In The Name of God
The Most Merciful and Compassionate
Advanced writing

Dr. Fatemeh Alipanahi
English Language Department
Islamic Azad University, Znajan Branch
Zanjan Iran
Features of the course

- Name: Advanced Writing
- Number of modules: 2
- A Prerequisite course for MA students
Books assigned

There are two books assigned for the course:
1. Paragraph Development
   Martin L. Arnaudet
   Mary Ellen Barrett
Books assigned

2. Let’s Write English, Book 2
   For the students of English as a second language
   George E. Wishon
   Julia M. Burks
The aims of the course

The aims of the course are:

- Familiarizing the student's with features and components of a good paragraph.
- Learning how to develop a paragraph and familiarizing with different styles of paragraph development.
The aims of the course

- Learning to expand a paragraph to be able to move on to writing compositions.

- Familiarizing with different prose forms (narration, description, argumentation, and explanation) through practice.
The design of the course

The design of the first book is based on the theory that if a student is able to write a unified, coherent paragraph, transferring this skill to writing a full composition will not be difficult. Accordingly, the content of the book is as follows:
The design of the course

- The topic sentence
- Supporting topic sentences
- Enumeration
- Types of enumeration
- Cause and effect
- Comparison and contrast
- Definition
- From paragraph to composition
The design of the course

The second book examines characteristics of the major prose forms and gives examples of each for the purpose of demonstrating the techniques used in writing them.
Paragraphs

In written form, English is divided into *paragraphs* to distinguish one main idea from other main ideas.

Paragraph development, unit 1
The topic sentence

The paragraph is the basic unit of composition consisting of sentences that develop one central idea.

The central idea is usually stated in a topic sentence.

Paragraph development, unit 1
The topic sentence

Where does it appear?

In most cases, the topic sentence is the first sentence of the paragraph.
The topic sentence

However, it is possible to place the topic sentence at the end (as a kind of conclusion) or in the middle (as a link between the two parts) of a paragraph.
The topic sentence

It is even possible to write the paragraph in a way that the topic sentence is implied or suggested.

Remember that a topic sentence placed at the beginning of a paragraph is the clearest kind of paragraph organization.
It is possible to have a paragraph with **double topic sentences**. That is, the first sentence may introduce the idea in a general way or in a question form and the second sentence mentions the specific points.

Paragraph development, unit 1
The topic sentence

What makes a good topic sentence?
  A topic sentence *always* tries to make a statement about the topic which *limits* it to a certain extent.

Topic sentence = topic + limiting statement
The topic sentence

In other words, a topic is more general than a topic sentence. Or a topic sentence is more limited than a topic.

Paragraph development, unit 1
Limiting your topic sentence

One good way to limit your topic is to place key words or phrases in the topic sentence.

These words or phrases are sometimes called controlling words or phrases.

Paragraph development, unit 1
Limiting your topic sentence

Consider ‘soccer’ as your topic.

There are too many things to put in one paragraph about ‘soccer’; therefore, you need to limit it.
Limiting your topic sentence

There are many ways to limit your topic in a topic sentence.
you can limit your topic by:

1. Place:
Soccer is now played in the United States.
Limiting your topic sentence

2. Time or period of time:
   Soccer has become more popular within the last five years.

3. Quality
   Soccer is a physically demanding sport.
Limiting your topic sentence

4. Showing similarities:
   Soccer and football have a great deal in common.

5. Showing differences:
   Soccer is more dangerous than tennis.
Limiting your topic sentence

6. A number of things; a list:
   A soccer player can receive various kinds of penalties.

7. Cause; reason:
   Soccer is dangerous for several reasons.

Paragraph development, unit 1
8. **Effect:**

The World Cup Soccer Championship Games *create interest* from soccer fans all over the world.
Limiting your topic sentence

Remember that it is possible to have more than one of the above mentioned categories in your topic sentence:

Paragraph development, unit 1
Limiting your topic sentence

Soccer has become increasingly popular in the United States in the last ten years.

