

Unit one: Writing Effective Sentences

Introduction: The Writing process

Dear learners, you should understand that writing is a process. It begins with some planning (pre-writing), then goes on to writing, and then to post writing (editing). For example, if you want to write about “the uses of Agriculture,”, you will follow the following steps.

- Generating some ideas (brain storming). Here, you will list down some uses of agriculture just in phrases or words. For instance, you will have, source of income, means of employment, source of food, means of clothing, shelter, etc.
- Writing your first draft. Here, you will make selection of the most important points you have jotted down above. You might get some of the above uses of agriculture as irrelevant, and so you will cancel them out. Then, you will write a topic sentence and change the above list into sentences. And then you will sequence your sentences into an appropriate order.
- Editing your draft. Before submitting your paragraph into someone, you need to revise it if it contains some errors of grammar, organization, or if it lacks clarity.

Understanding a Sentence

The better we understand how to form and use sentences, the more effectively we can communicate our thoughts to others. Therefore, before we move to talk about connected writing, we need to be clear about what a sentence is, what differences there are between a word, a phrase, a clause and a sentence.

Definition of some terms

A Sentence

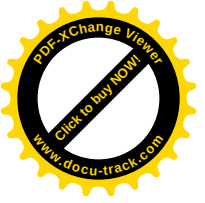
We tend to think of a **sentence** as a group of words with a period, a question mark, or an exclamation point at the end and a capital letter at the beginning, but there is more to it than that. In order to be a sentence, a word group must be complete enough to stand independently. In other words, as Littell (1985: 44) states, “... a sentence is a group of words that expresses a complete thought.”

To show its great importance to communication, many writers define a sentence as, a **sentence** is the basic unit of thought someone uses to express her/himself.

Before we try to see details of a sentence, let’s refine our knowledge of some language elements which form sentences. These elements are a word, a phrase, and a clause.

A word

A **word** is the smallest meaningful unit in a language which can stand alone (freely). It is the collection of these smallest meaningful units which forms a phrase, a clause or a sentence. Choosing words carefully is very important to express an idea effectively.



Phrase

A **Phrase**, on the other hand, is a group of words that has no subject and predicate. (We will talk about Subject and Predicate later on). Because it has no subject and predicate, a phrase cannot express a complete thought or idea.

For example:

She ate the ripe apple (is a sentence)

Where as 'ripe apple' (is a phrase)

Phrases are of different types. For example, you may have: **prepositional phrases, infinitive phrase, participial phrases, adverbial phrases, adjectival phrases, noun phrases, etc.**

Clause

A **clause** is a group of words which has a subject and predicate. The demarcation between a clause and a sentence is so elusive .Because of this; many second language learners (including teachers) consider clauses as sentences.

In function, clauses are so different. Some clauses express condition (**conditional clauses**); **others express reason (clauses of reason); some express contrasting ideas (contrast clauses); others modify a noun (relative clauses), while others serve as nouns (noun clauses), etc.**

On the other hand, when we take being able to stand alone or not being able to stand alone as a criterion, clauses are of two types:

Dependent or subordinate clauses: clauses which can not stand alone basically because they are introduced with some cohesive devices (like if, although, since, when, that) which are called subordinators. (We will talk about subordinators we see sentence combination at unit three).

Independent or main clauses: clauses which can stand alone.

For example, in the sentence:

If you work hard, you will become rich.

If you work hard..., is a dependent clause; it cannot stand alone.

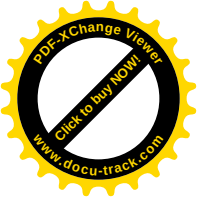
Where as...*you will become rich....*is an independent clause

The idea which is in the dependent clause is less important than or is subordinate to the idea in the main clause. So in the above sentence, the writer gives more emphasis to the ...**you will become rich.**

Therefore, we can see that the clause 'you will become rich' can stand alone as a sentence, where as the clause 'If you work hard' cannot stand alone. In other words, some clauses are equivalent with sentences while some are not.

Even if it is too early, students need to understand that, the following construction is wrong

If you work hard. You will become rich.



What do you think is the mistake here? Don't worry! You will answer this after you have some practice about **fragments** in unit three.

Constituent elements of a sentence

A sentence we have said is a group of words which expresses a complete thought. Some of this group of words form one part of a sentence called a **subject** and the other group of words in the sentence form another part of a sentence called a **predicate**.

A Subject

Subject is a part of a sentence about which a statement is made. It is a noun or pronoun, with any of its modifiers. In other words, it is the topic of the sentence.

Confusion seems to happen in our country as regards to the definition of a subject. For example, some people say:

- *A subject is a doer of an action.*
- *A subject is the owner of a sentence, etc.*

However, sometimes a subject is not a doer of an action. For instance, we can look at the following sentences and understand that a subject can be something else.

The rat was eaten by the cat= (the rat is the subject, not doer of action)

I have a car= (I is the subject, not doer of action)

A Predicate

Predicate is the statement made about the subject. It is a verb or verb phrase, with any modifiers or words used to complete its meaning. In other words, it is the information about the subject.

Example

<u>The rat/</u>	<u>was killed by the cat</u>
Subject	Predicate

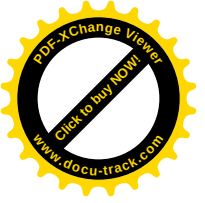
Dear students, still there is confusion on what parts of a sentence are. When we ask students about what parts a sentence has, many students respond that a sentence is made up of subject, verb and object. However, all sentences may not have objects as there are some verbs which are intransitive.

For example, the following sentences do not have objects

- *She came by bus*
- *She has very big eyes.*
- *She is beautiful.*

Variant forms of subject and predicate

Every sentence, we said, has a subject and a predicate. One of these parts or both of them can be either simple or compound.



