, and expository.**

-1- Descriptive Paragraphs

Purpose: a descriptive paragraph gives the reader a visual picture of the topic. It gives a point of view about how something looks feels, tastes, smells, or sounds. The writer’s goal is to involve readers so that they can experience the idea or event through the text.

Key Features: A descriptive paragraph:

- Describes
- Gives impressions
- Does not define
- Paints a picture for the reader, that is, it shows with words
- Uses sensory words that appeal to the five senses: hearing, taste, touch, sight and

Uses: A descriptive paragraph can be used to do the following:

- give the features or characteristics of something
- give impressions about something
- give feelings about something

Activity 1: Studying a Descriptive Paragraph

Discuss the preview questions with your classmates. Then read the example paragraph and answer the questions that follow.

Preview Questions

1. What is a subway? Where do you usually find a subway?
2. What kinds of people use a subway?
3. Have you ever been on a subway? How did you feel when you rode on it? Can you recall what you saw, smelled, and heard?

Underground Events

The subway is an attack on your senses. You walk down the steep, smelly staircase onto the subway platform. On the far right wall, a broken clock shows that the time is four-thirty. You wonder how long it has been broken. A mother and her crying child are standing to your left. She is trying to clean dried chocolate syrup off the child’s messy face. Farther to the left, two old men are arguing about the most

recent tax increase. You hear a little noise and see some paper trash roll by like a soccer ball. The most interesting thing you see while you are waiting for your subway train is a poster. It reads, “Come to Jamaica.” Deep blue skies, a lone palm tree, and sapphire waters call you to this exotic place, which is so far from where you actually are.

Post-Reading questions

1. From the information in this paragraph, how do you think the writer feels about the subway?

.....

2. Which of the five senses does the writer use to describe this place? Give examples from the paragraph to support your answer.

.....

.....

3. What verb tense is used in this paragraph? Why do you think the writer uses that tense?

.....

.....

Describing with the Five Senses

Good writers use words that appeal to some or all of the five senses – sight, taste, touch, hearing, and smell – to help describe a topic. Here is a list of the senses and examples of what they can describe. Add examples of your own under the column labeled “Example 2.”

Sense	Example 1	Example 2
Sight	A sun set	
Taste	A chocolate cake	
Touch	Silk	
Hearing	A baby’s cry	
Smell	A perfume	

Activity 2: Using Adjectives to Describe Sensory Information

In the left column, write your five examples from your list above. In the right column, write three adjectives that describe each object. Try three different senses. One has been done for you as an example.

Example	Description
Sunset	Purple, streaked, majestic
1.	
2.	
3.	
4.	
5.	

Activity 3: Writing Sentences Using Sensory Adjectives

Use the five examples from activity 2 to write five descriptive sentences. Use each example item as the topic of one of the sentences and include one or more of the adjectives you wrote. Share your sentences with a classmate.

1. The majestic sunset warmed the sky with orange and purple streaks.
2.
3.
4.
5.

Using Denotation and Connotation to Describe

When you write it is important to use words that have the precise meaning that you want. Sometimes words have more than one meaning. The denotation of a word is its actual, or dictionary, meaning. The connotation of a word is its emotional meaning, or the meaning beyond the basic definition. Many words can cause an emotional reaction – either good or bad – in the reader. If you choose a word with the incorrect connotation, you may give your reader a wrong idea.

e.g. The **thrifty** old man saved all his money for his retirement.

The **stingy** old man saved all his money for his retirement.

Look up thrifty and stingy in the dictionary. The denotative meanings for these words are similar – they both describe someone who is careful with money. The thrifty person is wise and economical with money, but the stingy person is greedy and does not want to spend or share money.

Consider the adjectives skinny, slender, and thin. The word thin has a neutral connotation because it simply states a fact. However, skinny has a negative connotation, and slender has a positive connotation. For example a skinny tiger needs more food, but a slender tiger appears to be healthy and perhaps ready for physical activity.

Words that leave a good emotional impression have a positive connotation. Words that leave a bad emotional impression have a negative connotation. Not all words have a separate connotative meaning. Always check both meanings of new words.