- place
- time
- quality
The first sentence of a paragraph is always indented so the reader will know that a new subject- or a different aspect of the same subject- is being dealt with.
Paragraph, Indentation

The following figure shows two indentations at the beginning of two paragraphs:

\[ Xxxxxxxxxxxxxxxxxxxxxxxxxx. Xxxxxx \\
xxxxxxxxxxxxxxxxxxxxx. Xxxxxx \\
xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx. \]

\[ Xxxxxxxxxxxxxxxxxxxxxxxxxxxxxx. Xxxxxx \\
xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx. \]

Paragraph development, unit 1
A paragraph may vary in length. Some are quite short, others are extremely long. Most paragraphs have more than three sentences in them and usually have between 100 and 200 words.
Paragraph, Unity

In addition to the topic sentence, a paragraph includes several other sentences which in some way contribute to or support the idea in the topic sentence.
Paragraph, Unity

In other words, all the other sentences in the paragraph must be related to the topic and must therefore refer back to the topic sentence.

Paragraph development, unit 1
It is possible that some sentences may be directly related to the preceding supporting sentences (that is, they provide examples, details, or further explanation.) the following diagram shows the relationship:
Paragraph, Unity

**Topic Sentence**

- Supporting sentence
- Supporting sentence
- Supporting sentence
- Supporting sentence
- And so forth
Paragraph, Unity

If a paragraph announces its main idea in the topic sentence, and if all the supporting sentences contribute to the reader’s understanding of the main idea,
we say that the paragraph is \textit{unified} or that it has \textit{unity}.

If the paragraph fails to do so, we say that it \textit{lacks unity}.

Paragraph development, unit 1
There are many ways in which you can develop and clarify a topic sentence. Four of such ways are:

1. Examples
2. Details
3. Anecdotes
4. Facts and statistics
Supporting Topic Sentences, Examples

An example is a specific instance that explains a more general idea. Because examples are smaller, more limited, and often more concrete, they are easier to understand.

Paragraph development, unit 2
If writers wish to provide examples, they can remind their readers by using signal words or phrases.
Supporting Topic Sentences, Examples

structures of exemplification

There are three groups of signals used in the structure of examples:

- Noun and verb signals
- Sentence connectors
- Phrase signals

Paragraph development, unit 2
Supporting Topic Sentences, examples

An example of noun signals:

Some words in English represent people’s names. A good example of this is the word lynch.
Supporting Topic Sentences, examples

An example of verb signals:

Some words in English represent people’s names. This can be illustrated by the word boycott.

Paragraph development, unit 2
Supporting Topic Sentences, examples

An example of sentence connectors:

Some English words represent proper names. **For instance**, the word quisling originated with Vidkun Quisling.

Paragraph development, unit 2
Supporting Topic Sentences, examples

An example of phrase signals:

Words **such as** lynch and quisling represent proper names.

Paragraph development, unit 2
A detail is a particular part or characteristic of a whole thing or a whole idea. Details are frequently used in a description.
Supporting Topic Sentences, Details

Consider the following topic sentence:

Landlords usually require a renter to sign a very complicated contract called a lease.

Paragraph development, unit 2
Supporting Topic Sentences, Details

The supporting sentences of this topic sentence have to go through the details of the contract. They may include: the length of time, the amount of rent, the number of people living in the house,…

Paragraph development, unit 2
An anecdote is a short, entertaining account of some happening. It is usually personal and may be thought of as a lengthy example.
Supporting topic Sentences, Facts and Statistics

A fact is something which is objectively verifiable.

A statistic is a numerical fact which presents significant information about a given subject.

Paragraph development, unit 2
Arranging your Supporting Sentences

There are several ways to arrange your supporting sentences logically and cohesively.

The most common method of paragraph development in English is enumeration.
Paragraph Development, Enumeration

In this type of paragraph development, a writer **starts with a general class**, then proceeds to break it down **by listing** some or all of its **members or parts**.

Paragraph development, unit 3
Paragraph development, enumeration

General Class

Member or part
Member or part
Member or part
Member or part
Member or part
Consider this sentence:
There are three different kinds of materials that can be found in any library.

The word ‘kinds’ is an enumerator because it shows exactly what we are listing or enumerating.
Enumerators are valuable key words.

They help you to organize your paragraph more clearly.

They help your reader to follow your train of thought more easily.
Paragraph development, enumeration

When making lists, we use **listing signals** to indicate the various items in the list.

Examples are: first, second, last, finally,…
Paragraph development, enumeration

Remember that different listing signals might require different sentence structures.

Group 1: first, second, third,…
Group 2: the first, the second,…
After the listing signals of group 1, you will need a full sentence. However, the ones in group 2 together with the enumerator are the subject of the sentence.
Arranging the supporting sentences

The arrangement of the supporting sentences of an enumerative paragraph can be one of the following three orders:

1. Equal importance
2. Ascending order
3. Descending order

Paragraph development, unit 3
Arranging the supporting sentences

If all of the supporting sentences of a paragraph receive equal attention, they all have equal importance and there is no specific order in presenting them.