Simple Subject-Simple predicate

For example:

- John fights.
- They run

In sentence 1, **John** is a simple subject, and **fights**, is a simple predicate.

In sentence 2, they **is a simple subject** and run is a simple predicate.

Simple subject-Compound predicate

For example:

- The man hunted and fished in Ardibo Haik.

Compound subject-Simple predicate

For example:

- The man and his son hunted in Ardibo Haik.

Compound subject-Compound predicate

For example:

- The man and his son hunted and fished in Ardibo Haik.

Compound Subject

A subject can be made up of **two or more nouns or pronouns**. In this case the sentence has a compound subject.

Compound Predicate

A sentence can have **two or more verbs** for the same subject. In this case the sentence is said to have a compound predicate.

Some also classify subjects and predicates as either **simple or complete**. This classification is based on the issue of whether the subject and predicate are expanded by adding some modifiers.

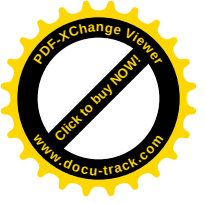
In this regard again we will have:

- Simple subject- Simple predicate
- Simple subject- Complete predicate
- Complete subject-Simple predicate
- Complete subject-Complete predicate

When a simple subject is expanded by the addition of modifying words, the subject thus expanded is called a complete subject. On the other hand when the simple predicate is expanded by adding some modifiers to the verb, that predicate is called a complete predicate.

For example, if we say:

- Birds chirp=Simple subject-Simple predicate
- The birds on the tree chirp=Complete subject-Simple predicate
- Birds chirp in the spring mornings= Simple subject-Complete predicate
- The birds on the tree chirp in the spring mornings=?



Types of sentences

Different scholars have their own classifications of sentences in to different types. Some say that there are 4 types of sentences while others say there are 5. Still some say that there are 6 or more types of sentences. Most seem to agree that in terms of their construction, there are about 5 types of sentences:

1. Simple Sentence
2. Compound Sentence
3. Complex Sentence
4. Compound-Complex Sentence
5. Complex-Complex Sentence

The following is a detailed discussion of the above sentence types.

1. **Simple Sentence** is a sentence consisting of one subject and one predicate, either or both of which may be compound. It, in other words, is one main clause.

Example

- Dessie was built by Nigus Michael
- Dessie and Kombolcha were built by Nigus Michael.
- Dessie and Kombolcha were designed and built by Nigus Michael..
- The players arrived and reported.
- The players and the judges arrived and reported.
- The big oak tree in front of our house is a permanent house for thousands of birds.
- Allen repaired the set and watched TV.

N.B. Don't be confused by the length of a sentence. You should simply count the number of clauses in the sentence. Remember also that either the subject or predicate of a simple sentence may be compound.

2. **Compound Sentence** is a sentence which consists of two or more independent clauses connected by a coordinating conjunction, conjunctive adverbs or separated by a semi-colon.

Example

- Wollo is a land of fascinating beauty; in addition, its people are so friendly.
- I steamed the carrots, **then** I baked the potatoes.
- I ate every thing on the tray; I was really hungry.
- I bought coca cola, and I drank it at once, for I was very thirsty.
- The jet lost altitude, but no one was hurt.

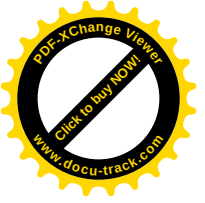
3. **Complex Sentence** is a sentence which consists of one main clause and one or more subordinate clauses.

Example

- **Although I have never played tennis**, I planned to start taking lessons next year.
The subordinate clause modifies a word (a noun/ a verb/ the whole main clause) in the sentence, and it can be either adjectival, noun or adverbial.

Example

- He met a student **who left school last year**. (adjective clause)
- **After I took a nap**, I felt better. (adverb clause)



- **If you come late**, you will miss the bus.(adverb clause).
- I know **that she will come**.(noun clause)

4. **Compound -Complex Sentence** is a sentence which consists of two or more independent clauses with one or more subordinate clauses.

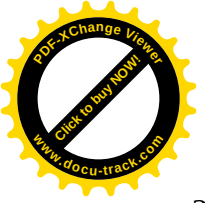
Example

- **Although I have never played tennis**, I planned to start taking lessons next year; I really need the aerobic exercise that tennis provides.
- **Although** I have never played tennis, I really need the exercise, **so** I planned to start taking lessons next year.
- I bought coca cola, and I drank it at once **because I was very thirsty**.

EXERCISE: Identifying types of sentences

Read the following sentences and identify whether each of them is **simple, compound, complex, compound-complex, or complex-complex**.. Then write the on the spaces provided at the end of the exercise.

1. Queen Elizabeth II became the monarch of Britain and the Commonwealth at the age of twenty-five.
2. Many people hate spiders; nevertheless, spiders do no harm.
3. Martha waved happily and ran toward her brother who was just arriving from Israel after 12 years.
4. No body knows why Sara seems unhappy
5. The water was colder than I thought; consequently, I went out very quickly.
6. We can't start the game until the field which is muddy is drier.
7. Girma felt better after he had talked to his girlfriend.
8. Although Dessie is surrounded by different streams, its people have still been suffering from shortage of water.
9. Drinking some wine after work is a good medicine to kill exhaustion, but do not drink too much, for you will lose your consciousness.
10. Whenever I go to Dessie, I eat my lunch at Ambaras Hotel, and I drink coffee at Aytegeb Café & Restaurant.
11. Haddis Alemayehu, who is the author of the famous Amharic novel 'Fikir Eske Mekabir', died at the age of 95 without any child.
12. What patients gravely need from nurses is a loving care; nevertheless, many nurses do not have this characteristic since they are tired from treating many patients.
13. The problem with most students at universities is that they waste their time unwisely.
14. If you cannot bite, don't show your teeth; otherwise, you will expose your weakness.
15. Psychologists who work with children are studying the effects of malnutrition on intelligence.
16. The only completely consistent people are dead.
17. Tigist showed great patience and courage to take care of her little brother, for her mother was in hospital, and her father was on the edge of a nervous breakdown.
18. Mankind must put an end to war, or war will put an end to mankind.
19. To be French is to be like no one else; to be Americans is to be like everyone else although there might be some special cases.