Using Prepositions of Location to Describe a Place

A common way to describe something is to describe the parts of the item and where they are. For example, if you are describing a room, you can describe what is on the right side, what is on the left side, what is on the ceiling, and what is on the floor. If you are describing a sports car, you might talk about what is in the front seat, what is in the back, what is on the hood, and what is under the hood. If you are describing a person, you can talk about what he is wearing on his head (a hat or cap), or what he has on his wrist (a shiny watch).

When you tell the location of something, it is important to use the correct preposition of location, followed by a noun. This noun after the preposition is called the object of the preposition. This preposition and noun combination is called a prepositional phrase (e.g. in the kitchen).

Activity 4: Analyzing a Descriptive Paragraph

Discuss the preview questions with a classmate. Read the paragraph and answer the questions that follow.**Preview Questions:**

1. Have you ever seen an environment that has been destroyed?
2. What was it?

A Sea without Life

In my entire life, I have never witnessed an environmental disaster like the disappearing South Aral Sea in Central Asia. As I drove on the desolate road, away from the spine-chilling town of Moynaq and toward the sea, I felt a deep, lingering sadness. This area was once home to a large and bustling fishing community. During the past 40 years; however, it has become a ghostly desert. There was any greenery anywhere. The only things I could see on the horizons were the old abandoned ships sitting on the dry sea floor. I stared at the rusted and dilapidated structures for what felt like hours. I do not know how long they had been there, but the sight of them filled me with sorrow. How could a place that once thrived on fishing and other seafaring activities become so dry? My guide told me that I would have to walk dozens of kilometers on the cracked soil to eventually see the blue water that used to flow to where I was standing. I breathed deeply and tasted the salty remnants of the ocean. The environmental disaster of the South Aral Seawill stay with me forever.

Post-Reading

1. What is the topic of this paragraph?
.....
2. Underline the topic and circle the controlling idea.
3. What is the writer’s purpose in writing this paragraph?
.....
4. What do you think the writer’s purpose statement was? Write here
.....
5. What features of a descriptive paragraph do you see in this paragraph? Put a check mark next to each feature you found in the paragraph and then explain your answer.
 - a. Describes
.....
 - b. Gives impressions, ideas or feelings about something.....
.....
 - c. Paints a picture for the reader, ; shows with words.....
.....
 - d. Uses sensory words that appeal to the five senses: hearing, taste, touch, sight, and smell.....
.....

Activity : Writing a Descriptive Paragraph

Complete the following items and then write the descriptive paragraph. Remember to use words that appeal to the five senses.

1. First, choose a topic and then brainstorm ideas for that topic. Here are some topics to choose from, or use your own topic:

- Describe your favorite place to study.
- Describe the best features of your best smart phone.
- Describe how you felt when.....
- Give your impression of

Your topic

2. Audience:

.....

3. Person (first, second, third).....

4. Purpose statement:.....

.....

5. Supporting details (three to four).....

.....
.....
.....
.....

2- **Narrative paragraphs**

A narrative paragraph tells a story about what happened and generally explains events in the order in which they occurred. It could be tale, novel, an account of one’s life, social events, etc. The story/events in narrative paragraph should be arranged chronologically (time order), that is in the order in which they have happened. A narrative paragraph must have the following: a central idea (what the story/event is about), characters (who it is about), a plot (conflict, complication, climax, and resolution of the story/event), adequate description, and setting (when and where the story happens).

There are two main types of narrative writing. When you use first-person narration, you describe a personal experience using **I** or **we** (first-person pronouns). When you use third-person narration, you describe what happened to somebody else using **he**, **she**, or **they** (third-person pronouns). Most news reports use third-person narration.

Model paragraph 1

As you read the model paragraph, look for words and phrases that tell when something happened.

Earthquake!