Paragraph development, unit 3
Arranging the supporting sentences

If a writer lists the most important point first, then goes on to speak of the other points, descending order has been used.
Arranging the supporting sentences

Descending order is indicated by a special group of listing signals:

- most essential
- most important
- kind
- primary
- reason
- largest
- chief
- etc.
- etc.
Arranging the supporting sentences

A triangle can be used to show how descending order works:

MORE IMPORTANT

Less important
Arranging the supporting sentences

Ascending order is exactly the opposite of descending order. In ascending order, the writer lists the minor points first, saving the most important for last. So, the paragraph ascends to a climax.

Paragraph development, unit 3
Arranging the supporting sentences

A triangle can be used to show how ascending order works:

MORE IMPORTANT

Less important
Arranging the supporting sentences

The listing signals used for ascending order are really the same as those used for descending order. However, the most important one goes to the end.

Paragraph development, unit 3
Types of enumeration; process

**Process** is a specialized type of enumerative paragraph in which supporting sentences are arranged in a **step-by-step sequence** and tell how something is made or done.

Paragraph development, unit 4
Types of enumeration; process

Whereas other enumerative paragraphs use many enumerators, **Process** paragraphs most commonly use three enumerators:

- Step
- Stage
- Phase

Paragraph development, unit 4
Types of enumeration; process

In addition to sequence signals, there are other indicators which a writer can use to develop a process paragraph. They are:

- Time clues
- Repetition
- Pronoun reference.

Paragraph development, unit 4
Types of enumeration; process

Time clues include the choice of verb and tense.

Verbs like ‘begin’, ‘start’, continue’, … indicate steps or stages.

Paragraph development, unit 4
Types of enumeration; process

Time clauses and phrases such as ‘while’, ‘as’, ‘after’, …also help show the continuity of development in a process.

Sometimes time clauses may be reduced to participial phrases. Consider the following example:

Paragraph development, unit 4
Types of enumeration; process

Clause: when you have beaten the eggs, pour them into the pan.

Phrase: having beaten the eggs, pour them into the pan.

Paragraph development, unit 4
Sometimes, instead of making one of the sentences into a time clause, the two sentences can be joined by a sentence connector:

Beat the eggs well; after that pour them into the pan.
Types of enumeration; process

Repetition and pronoun reference are two other indicators that help a process paragraph to develop.
Types of enumeration; process

Words are often repeated to add continuity to a paragraph. They are repeated either in their original form or in pronoun form.

Paragraph development, unit 4
Types of enumeration; process

All in all, sequence signals, repetition and pronoun reference add continuity and cohesiveness to a paragraph development and are particularly important in a process paragraph.

Paragraph development, unit 4
Types of enumeration; chronological order

When the order in which things happen, or a time sequence, is used to develop a paragraph, this is called chronological order. Like process, this is a special form of enumeration.

Paragraph development, unit 4
Enumerators are rarely used in chronological order. Because readers usually do not need these signals to understand what is being discussed. Instead, time clues are very important.
Types of enumeration; chronological order

Time clues of all kinds are used in chronological order. However, the forms of verbs generally are not present forms, but rather past forms. In addition, prepositional phrases of time often appear.
Types of enumeration; cause and effect

In a cause-effect development, there is always a causal relationship between the topic sentence and the supporting sentences, or even between major supporting sentences and minor ones.

Paragraph development, unit 5
Types of enumeration; cause and effect

The supporting sentences in such paragraphs become a list of either effects or causes.

Focus on cause  focus on effect

- Cause # 1
- Cause # 2
- Cause # 3

- Effect # 1
- Effect # 2
- Effect # 3
Types of enumeration; cause and effect

In addition to listing signals, there are six groups of structural signals used commonly in cause-effect paragraphs.
Sentence connectors

Group 1. Sentence connectors

These are words and phrases used to join two complete grammatical sentences.

Examples are: as a result, consequently, therefore,…
Sentence connectors

A semicolon (;) is used before a sentence connector and a comma follows it.

If a period is used at the end of the first sentence, there will be only a comma after the connector.