20. A child's world is fresh and new and beautiful, full of wonder and excitement.

EXERCISE: Writing sentences

Write 3 sentences of each type we have discussed above.

Sentence Combination

Coordination is a method of joining two independent sentences by using coordinators like coordinating conjunctions, adverb conjunctions etc. In coordination, the status of the sentences is not reduced when they are combined. In other words, when they are combined, they still remain independent clauses.

The linking devices (coordinators) we use in coordination are:

Coordinating Conjunctions

Correlative Conjunctions

Adverb Conjunctions

Coordinating Conjunctions

Look at the following sentences and try to identify the coordinating conjunctions used.

1. Our soldiers have to be evacuated from Somalia, for there is no hope of peace.
2. We went to the movies, and we ate popcorn.
3. She is not beautiful, nor is she active.
4. Collecting glass figurines is a delightful hobby, but it can be expensive.
5. Don't put all your eggs in one basket, or you will miss all of them at once.
6. I know that drinking is dangerous to health, yet I sip almost every night.

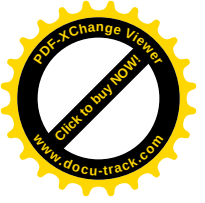
A coordinating conjunction is a word that joins grammatically equivalent structures. You can join a pair or series of nouns, verbs, or independent clauses. Each element of the pair or series must have the same grammatical structure. This section will cover coordinating conjunctions that join independent clauses. To indicate to the reader that two ideas are equally important, we use one of the coordinating conjunctions to join two independent clauses.

Dear friends, it is said that there are seven common coordinating conjunctions. They are indicated below with their corresponding uses. Have you ever used these conjunctions? Do you know that they indicate a sort of relationship between ideas?

The most commonly used coordinating conjunctions which are used in writing are the following.

For = a more formal word for *because*, this shows a result- cause relationship between two independent clauses. It shows logical consequence; it has the same meaning as *because, the reason why*

And = shows equality between the two ideas. It shows addition; it has the same meaning as *in addition, along with*



Nor = shows equality of two negative ideas. It shows an addition of a negative point
(Note: you must reverse the normal subject- verb positions in the second clause when using *nor*).

But = shows opposition or contrast between two ideas. It has the same meaning as *however*, *except*, *on the other hand*

Or = shows alternatives or choices

Yet = shows opposition; also shows emphasis (a stronger *but*)

So = shows cause and effect relationship. It has the same meaning as *therefore*, *as a result*. X *happened*, **so** Y happened.

Note: When you use the above coordinating conjunctions to join complete sentences, use a comma before the coordinators.

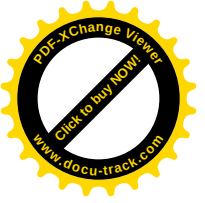
Example:

- You must be early, or you will miss the bus.
- The driver couldn't control the speed of the car, for he was totally drunk.
- The patient didn't eat his dinner, nor did he eat his lunch.
- Haile is running very fast; he seems to win the race.
- Yesterday, I saw movie, and I visited my friends.

EXERCISE 1: Filling in blank Spaces using Coordinating conjunctions

In the space provided, write an appropriate **coordinating conjunction**. Be sure to punctuate properly.

1. Respect others, _____ don't expect any respect from anyone.
2. Everyone wants a tax cut, _____ no one wants to give up any government services.
3. The runner admitted taking steroids, _____ he was forced to give up his medals.
4. You must read the paper every day, _____ you don't know what is going on in the world.
5. Employers do not want the theft, _____ do they want the expense and bad publicity of having an employee arrested.
6. Children are responsible to help their parents, _____ they bring them up sacrificing a lot.
7. You should return the paper on time, _____ you will lose a letter grade for lateness.
8. Should we go on ahead, _____ should we wait for the rest of the students?
9. Strange sounds came from the wood, _____ I was not afraid.
10. You should not drink much alcohol, _____ should you smoke.
11. My office doesn't have curtains, _____ strong sun light enters through the windows
12. Louse used a dandruff shampoo , _____ she still had dandruff, _____ she decided to see a dermatologist.
13. Sam grew silent , _____ he was baffled by what had happened
14. We owned four cats and a dog , _____ no one would rent us an apartment.
15. I washed the sheets and towels, _____ I scrubbed the bathroom floor.



Exercise 2: Combining Sentences using coordinating Conjunctions

Combine the following pairs of sentences by using **coordinating conjunctions**.

1. Ato Kiros is a very rich man

B. He doesn't give any money for anyone/

2. A. The boy sang very well at the Ethiopian Idols.

B. The judges didn't allow him to pass to the next stage.

3. A. The computer in my office doesn't work

B. The printer in my office doesn't work.

4. A. It rained so heavily throughout the night.

B. The streets are muddy and slippery.

5. A. Act legally.

B. You will be taken to jail.

6.A. Al's parents want him to be a doctor.

B. Al wants to be a salesman.

7. A. The meat loaf didn't taste right.

B The mashed potatoes had too much salt in them.

C. We sent out for a pizza.

D. It was delivered late.

E. It was cold.

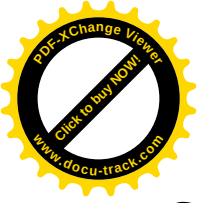
8.A. Midge is always buying plants and flower seeds.