An unforgettable experience in my life was a magnitude 6.9 earthquake. I was at home with my older sister and younger brother. Suddenly, our apartment started shaking. At first, none of us realized what was happening. Then my sister yelled, "Earthquake! Get under something!" Half rolled and half crawled across the room to get under the dining table. My sister also yelled at my little brother to get under his desk. Meanwhile, my sister was on the kitchen floor holding her arms over her head to protect it from falling dishes. The earthquake lasted less than a minute, but it seemed like a year to us. At last, the shaking stopped. For a minute or two, we were too scared to move. Then we tried to call our parents at work, but even our cell phone didn't work. Next, we checked the apartment for damage. We felt very lucky, for nothing was broken except a few dishes. However, our first earthquake was an experience that none of us will ever forget.

Structure of a narrative paragraph

a- The topic Sentence: The topic sentence controls the direction of the paragraph and includes the topic and a controlling idea (also referred to as **special thought** or **special feeling**)

e.g. Our high school graduation ceremony **was a disaster.**

topic

controlling idea

Practice: identify the topic and controlling idea in the following examples:

- When I visited Romania, I learned about my heritage.
- The attacks on the World Trade Center and the Pentagon marked a turning point in U.S. history.
- Whitewater rafting with my family was a crazy adventure.
- I'll never forget the time I saw a playful polar bear.

→The topic sentence aims to introduce the purpose of your paragraph, and sets the stage for what the paragraph will explore. It should be **engaging** through creating excitement or suspense.

→The topic sentence is the source of the narration which is one element of the **background information** that also includes *what story/event is about, who it is about, when it happens, and where it happens*.

b- The Supporting sentences: They narrate the beginning, the middle, and the end of the story or event. A narrative paragraph should contain details that explain what happened.

c- The concluding sentence: It concludes the paragraph by either restating the topic sentence, making a suggestion/prediction about the story, or giving a concluding remark.

It gives an opinion regarding the story. It might give insight how the event affect the narrator.

e.g. However, our first earthquake was an experience that none of us will ever forget.

A narrative paragraph becomes more complete when it answers the following questions:

Elements	Questions
Central Idea	What is the story/event about?
Characters	Who is the paragraph about?
Plot	<p>Conflict: What problem or challenge arises?</p> <p>Complication: What makes the situation more complex?</p> <p>Climax: What is the turning point or most intense moment?</p> <p>Resolution: How is the conflict resolved or concluded?</p>
Description	Adequate description of events, characters, and setting.
Setting	<p>When did the story/event happen?</p> <p>Where did it happen?</p>

Coherence in a narrative paragraph

A paragraph is **coherent** when the sentences are woven together in such a way that readers move easily from one sentence to the next and read the paragraph as an integrated discussion rather than as a series of separate sentences.

Narrative paragraphs are arranged by **time order**: The story or series of incidents usually arrange themselves naturally in the order in which the events occurred.

→ in the *modal paragraph 1* (“**Earthquake**”), the writer used time order to tell what happened first, what happened next, what happened after that, and so on.

→ Notice the kinds of words and phrases used to show time order. These are called **time order signals** because they signal the order in which events happen.

- **Time Order Signals**

Words: Finally, First, (second, third,), Later, Meanwhile, Next, now, soon

Phrases: At last, At 12:00, After a while, After that, Before beginning the lesson, Now, In the morning, The next day,

→ Put a **comma** after a time order signal that comes before the subject at the beginning of a sentence. (Exception: “then, soon, and now” are usually not followed by a comma.)

- ✚ **At first**, no one realized what was happening.
- ✚ **For a minute or two**, we were too scared to move.
- ✚ **Then** we tried to call our parents at work.

Practice 1: Complete the paragraphs with time order signals from the list provided, and capitalize and punctuate them correctly. Use each word or phrase once. There is more than one possible word or phrase to fill in some of the blanks. *first / after dinner / on the night before Thanksgiving / in the morning / about 3:00 in the afternoon / soon / then / before taking the first bite / after that / finally*

Thanksgiving

Thanksgiving in the United States is a day for families to be together and enjoy a traditional meal. (a) *On the night before Thanksgiving*, our mother _____ bakes a pumpkin pie, the traditional Thanksgiving dessert. (b) _____ she gets up early to prepare the other traditional dishes. (c) _____ she makes dressing. (d) _____ she stuffs the turkey with the dressing and puts the turkey into the oven to roast. (e) _____ she _____ prepares the rest of the meal. She cooks all day long. (f) _____ the family sits down at the table. (g) _____ everyone around the table says one thing that they are thankful for. (h) _____ we can begin to eat. We stuff ourselves just as full as Mother stuffed the turkey earlier in the day! (i) _____ we are all groaning because we have eaten too much. (j) We collapse on the living room sofa and watch football games on TV. No one moves for at least two hours.