Paragraph development, unit 5
Group 2. Conjunctions

Conjunctions of cause and effect (for, so) are always preceded by commas, because the sentences generally do not stand alone.
Sentence connectors

Group 3. Clause structures
There are two categories of signals in this group.
First, signals whose parts are separated:
So…that
Such …that
Such a … that

Paragraph development, unit 5
Sentence connectors

The rise in temperature will dry out so much land that agricultural patterns will change.

The rise in temperature will cause such terrible damage that agricultural patterns will change.

Paragraph development, unit 5
Sentence connectors

Second, signals such as *since, because,…*

\[
\begin{align*}
\text{Since} \\
\text{Because} \text{ rainfall patterns will change, water supplies will diminish.}
\end{align*}
\]

Paragraph development, unit 5
Sentence connectors

Group 4. Phrase structures

Since a phrase is not a complete sentence, it must be connected to the main sentence.

**Because of** the increased heat, agricultural patterns will change.

Paragraph development, unit 5
Group 5. Predicate structures

In this group, the cause–effect relationship is indicated either by the verb or the words following it.

Changes in water levels will result in changes in living patterns.

Paragraph development, unit 5
Sentence connectors

Another pattern of the same example of predicate structures will be:

Drastic changes in living patterns will result from changes in water levels.

Paragraph development, unit 5
Sentence connectors

Group 6. Participial phrases

Since a participial phrase has no subject, it must be connected to the main sentence. The following two examples show participial phrases in cause-effect structures:

Paragraph development, unit 5
Sentence connectors

Water levels will change, **resulting in** changes in living patterns.

Living patterns will change, **resulting from** changes in water levels.

Paragraph development, unit 5
Cause-effect paragraphs

Remember that in cause-effect paragraphs, you can focus on cause, on effect or on both of them.

Paragraph development, unit 5
Cause-effect paragraphs

Chain reaction

In developing a causal relationship, if the effect of one situation becomes the cause of the next, we will have a chain reaction.

Paragraph development, unit 5
Cause-effect paragraphs

In other words, the first event leads to the second, the second to the third, and so on:

Primary cause $\rightarrow$ effect 1 $\rightarrow$ effect 2 $\rightarrow$ effect 3...

cause 2 $\rightarrow$ cause 3 $\rightarrow$ cause 4...
Comparison and contrast

The topic sentence of a comparison and contrast paragraph is supported by arranging the supporting sentences according to either the similarities or the differences between two things.
Comparison and contrast

**Comparison:** pointing out *likenesses* between two things or two aspects of one thing

**Contrast:** pointing out *differences* between two things or two aspects of one thing

Paragraph development, unit 6
In a paragraph of comparison, the differences are often mentioned only *briefly* or are even *omitted entirely*.

Paragraph development, unit 6
Structures of comparison

In addition to listing signals and the enumerator similarities, six other basic structures are used commonly in writing paragraphs of comparison.

Paragraph development, unit 6
Structures of comparison

Group I. Adjective/preposition

➢ The same as
➢ Similar to
➢ Like

Kennedy was killed on exactly the **same** day

of the week **as** Lincoln.
Structures of comparison

Group II. Attached statements

- And … too
- And so
- And … either
- And neither

Paragraph development, unit 6
Structures of comparison

Kennedy was succeeded by a Southern Democrat, and Lincoln was too. and so was Lincoln.

Kennedy didn’t finish his term of office, and Lincoln didn’t either. and neither did Lincoln.

Paragraph development, unit 6
Structures of comparison

Group III. Correlative Conjunctions

- Both… and
- And … both
- Neither … nor
- Just as … so

Paragraph development, unit 6
Structures of comparison

Both Kennedy and Lincoln had their elections legally challenged.

Just as Lincoln died in office, so Kennedy was still president when he was assassinated.

Paragraph development, unit 6
Structures of comparison

Group IV. Predicate structures

➢ To resemble
➢ To have in common
➢ There are similarities

Paragraph development, unit 6
Structures of comparison

Kennedy’s popularity greatly resembled Lincoln’s.

Kennedy and Lincoln have many features in common.

There are many similarities between Kennedy and Lincoln.

Paragraph development, unit 6
Structures of comparison

Group V. sentence connectors

- Similarly
- Correspondingly
- Likewise
- In the same way
- By the same token

Paragraph development, unit 6
Lincoln was succeeded by a Southern Democrat named Johnson; by the same token, Lyndon Johnson, a Democrat from the South, succeeded Kennedy.

*Pay attention to the punctuation.*
Structures of comparison

Group VI. Punctuation only

Andrew Johnson was born in 1808; Lyndon Johnson was born in 1908.