B. She enjoys growing things.

C. Not many things grow well for her.

9.A. Ruth turned on the large window fan,

B. The room remained hot.



Correlative Conjunctions

Correlative conjunctions are coordinating words that work in pairs to join words, phrases, and sentences. The most common correlative pairs are:

Correlative conjunctions	meaning
Either.....or	one of the two
Neithernor	none of the two
Both.....and	both
Whether.....or	dilemma
Not only.....but also	both

Look at the following examples on how correlative conjunctions are used'

- Either go to bed early this evening or stop complaining about being tired in class.
- Neither the contestant nor his sponsor was willing to attend the lecture.
- The newspaper reported that not only the hurricane but also the ensuing floods caused millions of dollars worth of damage.
- Does anyone know whether the president or the vice president was responsible for providing the announcement to the press?

Remember that when either and neither are used without or and/or nor they act as adjectives or pronouns.

Either movie seems to be a good choice. (adjective)

Either seems like a good choice to me. (pronoun)

Neither book was good. (adjective)

Neither was good. (pronoun)

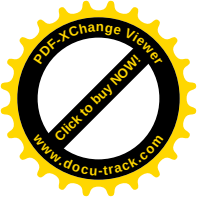
In general, a conjunction is a word that is used to link, or put together, other words. Conjunctions can link words, phrases, and clauses.

Correlative conjunctions are pairs of words that are used to link words, phrases, or clauses together. The most important thing to remember when using correlative conjunctions is that the words, phrases, or clauses that are put together must be the same type. That means that nouns must be put together with other nouns, verbs with other verbs, adjectives with other adjectives, and so on. In other words, correlative conjunctions join **parallel ideas**. We will see parallelism later.

The followings are again more examples of how correlative conjunctions are used. See how they are used properly and how they are used improperly:

A. Properly:

- Both my sister and my brother work with computers.
- For dessert, you may have either cake or ice cream.
- She wanted neither cake nor ice cream.



- He did not know whether to exit the freeway at Orange Avenue or to exit the freeway at Cherry Avenue.
- The ESL teachers are not only intelligent but also friendly.
B. Improperly:
- The student is not only friendly but also a baker.
This is not correct because friendly is an adjective and baker is a noun. A correlative conjunction must link similar types of words.
- The athlete did not know whether to run or walking in order to warm up.
This is not correct because, even though both are verbs, "to run" is the infinitive form and "walking" is the present participle. A correlative conjunction must link similar types of words, phrases, or clauses.

We will see more examples of such faulty sentences when we discuss about parallelism which is one sub-quality of an effective sentence.

Exercises

Exercise 1. Filling in blank spaces with correlative conjunctions

Dear learners, your first exercise in this regard is filling in the blank spaces with words that correlate (go together). Fill in the blanks with the appropriate correlative part given in each sentence.

1. Computers are used not only for typing _____ for playing video clips.
2. He is neither rich _____ healthy.
3. Azalech is as attractive _____ her twin sister.
4. I was hesitating to register _____ in Pharmacy or Nursing.
5. _____ digging a ground and carrying stones are tiresome.
6. He took _____ my advice nor his father's..
7. For lunch, you may have _____ chicken or fish
8. She didn't know _____ to have fish or chicken for lunch
9. Neither Addis _____ Kaliti is attractive for me.
10. Both my father _____ mother are illiterate.

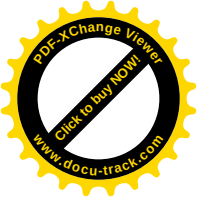
Exercise 2: Combining sentences using correlative conjunctions

Combine the following pairs of sentences by using correlative conjunctions

1. A. My sisters are invited to the party.
B. My cousins are invited to the party.

2. A. I am in dilemma.) I want to telephone her.
B. I want to see her in person.

3. A. The man coming in front of us must be Kebede.
B. The man coming in front of us must be Ayele.



4. A. Dessie has a comfortable weather.
B. Dessie is a land of peaceful people.
-

5. (I am in confusion)
A. I want to go to class.
B. I want to go to my appointment.
-

6. A. He didn't take my advice
B. He didn't take his father's advice.
-

Adverb Conjunctions/Conjunctive Adverbs

Adverb Conjunction is an adverb used to relate and connect main clauses in a sentence.

Common conjunctive adverbs are:

Also, still, consequently, however, indeed, hence, then, furthermore, moreover, likewise, thus, instead, nevertheless, therefore, otherwise etc.

For example,

- I ordered the concert tickets by mail; **therefore**, I didn't have to stand in line.
- Our muscles were tired and sore; **nevertheless**, we kept on jogging.

Conjunctive adverbs, unlike coordinating and subordinating conjunctions, are the only ones that can be moved from the beginning of a clause to another position in the clause without changing the clause's meaning. In other words, they occupy different positions within the main clause in which they stand.

Example

The band struck up a familiar tune; **indeed**, they were playing our song.
The band struck up a familiar tune; they were, **indeed**, playing our song.

Note:

Most adverb conjunctions are preceded by a semi colon and followed by a comma. There are some exceptions, however. Adverb conjunctions like **still** and **also** are, for example, not preceded by a semicolon.

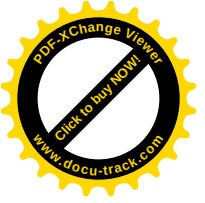
Example

- Sorry I'm late. My alarm didn't go off. **Also**, I had trouble starting the car.
- He has treated you badly: **still**, he is your brother.

Some other adverb conjunctions like **otherwise** and **then** are preceded by a semi colon but not followed by a comma.

Example

- John must be sick; **otherwise** he would be here.
- She made coffee; **then** she cooked breakfast.