Model paragraph 2:

Europe- Here I come.

My first trip abroad was very exciting. When I was planning my trip, I looked for the cheapest airfare to Europe. Once I booked my flight, I concentrated on getting the things I needed for my month long adventure, including a passport and a Eurail pass. I decided that a backpack was the only luggage that I would need, so I bought a big one and jammed everything into it. On the day I left, I was excited and also a bit nervous because this was going to be my first trip without my parents. The flight there was much longer than I had expected, but once I arrived, I was hooked on Europe. I landed first in Amsterdam, and over the next month, I visited ten European cities from London to Rome. Everywhere I went, there were lots of young people from all over the world. We often traveled together, and we had some great times. We traveled by train and stayed in cheap hotels and youth hostels. My parents were horrified when I returned home and told them some of my stories, but I will never forget my trip. Although trips like this have become common for people of my generation, it was an unforgettable adventure for me.

4. List what happens in the paragraph. (List only the main events.)

5. What did the author learn?

Model paragraph 3:

BAD DAY

My day was a disaster. **First**, it had snowed during the night, which meant I had to shovel before I could leave for work. I was mad that I hadn't gotten up earlier. **Then** I had trouble starting my car, and to make matters worse, my daughter wasn't feeling well and said she didn't think she should go to school. When I eventually did arrive at work, I was twenty minutes late. **Soon** I found out my assistant had forgotten to make copies of a report I needed at nine o'clock. I quickly had to make another plan. **By five o'clock**, I was looking forward to getting my paycheck. Foolish woman! When I went to pick it up, the office assistant told me that something had gone wrong with the computers. I would not be able to get my check until Tuesday. Disappointed, I walked down the hill to the parking lot. There I met my final defeat. In my hurry to park the car in the morning, I had left my parking lights on. **Now** my battery was dead. Even an optimist like me had the right to be discouraged!

Practice 2: Think of one of your own experiences and write a paragraph. For example

- Think about a positive college experience
- A moment when you received good news
- A good/bad decision in your life.
- When you first entered college.

Additional topics:

- Write about a surprising, frightening, happy, or funny experience.
- Create a short story using an animal as the main character. What happens to this animal? You can tell a story from your own country or culture that you think foreigners would not know.
- Write about someone you know got in trouble. What happened?
- Write about an important lesson that you have learned from a real experience.
- Write about a memorable movie you have seen. Briefly explain the plot (story) of the film.

c- Concluding sentence: Conclude the paragraph by whether

- 1) Summarizing the main idea (i.e. the most significant causes or effects) or by and restating the cause-effect relationship, but void introducing any new cause or effect in your conclusion.
- 2) Paraphrasing/re-stating your topic sentence.
- 3) Including your personal final thought or opinion on the topic.

Coherence in a cause/effect paragraph

Coherence is mainly achieved through **Transition signals**. They are essential for indicating the relationships between ideas in a paragraph.

a- When discussing **causes**, transition signals help to show the reasons behind certain events or phenomena. Here are some transition signals commonly used in paragraphs focusing on causes:

➤ **because, due to, since** = They introduce a cause by explaining the reason behind a certain action or event.

e.g. “The increase in greenhouse gas emissions is alarming **because** it contributes to global warming.”

“**Since** the bridge was not properly maintained, it collapsed under the weight of the traffic.”

b- When discussing **effects**, transition signals help to demonstrate the consequences or outcomes of certain events or actions: **As a result, consequently, therefore, thus, hence, resulting in, ...**

e.g. “The heavy rainfall caused flooding in low-lying areas. **As a result**, many homes were damaged.”

“The new traffic regulations were implemented. **Therefore**, traffic congestion decreased significantly.”

→ Other transitions like **the first cause/reason (is that).., the most important cause..., first, firstly, one cause is..., second, ..., additionally, finally, the last reason(cause)....** can help introduce and organize the supporting sentences and show logical/emphatic order.