Paragraph development, unit 6
Structures of contrast

In addition to listing signals and enumerators, **seven other structures** are used commonly in writing paragraphs of contrast.

Paragraph development, unit 6
Structures of contrast

Group I.

- er … than
- More … than
- Less … than
- As … as

The introvert is **quieter than** the introvert.
The extrovert isn’t **as quiet as** the introvert.

Paragraph development, unit 6
Contrary to the extrovert, who craves excitement, the introvert likes a well-ordered mode of life.
Whereas the extrovert loses his temper quickly, the introvert seldom does.
Structures of contrast

Group IV. Verbal structures

The introvert *contrasts with* the extrovert in regard to his temper.

Paragraph development, unit 6
Structures of contrast

Group V. sentence connectors

The extrovert loves crowds; however, the introvert is fond of solitude.

- Pay attention to the punctuation.
Structures of contrast

Group VI. Conjunctions

The extrovert loves crowds, **but** the introvert is fond of solitude.

Paragraph development, unit 6
Structures of contrast

Group VII. Punctuation only

The introvert likes books; the introvert is fond of people.

Paragraph development, unit 6
Methods of contrast

Two main ways to organize your material in a contrast paragraph:

1. The contrasts are made one at a time, or point-by-point.

2. The contrasts are completely described for one side, then for the other side.

Paragraph development, unit 6
Methods of contrast

Method 1

sociability

Risk-taking

[And so forth]

Extrovert

Introvert

Extrovert

Introvert
Methods of contrast

Method 2

The Extrovert
- Sociability
- Risk-taking
- Feelings, aggression
- Reliability, optimism

The introvert
- Sociability
- Risk-taking
- Feelings, aggression
- Reliability, optimism
Definitions

A paragraph of **definition** explains what a term **means** or **how it is used** in a particular situation.

It may be a formal definition or a stipulated one.

Paragraph development, unit 7
Definitions

A **formal** definition explains a meaning as you might find it in a dictionary.

A **stipulated** definition explains how a particular term is used in a specific context.

Paragraph development, unit 7
The formal definition

A formal definition includes three kinds of things:

- The term to be defined
- The class to which a thing belongs
- The features which distinguish it from other things in that class

Paragraph development, unit 7
Structures of definition

The basic structures commonly used in writing definitions are divided into two basic groups:

- Those associated with distinguishing features
- Those associated with the choice of verb

Paragraph development, unit 7
Structures of definitions

Group I. structures which identify distinguishing features:

- adjectives and adjective clauses

A wristwatch is a **mechanical, time-telling** device which **is worn on a band about the wrist.**
Structures of definitions

Group II. Verbs used in definitions

- Is
- The term...means, signifies, refers to,
- Designates
- Is called, is known as

A wristwatch **is** a mechanical, time-telling,...
The extended definition

A definition is expanded or extended by giving additional information about the term being defined. This might include such things as a physical description or a list of the advantages of the item.

Paragraph development, unit 7
Problems in definition

There are three common problems that might arise in writing definitions:

- The circular definition
- The overextended definition
- The overrestricted definition

Paragraph development, unit 7
Problems in definition

In circular definition, the term being defined is repeated in the definition:

Economics = the study of the Economy
Problems in definition

In overextended definition, the definition can be applied to more things than just the term being defined:

Lemonade is a refreshing drink.

The refreshing drink can apply to water, milk, Coke,…

Paragraph development, unit 7
Problems in definition

An overrestricted definition is one in which the term being defined is more comprehensive than the definition. That is, you restrict the item to only a part of its total definition.

Paragraph development, unit 7
Problems in definition

Example:
A table is a place where one plays games.

The use of table has been restricted to only one of many possible uses.

Paragraph development, unit 7
The stipulated definition

In stipulated definition, you explain how you are using a term for a particular purpose, or you explain your particular interpretation of the term.

Paragraph development, unit 7
The stipulated definition

The kinds of words which require stipulated definition are generally abstract ideas or qualities such as friendship, poverty, and so on.

Paragraph development, unit 7
Ordinarily, any writing task will involve a series of related paragraphs on a given topic, that is, a composition.

Any composition has to include:

- Introduction
- Body
- Conclusion
In the paragraph of introduction, the reader is given certain **background information and the aim of the writer**. Furthermore, the **controlling idea** of the composition is given in this paragraph.

Paragraph development, unit 8
From paragraph to composition

Introduction states the subject or topic of the whole composition. It limits the subject and tells what aspects of it will be treated. It may also explain why these aspects have been chosen for treatment.