EXERCISE: Filling in blank spaces with adverb conjunctions

Exercise 1

In the space provided, use the appropriate **conjunctive adverbs**. Be sure to punctuate properly.

however of course consequently especially in addition

1. Agriculture serves as means of income for country; _____, it is a means of employment for many.
2. The English of most of our university students is becoming worse from year to year; _____ the English of those students who are coming from rural areas is terribly difficult to understand
3. A computer manufacturing plant is opening in Cairo _____ there will be one hundred new jobs available in September.
4. Kombolcha is growing fast; _____, Dessie is growing slowly
5. Everyone liked the hotel _____ no one was able to pay the required price.
6. Education has many uses for human beings _____ it is education which made humans superior to other creatures.
7. We need Ato Bekele at the next monthly meeting _____ we have changed the date of the meeting.

Exercise 2: Combining sentences using adverb conjunctions

Combine the following sentences by using the appropriate conjunctive adverb.

1. A. Atomic energy has so many peaceful uses.
B. It must be used wisely.

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2. A. Ato Mohammed worked very hard.
B. Ato Mohammed saved the money he got.
C. Ato Mohammed became wealthy.

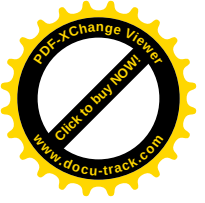
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3. A. They lost the game.
B. Two of their players were penalized not to play the next two games.

-
4. A. Mosquitoes have been bothering me.
B. I bought an insecticide even though it was costly..

-
5. A. Abebe's parents are wealthy.
B. They are not happy.

-
6. A. Doctors advise us not to drink.
B. Doctors advise us not to smoke.
C. Doctors themselves drink and smoke.

Exercise 3: Completing sentence beginnings



Complete the following sentence beginnings any way you like.

1. He spared no effort to win; nevertheless, _____
2. Work hard; otherwise, _____
3. Aster likes to tell lies ; as a result, _____
4. Ethiopia has several tourist attractions ;especially, _____
5. All the roads in Dessie town are under construction ; therefore, _____
6. Chewing chat is addictive; besides, _____
7. Ethiopia is one of the earliest civilizations; however, _____
8. Hens are domestic; on the contrary, eagles _____
9. AIDS patients suffer from chronic diarrhea; what is more, _____
10. My girlfriend is not faithful; consequently, _____

Subordinating Conjunctions

As we have tried to see above, subordination is a technique of sentence combination by using different subordinators. Subordinators reduce the status of a sentence in to a subordinate or dependent clause.

Subordinating Conjunction is a kind of conjunction that joins subordinate clauses with independent clauses. Here the subordinate clauses cannot stand alone; they must be joined to an independent clause to be grammatically correct. They tell *when, where, why, how, and to what extent*. When a writer wants to emphasize the idea in one clause over the other, the most important idea is contained within the independent clause, and lesser ideas are written in the dependent clauses. More often we use a subordinating conjunction to show a difference in importance and strength of ideas.

Example

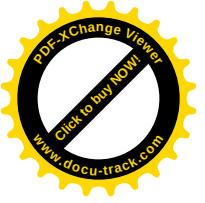
Because the train was late, I arrived late to work.

Notice

With the addition of **because** at the beginning of an independent clause, the independent clause becomes a dependent clause. Similarly, when other subordinating conjunctions are added at the beginning of independent clause, the independent clause becomes a dependent clause.

Look at the sentences given below and try to identify the subordinating conjunctions

- Even though polar bears look like land animals, they are extremely adept in the water.
- Pups also love the snow because they like to slide down inclines.
- They love to roll around in the snow **if a good snowstorm hits**.



- If they can punch through the ice sheet, polar bears love swimming most.
- Rachel was reading fiction while her brother was listening music.

Exercise: Filling in blank spaces using subordinating conjunctions

Fill in the blank spaces in the following sentences using the appropriate subordinating conjunctions.

1. _____ my brother had tried a lot to get a job, he was employed yesterday as a guard.
2. Azeb was studying _____ her sister was sleeping
3. _____ many Ethiopians like to have many children, the population is growing fast.
4. There is no one who loves Helen _____ she is beautiful.
5. I waited for my wife for 2 hours _____ she finished her shopping.
6. _____ you went to Mars, you would see the beautiful stars there.
7. _____ the hair dryer was not working right, I returned it to the store.
8. _____ I finished typing the paper, I proofread it carefully.
9. _____ the teacher conducted a discussion period, Jack sat at the desk with his head down.

EXERCISE: Combining sentences by using subordinating conjunctions

Join the following sentences using the most appropriate subordinating conjunctions. Remember that you may have more than one possible combinations..

1. I took the rapid - reading course.
I could not read textbooks quickly enough to keep up with my daily assignments.

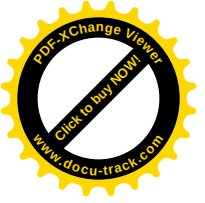
2. George had to walk five miles to get help.
His car broke down on a deserted stretch of country road.

3. Julia was working all day as a school teacher.
Her little daughter was playing with other young children in a day – care center.

4. There are a lot of electricians in our university.
They could not solve our problems when the lights in our offices are damaged.

5. You fail several times to achieve your dream
Continue to try.
One day you will be successful.

6. The expert spoke to the farmers slowly and simply.
Every farmer could understand what he was saying.



-
1. Obama was elected as the first black president of U.S.A.
Hopes of peace, equality and prosperity grew all over the world.
-

Dangling modifiers

Look at the following sentences and try to identify what problems they have.

Going to Egypt, Daniel visited the ancient pyramids.

Driving through the mountains, Edward saw three rabbits.

Rushing to the class, she dropped the books all over the stairs.

Talking on the phone, she felt the earpiece pinched her ear.

Excited by her Uncle Ned's visit, Hanna invited her uncle.