Model paragraph 1: (cause paragraph)

Divorce happens when married couples face serious problems that they can't solve together. One common cause of divorce is conflicts between partners. Couples may argue a lot or have trouble communicating with each other, which can make their relationship difficult. Another reason for divorce is differences in expectations or goals. Sometimes, couples want different things in life or have different ideas about important topics like money, children, or where to live. To sum up, divorce can happen when couples have problems they can't resolve or when they want different things out of life.

Model paragraph 2: (cause paragraph)

Choosing English as a major in University can be influenced by various factors. Firstly, many students choose English because they have a passion for literature, language, and communication. They enjoy reading, writing, and analyzing texts, and they want to deepen their understanding of the English language. Additionally, some students choose English because they see it as a practical and versatile major. English graduates develop strong critical thinking, communication, and writing skills that are valuable in a wide range of careers, including teaching, publishing, journalism, and marketing. Furthermore, the global influence of the English language plays a role in students' decision-making. English is widely spoken around the world and is the language of international business, diplomacy, and academia. Therefore, choosing English as a major can open up opportunities for global communication and understanding. Overall, the decision to major in English is often influenced by a combination of personal interests, career goals, and the recognition of English's importance in the modern world.

The effects of drug use can be profound and far-reaching, impacting individuals physically, mentally, and socially. Physically, drugs can have harmful effects on the body, ranging from short-term symptoms like nausea, dizziness, and impaired coordination to long-term consequences such as organ damage, cardiovascular problems, and even death from overdose. Mentally, drug use can lead to addiction, altering brain chemistry and causing compulsive drug-seeking behavior. This addiction can disrupt cognitive function, impair judgment, and increase the risk of mental health disorders like depression, anxiety, and psychosis. Furthermore, drug use can have significant social consequences, straining relationships with family and friends, reducing productivity and academic performance, and increasing the likelihood of involvement in criminal activities. In addition to individual effects, drug use can also have broader societal impacts, including increased healthcare costs, strain on social services, and damage to communities affected by drug-related crime and violence. To sum up, the effects of drug use can be devastating, affecting not only the individual user but also those around them and society as a whole.

Let's practice: Write (brainstorm) some possible causes and effects for the following topics. Think of two or three ideas for each topic. Then choose whether you would rather write about causes or effects.

example: Why do some parents spoil their children, and how does being spoiled affect the children?

CAUSES

- want child to like them
- don't have parenting skills
- can't say no

EFFECTS

- children become greedy
- hurts parents'-child relationship
- children have no patience

focus: reasons

topic sentence: Parents spoil their children for several reasons.

1. What are the causes and effects of moving to a new place?

CAUSES

EFFECTS

focus: _____

topic sentence: _____

2. What are the causes and effects of having plastic surgery?

CAUSES

EFFECTS

focus: _____

topic sentence: _____

3. Teenage rebellion

4. popularity of fast food

Let's practice 2: Choose a topic from the list below and write a paragraph

- The effects of learning a second language
- the causes of car accidents
- the effects of lying
- the causes of stress

4- Argumentative Paragraphs

The argumentative paragraph (also called **persuasive paragraph**) is an attempt by the writer **to make the readers agree with his/her opinion** on a **debatable** issue or to perform a specific action. **The writer uses reasons and arguments (details, facts, or examples)** to explain and to defend his opinion. For example, a writer may argue that taxes are too high or that a restaurant is excellent.

The aim is to answer questions like "why should the reader agree/do what the writer says"? This type of writing **aims to convince the reader to see things from the writer's point of view or take a certain action** although some people may disagree with him. A well-written persuasive paragraph clearly explains the topic and shows that the writer understands and believes in what s/he is saying.

Structure of an argumentative paragraph

- **Topic sentence:** identifies what is being argued for or against. It mentions the subject and a debatable point of view about the subject.

a- You can directly state your opinion:

controlling idea topic

e.g. - Our police forces should not use **racial profiling**.