Paragraph development, unit 8
The **controlling idea** which is introduced in the introduction is very similar to a topic sentence; however, it is more **powerful** and more **general**.
From paragraph to composition

This is because a controlling idea controls not a single paragraph but rather an entire composition. It announces the main idea of the composition.

Paragraph development, unit 8
In the body of a composition, the controlling idea will be elaborated on. The body which is the main part of a composition develops the main idea in as many paragraphs as there are main topics to discuss.

Paragraph development, unit 8
Any paragraph of the body has to have its own topic sentence and the supporting sentences.

Various methods of arranging supporting sentences can be used in the body of a composition.

Paragraph development, unit 8
Good writers frequently make use of all or a number of methods of paragraph development to develop their topics. In one paragraph they may enumerate their supporting sentences, in the next, they may make use of cause-effect and...
The concluding paragraph of a composition ties together all of the ideas expressed in the composition. It usually restates in different words the main points that have been developed in the main paragraphs.

Paragraph development, unit 8
Conclusion

Remember that this paragraph does not introduce any new ideas. It should give the feeling that the composition is completed and that a conclusion has been reached.

Paragraph development, unit 8
Narration

Narration is telling or relating occurrences or series of events. It requires the writer to tell what happened.

Most fiction is written in narrative form.

Let’s write English 2, unit 13
Organization of narrative

In narration, it is useful to organize the events in *chronological order or time sequence*.

Let’s write English 2, unit 13
Organization of narrative

Time sequence can be indicated by certain time words (yesterday, next year,…), the use of verb tenses and transitional expressions (meanwhile, at the same time,…).

Let’s write English 2, unit 13
Point of view

In writing narratives, you must decide whether you will tell the story in the first person or in the third person.

If you decide to tell the story in the first person, you as the story teller, will be participating in the story.

Let’s write English 2, unit 13
Point of view

If you use **the third person**, you are only **observing the events** and not involved in the story.

You should be **consistent** in keeping the same point of view throughout your narrative.

Let’s write English 2, unit 13
Oral and written narrative

Although oral and written narrative have the same basic kind of structure, they have differences in style, length, and the level of formality of language.

Oral narratives tend to be short, informal and anecdotal.

Let’s write English 2, unit 13
Narration, Elements of a good story

Three important points should be considered in writing a story:

• The first sentence should arouse interest.
• The events should be told in step-by-step order.
• It should build to a climax.

Let’s write English 2, unit 13
Narration, Elements of a good story

When the above principles are employed, a story will have these essential qualities:

1. **Unity**: it is about one subject.
2. **Coherence**: all the details relate to the story.
3. **Emphasis**: the point of the story is emphasized.

Let’s write English 2, unit 13
A very basic way to use language is to describe.

**Description** gives sense impressions - the feel, sound, taste, smell and look of things. Also emotions - feelings such as happiness, fear, ... may be described.

Let’s write English 2, unit 14
Description

Description helps the reader, through his imagination, to visualize a scene or a person or to understand a sensation or an emotion.

Good description requires careful observation and organization.

Let’s write English 2, unit 14
Requirements for good description

Good descriptions have three important qualities:

- Dominant impression
- Mood
- Logical development

Let’s write English 2, unit 14
Requirements for good description, dominant impression

The first sentence of a good description may establish the dominant impression. In other words, the sentence which establishes the dominant impression serves as the topic sentence of the paragraph.

Let’s write English 2, unit 14
Requirements for good description, mood

Moods are feelings and emotions such as joy, happiness, fear, or anxiety. Evil, sinister, good or bad qualities may also help form part of the general mood.

Let’s write English 2, unit 14
Requirements for good description, logical development

To be effective, written descriptions should have an efficient and logical plan. The writer must follow a point of view from which he views the things described.

Let’s write English 2, unit 14
Explanations

An important way of **presenting information** is explanation.

In the paragraph of explanation (also called exposition, or expository paragraph) the main purpose is to explain or to interpret something.

Let’s write English 2, unit 15
Explanations

The paragraphs of explanation are often used to explain a process or a procedure. Therefore, they involve the careful listing of details in a logical sequence.

Let’s write English 2, unit 15
The paragraph of explanation requires a clear, strong topic sentence which indicates what is to be explained. The supporting sentences will give the explanation by providing the details and examples.
The paragraph of explanation is sometimes used to give definition or directions. Again, it is necessary to list the details and to keep the sequence.