Dangling modifiers are verbal phrases. These verbal phrases are phrases that start with a verbal. Verbals come in three forms: **Participles, Gerunds, and Infinitives**. We will focus, however, on the verbal phrase (participles) that is needed for this topic.

Participles function as noun modifiers. They have three forms: present, past, and perfect.

1. The present participle ends in -ing (dancing, waiting).
2. The past participle usually ends in -ed (danced, waited).
3. The perfect participle is formed by the past participle preceded by *having* (having danced, having waited).

A participial phrase contains a participle and any complements and modifiers it may have. The entire phrase functions as an adjective, modifying a noun or pronoun:

Chopping the onions, she cut her finger with the knife..

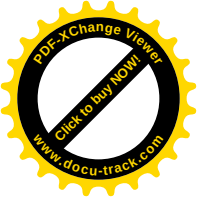
Built in the 1700s, the church was a historic place.

Having finished the cake, James started on the cookies.

A dangling modifier occurs when the implied subject of a verbal phrase is not the same as the subject of the independent clause. Who or what is doing the action in the verbal phrase must be named as the subject in the independent clause. When these two subjects are not the same, you have created a dangling modifier. It is obvious that a modifier must have something to modify, but a dangling modifier has nothing to modify because the word it logically should modify is not present in its sentence. A modifier that opens a sentence must be followed immediately by the word it is meant to describe. Otherwise, the modifier is said to be dangling, and the sentence takes on an unintended meaning. For example:

Driving through the mountains, three bears were seen.

Driving through the mountains is a participial phrase that can modify anything capable of driving. The sentence says that the bears are driving, but common sense tells us bears can't drive. Although the writer surely meant that the bears were seen by some person who was driving, the sentence contains no words directly identifying such a person.



There are two ways to correct / revise a dangling modifier:

Change the subject of the main clause or state an appropriate subject for the main clause so that the stated subject goes with the implied subject of the modifying phrase.

Error *Driving through the mountains*, three bears were seen.

Revised Driving through the mountains, he/she saw three bears.

Here, you can see that the subject of the main clause is changed in to something logical to drive. Change the dangling phrase into a subordinate clause by adding a subordinating conjunction (while, as, after...) and a subject.

Error *Driving through the mountains*, three bears were seen.

Revised While Edward was driving through the mountains, he saw three bears.

Here, the dangling modifier is improved by changing the participle phrase in to a subordinate clause having a logical subject. You can also see that the dangling modifier is changed into a time clause introduced by while.

EXERCISE: Revising sentences for dangling modifiers.

The following sentences contain dangling modifiers. Revise them as necessary. You may have to change a word or two to make the sentence meaningful. Rewrite the sentence on the line provided.

1. After eating dinner, the clock struck 2:00.

2. Shaving in front of the steamy mirror, the razor nicked Edward's chin.

3. Reading the newspaper, my dog sat with me on the front steps.

4. Pitching his tent, a snake bit Tony on the ankle.

5. Munching leaves from a tall tree, the children were fascinated by the giraffe.

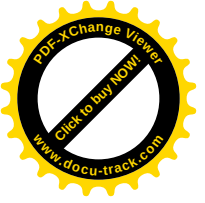
6. Written in French, I couldn't read the letter..

7. Being a small puppy, my sister fed it plenty of milk..

8. Knowing the answer, my hand was raised.

9. Writing in class, my pen ran out of ink..

10. Tired from cutting fabric, the scissors rested on the table..



Misplaced modifiers

Modern English relies heavily upon word order to show relationships among words, for word order is crucial to meaning in English. Just as word order is the principal way to keep subject–verb–object relations clear, so it is the principal way to keep many modifiers attached to the words they modify. Phrases and clauses that modify nouns require special care, since they normally attach to the nearest noun preceding them.

Misplaced modifiers are words, phrases, or clauses that, because of awkward placement, do not describe what the writer intended them to describe. Misplaced modifiers often confuse the meaning of a sentence. To avoid them, place them as close as possible to what they describe.

Example:

Yasser Arafat was born in Jerusalem, **who was the first president of the Palestine**
(The italicized clause is a misplaced modifier.)

You can see how confusing this sentence is. It seems that Jerusalem was the first president of the Palestine, while we know that the first president of the Palestine is Yasser Arafat. This misplaced modifier can be improved as follows.

Yasser Arafat, **who was the first president of the Palestine**, was born in Jerusalem..

The woman still works **with arthritis**..

(The italicized phrase is a misplaced modifier.) This can be revised as:

The woman **with arthritis** still works..

EXERCISE: Revising sentences for misplaced modifiers

Underline the misplaced word, phrase or clause in the following sentences. Rewrite the sentences and place the misplaced modifiers next to the words they describe.

1. My child likes candy who is five years old.

2. The doctor treated the patient with the two nurses..

3. Sharks can kill or severely injure swimmers with lightning speed..

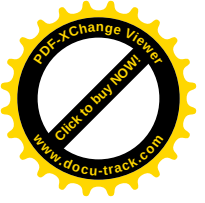
4. All the flowers must be watered in the garden..

5. Look at the below table.

6. Alula was a former Ethiopian fighter the most famous man at the Dogali.

7. The bank robber pointed his gun at the teller in the ski mask.

8. This table was made by an old carpenter with carved legs.



FAULTY PARALLELISM

The other error which affects the clarity of our sentences is faulty parallelism. But before we directly proceed to faulty parallelism let's see what a parallelism is.

Parallelism is a basic principle of effective writing. Sentences that have coordinated clause phrases or words are considered as having parallel structures (parallelism) when matching ideas are expressed in similar ways. Parallelism is useful for constructing effective sentences, for combining successive sentences to achieve economy and clarity, and for maintaining coherence through out an entire paragraph. When you coordinate two or more elements in a sentence, the writer is expected to state them parallel, that is, to state them in the same grammatical form. Noun should be matched with noun, verb with verb, phrase with phrase, and clause with clause. On the other hand, lack of parallelism can throw a reader off and produce ineffective sentences.