- Parents should not **spank their children** because spanking is a violent act, it scares children, and it teaches children to become violent. (the arguments that will be discussed in the § are listed)

b- You can start by giving an opposite opinion (one than disagrees with yours) then you introduce your point of view. This is called counterargument:

e.g. - Many people think that **private schools** deprive students of many rights, but the truth is that these schools have many positive features.

- Although the constitution gives citizens the right to own guns, I believe that **the sale of guns** should be illegal.

- **Supporting sentences:** Improve the main idea by presenting your arguments supported with **facts, examples** and **logical reasoning**. Facts, in particular, make your arguments stronger.
- **Concluding sentence:** Conclude the paragraph by restating the main idea (opinion) and highlighting why your point of view is the best and correct one.

Model paragraph 1

The beach is undeniably the perfect spot for a relaxing holiday escape. Firstly, its appeal lies in the sheer joy of beach activities like swimming, surfing, and hiking, all of which make the experience much more enjoyable. Secondly, a person can have an enjoyable experience by unwinding on the sandy shores and being surrounded by the soothing sounds of ocean waves and the nice sea breeze. Finally, it is a place where you can truly embrace the beauty of nature as you can watch stunning sunrises and sunsets. All of these make it an irresistible destination for anyone seeking a relaxing holiday.

Coherence in an argumentative paragraph

Useful transitions in argumentation:

- **For giving reasons:** first, second, third, another, last, finally.
- **For concluding:** therefore, as a result, in conclusion,

Model paragraph 2:

School uniforms should be mandatory for all students for a number of reasons. First, they make everyone equal. In this way, the rich kids are on the same level as the poor ones. In addition, getting ready for school can be much faster and easier. Many kids waste time choosing what to wear to school, and they are often unhappy with their final choices. Most important, some studies show that school uniforms make students perform better. In conclusion, many people might say that school uniforms take away from personal freedom, but I believe that the benefits are much stronger than the drawbacks.

Model paragraph 3:

In my opinion, people should be at least eighteen years old before they are allowed to get a driver's license. First of all, people who are under eighteen should be concentrating on their studies. It takes a lot of time for teenagers to learn the rules of the road and how to handle a vehicle. It would be better if they used this time to study. Second, statistics show that young drivers have more accidents than old drivers. They tend to be careless, and a machine that weighs thousand pounds should be handled very seriously. Finally, and most importantly in my opinion, if teenagers cannot drive they learn other ways to get around that may lead to good lifelong habits, such as using public transportation, bicycling, or just walking. These habits help the environment and most certainly will help teenagers to be more physically active. In short, it is clear that there many good reasons for a young person to wait until age eighteen to get a driver's license.

Model paragraph 4:

Despite recent concerns about immigration to the United States, immigration contributes to the overall health of the American economy. This country has largely benefited from the skills, talents and ambition that immigrants bring with them. American businesses gain from it a good source of affordable labour while thousand cities are revitalized by immigrant families who strengthen communities through civic participation and the generation of new economic activity. All in all, the United States must continue to welcome the new comers for their positive influence on the economic machine of the country.

Practice: Write an argument paragraph explaining your views about the following topics:

1. Schools abolish homework?
2. College education be free?
3. Do you think it is necessary to take an entrance exam to enter college/university?

A Cause and effect Paragraph Plan

When you write a cause and effect paragraph plan, think about the order of your ideas. List details under each supporting idea.

Topic sentence: Parents spoil their children for many reasons.

Topic Support 1: People are not educated about good parenting skills.

Supporting Details: —Schools do not teach how to be a good parent.

—Some people may follow the habits of their own parents.

Support 2: They want to be the child's friend instead of an authority figure.

Details: —Parents won't say no.

—Parents want to be liked.

Support 3: They believe that children should have the best things in life.

Details: — Parents think they are doing their children a favor by buying toys, video games, and so on.

— They feel that there is nothing wrong with instant gratification.

Support 4: Some parents are motivated by guilt to overspend on their children.

Details: —They spend very little time with their children.

—Parents buy gifts, unnecessary clothing, and so on.

Concluding sentence: (In my opinion), parents have a vital role in shaping their children's development and future, and it is their duty to make the children grow into disciplined and responsible members of society.