Let’s write English 2, unit 15
Argumentation

Argumentation means the discussion or debate of a topic. Paragraphs of argumentation are usually developed by listing reasons to support the topic sentence.

Let’s write English 2, unit 16
Argumentation

Some constructive uses of argument are:

- To decide questions
- To change viewpoints
- To gain practical goals

Let’s write English 2, unit 16
Methods of argumentation

There are several basic methods of reasoning:

- Inductive reasoning
- Deductive reasoning
- Comparison or analogy
- Cause and effect reasoning
- Argument by authority

Let’s write English 2, unit 16
Inductive reasoning (also known as the scientific method) proceeds to a general statement or a conclusion from specific examples, facts, or instances.

Let’s write English 2, unit 16
The important thing to remember in employing inductive reasoning is that you must consider a sufficient number of cases, because no one case proves or disproves the conclusion.

Let’s write English 2, unit 16
Deductive reasoning which is the opposite of inductive reasoning begins with the general and moves to the specific.

To reason deductively, three steps are required:

1. A major premise
2. A minor premise
3. A conclusion

Let’s write English 2, unit 16
Argumentation, Deductive reasoning

Remember that premises must be true and acceptable in relation to each other.

Example:
Major premise: Wood will float in water.
Minor premise: My pencil is made of wood.
Conclusion: My pencil will float in water.

Let’s write English 2, unit 16
Argumentation, comparison or analogy

Comparison shows the similarities and differences between the subject and something well-known.

The comparisons or contrasts must be **exact** and **true** under similar conditions.

Let’s write English 2, unit 16
Argumentation, cause and effect reasoning

It tells what happened to produce a result, or what will result from a certain situation or event.

Three points need to be considered in cause-effect reasoning:

Let’s write English 2, unit 16
Argumentation, cause and effect

1. There must be a strong and true connection between the cause and the effect.
2. The cause must be strong enough to produce the result.
3. There must be no possibility that some other cause could produce the result.

Let’s write English 2, unit 16
Argumentation, argument by authority

Argument by authority uses statements from experts to support a line of reasoning.

Authorities must be reputable, recognized and up to date.

Let’s write English 2, unit 16
Argumentation, weak arguments

Weak arguments result from faulty reasoning.

Avoid the following faults in your argument:

- Lack of understanding of terms
- Misuse of facts and unreliable authority
Argumentation, weak arguments

- Opinion substituted for fact
- Hasty generalization (also known as jumping to conclusion)
- Name calling and prejudice

Let’s write English 2, unit 16
The outline

An outline is an arrangement of the topics or ideas of a composition in the form of a numbered list. This list shows the order and the relationship of the ideas.

Let’s write English 2, unit 17
The outline

Outlining assures that:

- Your composition will be complete and in logical order.
- You eliminate the irrelevant ideas.
- You avoid repetition.
- You know how many paragraphs you will need to write.

Let’s write English 2, unit 17
The outline

A system of Roman and Arabic numbers as well as letters of the alphabet are used to form an outline:

I. Main point
   A. Important divisions of main point
      1. Sub-point about A.

Let’s write English 2, unit 17
Writing letters

There are two types of letters that you will be called on to write:

- Personal (social) letters
- Business letters

Friendly letters require the same attention that you give to a conversation.

Let’s write English 2, unit 19
Social letters

Some points to remember in writing letters to friends:

- Ask about the person you are addressing and keep the tone cheerful and sincere.
- Tell news of interest to him.
- Talk about mutual friends.

Let’s write English 2, unit 19
Social letters

➢ Talk about yourself as little as possible.

➢ Write as if you were having a conversation with your friend.

➢ Be sure your English usage is correct.

Let’s write English 2, unit 19
Correct form of personal letters

The **form** of a letter is important because it makes it **appealing** to the eye and **easy to read**.

The **first part** of a personal letter is its **heading** which gives the **writer’s address** and the **date**.

Let’s write English 2, unit 19
Correct form of personal letters

The **heading** which appears at the **upper right-hand corner** of the first page may be blocked or indented:

**Blocked**
- 19 magnolia Street
- Hayward, Missouri
- December 15, 2006

**Indented**
- 137 Haynes Avenue
- Pocatello, Idaho
- May 13, 2002
Personal letters, salutation

The **salutation** is the greeting. It begins at the **left-hand margin** of the letter and is followed by a **comma**.