What is faulty parallelism?

Look out for faulty parallelism whenever you use one of the following constructions:

a and b

a, b, and c

a or b

a, b, or c

not only a but also b

The clauses or phrases joined by the conjunctions should have similar grammatical structures to ensure that your reader can follow the logic of your sentence and to avoid awkwardness.

Consider the sentence,

My first-year philosophy professor was informative, lively, and a source of inspiration.

Notice that the first two phrases in the *a, b, and c* construction are adjectives, while the third is a noun phrase. This sentence suffers from faulty parallelism.

How to identify and repair faulty parallelism

To check whether the elements of a construction are in parallel, place boxes around them. Next, label the boxes.

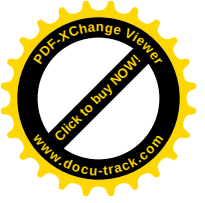
My first-year philosophy professor was informative, lively, and a source of inspiration.

To repair the faulty parallelism here, you will have to change the elements *a* and *b* into noun phrases or the element *c* into an adjective. Always choose the simplest option. In this case it is easiest to change the final element, *c*, into an adjective:

My first-year philosophy professor was informative, lively, and inspiring.

Often faulty parallelism can be repaired by paying close attention to where you place your verbs. The faulty parallelism in the following sentence is easy to detect once you place boxes around the two elements of the *not only but also* construction:

My philosophy professor not only demonstrated how to reason persuasively but also how to avoid logical fallacies.



Note that element *a* begins with a verb but element *b* doesn't. To repair the faulty parallelism, you can add a verb to the start of element *b*. However, since the same verb will work for both parts of the construction, the more elegant solution is to drag the verb *demonstrated* to the front of the whole construction:

My philosophy professor demonstrated not only how to reason persuasively but also how to avoid logical fallacies.

Problems with parallelism often arise from the careless use of clauses beginning with the subordinating conjunction *that*:

He warned me to revise my essay and that I should pay close attention to parallel structures.

To repair the problem, choose either an infinitive (*to* + verb) or a *that* clause on both sides of the *a* and *b* construction. In this example, the infinitive provides the more elegant solution:

He warned me to revise my essay and to pay close attention to parallel structures.

Look also at the following examples for a better understanding.

FAULTY: This product is sturdy, light and costs very little.

PARALLEL: This product is **sturdy**, **light** and **inexpensive**.

FAULTY: Ms. Kramer told us to check the value of the property and that our insurance should be increased

PARALLEL: Ms Kramer told us that we should check the value of the property and that we should increase our insurance.

OR Ms. Kramer told us to check the value of the property and to increase our insurance.

The clauses or phrases joined by the conjunctions should have similar grammatical structures to ensure that your reader can follow the logic of your sentence and to avoid awkwardness. Consider the sentence,

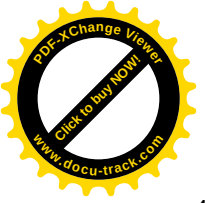
EXERCISE: Revising sentences for parallel structure

Revise the following sentences, rewording as necessary to express coordinate ideas in parallel grammatical form.

1. Our production supervisor warned Jed to punch in on time, dress appropriately for the job, and he should stop taking extra breaks.

2. On his ninetieth birthday, the old man mused that his long life was due to hard work, a loving wife, and because he had a sense of humor.

3. The philosopher's advice is to live for the present, find some joy in each day, and by helping others.



4. Freshly prepared food, an attractive décor, and having prompt service are signs of a good restaurant.

5. Martha has tickets for reckless driving, speeding, and she parked illegally.

6. Washing clothes, cooking meals, and to take care of children used to be called “women’s work.”

7. Our compact car provides better mileage; more comfort is provided by our station wagon.

8. As the first bartender to arrive each day, Eileen must slice lemons, get ice, and she has to check the inventory.

9. Last week I finished my term paper, took all my final exams, and an interview for a summer job.

10. On our ideal vacation, I enjoy lazing in the sun, eating delicious food, and to be with special friends.

Fragments

A fragment is a part of a sentence that is capitalized and punctuated as if it is a complete sentence. This is a common mistake made by ESL learners who start forming longer and more complex sentences. When they produce a long string of words, they fail to check for the main verb and the main subject, i.e. **the main clause**, and for **the subordinate clause** which starts with a subordinating word. This is a mistake that concerns not only the grammatical structure of a sentence but also the global meaning and the logical relations in a text. For example:

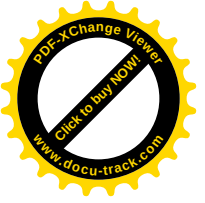
You would see the beautiful stars. If you go to Mars.

In this example, the clause, “If you go to Mars,” is a fragment. It starts with the subordinating word “If” and the clause is a subordinate clause and not a full sentence. It is not only grammatically wrong but it also obscures meaning. The correct version of this sentence becomes: You would see the beautiful stars if you go to Mars.

For Example, the first five sentences listed above are fragments, i. e:

- Sentence one shows an **adverb clause** as a fragment.
- sentence two shows an **adjective clause** as a fragment
- sentence three shows a **noun phrase appositive** as a fragment
- sentence four shows a **verbal phrase** as a fragment
- sentence five shows an **adverb clause** as a fragment

Most of the time, the problems occur when the writer added a thought which is not complete. But the most common fragments are caused when the writer punctuates as a sentence one of four



different constructions that cannot stand alone. These constructions are: adverb clause, adjective clause, verbal phrase, and adverb phrase.