Dear Tom,

Dear Professor Smith,

Let’s write English 2, unit 19
Personal letters, body

The **body** is the composition of the letter and has the same organization as any composition. The ideas of the letter should be organized in paragraphs.

Let’s write English 2, unit 19
Personal letters, the closing

The **closing** which usually appears at the **bottom right-hand corner** may have different forms. Choose one that means what you want to say. **The first letter of the closing is capitalized** and it is **followed by a comma**:

Sincerely yours,

Your friend,
Sign the name you usually use with the person to whom you are writing. **Do not** place any punctuation after your signature.

Let’s write English 2, unit 19
The correct placement of the parts of a letter

- **Heading**
- **Salutation**
- **Body**
- **Closing**
- **Signature**
Business letters

There are several types of business letters (letters of order, request, application, …) that you may be called on to write.

The format of business letters is very similar to personal letters except for the inside address.

Let’s write English 2, unit 19
Business letter, the inside address

The inside address is the name of the company you are writing to, followed by the street address, city, state and country.

It is the same address that appears on the envelop.

Let’s write English 2, unit 19
Business letters, salutation

The salutation of a business letter is **more formal** than a personal letter and is usually followed by a **colon**.

If you are writing to a firm and you do not know the name of any particular person, use:

**gentlemen or dear sirs:**

Let’s write English 2, unit 19
Business letters, body and closing

The body of a business letter has to be brief, well stated, and easy to read.

The closing is similar to that of personal letters, but more formal. The first word is capitalized, and it is followed by a comma.

Let’s write English 2, unit 19
Types of business letters, the order letters

An order letter has to state the exact name of the merchandise, the price, and the amount of payment you are sending.

Let’s write English 2, unit 19
Types of business letters, letters of request

It is necessary that the reader of your request letter has all the necessary information to do what you have asked him to do. Do not forget the date, the complete address and a careful description of the item or service wanted.

Let’s write English 2, unit 19
Types of business letters, letters of application

Letters of application are important both to the sender and the receiver, because, usually, business and professional people are hired on the basis of letters of application.

Let’s write English 2, unit 19
Types of business letters, letters of recommendation

Letters of recommendation are written for students and colleagues to recommend them for a job or education. If you do not know who is going to read the letter, write: ‘to whom it may concern’ in place of the salutation.

Let’s write English 2, unit 19
Précis and summary writing

A precise summary from a piece of original writing is called a précis.

Guidelines to write a good précis:

- Read the original selection carefully. Search for the main idea.
- Find the meanings of any words you do not know.

Let’s write English 2, unit 20
Précis and summary writing

- Read the selection again.
- Determine which parts of the selection are essential.
- Write down the key words or phrases.
- From your notes and your own interpretation, write your précis.

Let’s write English 2, unit 20
Organizing a research paper

The key to success in writing a research paper, or any lengthy paper, is organization.

The steps in planning these papers are:

- Choose a suitable subject
- Search for material
- Take notes

Let’s write English 2, unit 24
Organizing a research paper

- Organize notes into an outline
- Write an outline
- Write the first draft
- Document statements with footnotes.
- Write a bibliography.
- Write the final draft.

Let’s write English 2, unit 24
Watch your English

No matter if you are writing one sentence, one paragraph or a whole article, you have to check it for correct usage. The following points have been mentioned in your paragraph development book:
Watch your English

- Subject-verb agreement

  Usually the presence of a compound subject or a modified one may cause confusion in agreement of subject and verb. The following guides may be helpful:
Watch your English

- Recognize the main subject of the verb:
  Other words in this category include lynch, Watt, davenport, and zeppelin.

- If the compound subject is connected by and and conveys a plural idea, the plural form of the verb must be used.
December and January are the coldest months of the year.

- The singular form of the verb must be used if the compound subjects are both singular and are connected by such connectives as or, nor, either...or, neither...nor.
Watch your English

John or his sister is going to attend the party.

- If the compound subject is composed of two nouns differing in number or person, the subject that is nearer the verb determines the verb form.

Either his brothers or Jim is planning to attend.
Watch your English

- Singular-plural agreement

One of the most important resources in the library is the reference room.

- Tense

Pay attention to the signals in sentences which indicate the tense.
The visitor **usually begins** his stay in a hotel and **meets** sympathetic and gracious national.

- Pronoun reference

Find out to what the pronoun refers to and if the reference is singular or plural.

Water levels will fall in **the great lakes**; consequently **they** will no…
Wish you all the best