Most of the time, fragments are continuations of a sentence before. Sometimes, however, it seems they attached well with the next sentence, so the student need to read the sentences and decide which sentence the fragment belongs to.

Generally fragments may happen in four forms.

1. Those group of words which do not have subjects
2. Those group of words which do not have predicates
3. Those group of words which have neither subject nor predicate
4. Subordinate clauses.

Look at the following examples and identify which ones contain the above frahments.

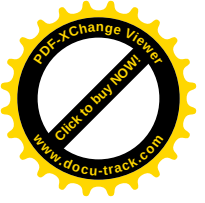
1. The bird on the oak tree near our house.
2. Didn't know that you were here.
3. Whether you like it or not.
4. Over the hills, in the waters, through the bushes.

To correct fragments, simply change the incorrect punctuation to a comma, and the capital letters in the middle of the sentence also need to change to lower case letters. On the other hand, where there are no subjects, add logical subjects, and where there are no predicates add predicates, where there are no subjects and predicates, add both. See how the fragments are corrected.

- Even though the pizza was hot. He ate it quickly.(Wrong)
- Even though the pizza was hot, he ate it quickly.(Correct)
- Traveling through six cities in one week. They lost their luggage.(wrong0
- Traveling through six cities in one week, they lost their luggage.(correct)
- As a result of this event. He had learned this lesson.(wrong)
- As a result of this event, he had learned this lesson.(correct)
- These are the people. Who are accused of assassinating the president.(wrong0
- These are the people who are accused of assassinating the president.(correct)
- Alula was a former Ethiopian fighter. The most famous man at the Dogali.(wrong)
- Alula, *the most famous man at the Dogali*, was a former Ethiopian fighter.(correct)

Run-on

Sometimes we run over and over without stopping somewhere. Remember that readers need to take rests when they are reading. The rest can be a half rest(pause) or a complete rest(full stop)The term run-on sentence labels an error with several different names, the most common being **fused sentence** and **comma splice**.



Fused sentence refers to the error of two independent clauses put together without any separating punctuation or linking device between them.

- I avoided deserts I was trying to loose weight.

Comma Splice refers to the error of two independent clauses punctuated as one sentence. Placing a comma in between two main clauses without a coordinating conjunction (and, but, for, or, nor, so, yet) results in the comma fault or comma splice.

For example:

- The witness was unwilling to testify, he was afraid of the accused man.
- I avoided deserts, I was trying to loose weight.

Fused sentence and comma splice can be corrected in one of the following ways:

- Connect the main clauses with a coordinating conjunction and a comma.
- Replace the comma with a semicolon.
- Make a separate sentence of each main clause.
- Change one of the main clauses to a separate clause.

Example 1

Revised 1 The witness was unwilling to testify, **for** he was afraid of the accused man.

Rev. 2 The witness was unwilling to testify; he was afraid of the accused man.

Revised 3 The witness was unwilling to testify. He was afraid of the accused man.

Revised 4 Because the witness was afraid of the accused man, he was unwilling to testify.

Example 2

Revised 1 I avoided deserts, **for** I was trying to loose weight.

Revised 2 I avoided deserts; I was trying to loose weight.

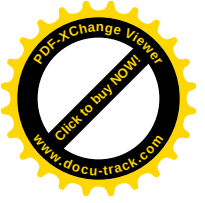
Revised 3 I avoided deserts. I was trying to loose weight.

Revised 4 **Because** I was trying to loose weight, I avoided deserts

Economy/Wordiness

Previously, we have said that a sentence is a unit, and we have also indicated that to be a unit a sentence must have a subject and predicate. If either or both of these constituent elements is missing, the sentence becomes more than a unit. On the other hand, if we include something unnecessary to our sentence, it becomes more than a unit. Therefore, include only what is relevant and exclude what is not. We call this other requirement to achieve an effective sentence an economy. Economy is a relation between the number of words used and the amount of meaning they convey. A sentence is not economical simply because it is short. The focus is not the number of words but the amount of information they convey. Consider the following two statements.

- I should like to make it entirely clear to one and all that neither I nor any of my associates or fellow-workers had anything at all to do in any way, shape, or form with this illicit and legally unjustifiable act that has been committed. (wordy)



See how this wordy sentence is changed into something more economical, and thus, more effective.

- I want to make it clear to everyone that neither I nor any of my associates had anything to do with this illegal act.(economical)

The first version takes forty-six words to say what is more clearly said at the second version in twenty-four. The extra words do not add any significant information; they merely make reading more difficult and annoy the reader by useless repetition of the same idea in different words.

A wordy writer uses more words than are necessary to convey his meaning. The weight of unnecessary words also tends to obscure meaning.

WORDY: He attacks the practice of making a profitable business out of college athletics from the stand point that it has detrimental and harmful influence on the college students and, to a certain degree and extent, on the colleges and universities themselves.

IMPROVED: He attacks commercialization of college athletics harmful to the students, and even to the university themselves.

The common methods to achieve economy

Good writing says things in as few words as possible without losing clarity or completeness. It makes every word count. Then, you can often make your writing more direct and economical. Here we are considering wordiness within a sentence.

The two most common methods are:

1. Cutting out unnecessary words within a body of a sentence
2. Substituting more economical expressions for wordy ones

1. Cutting out unnecessary words within the body of a sentence

Examples:

* As we walked in the direction of home, I felt as if I had never been happier.

- As we walked home, I felt I had never been happier.

* The **task of every English teacher is to help** develop in their **students** the ability **to** understand and **communicate in their native language**.

- The task of every English teacher is to help students to communicate in their native language.

* The truth of the matter is, to call a spade a spade, that he is afraid of her.

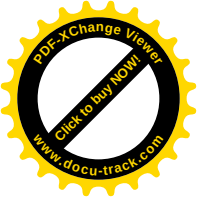
- The truth is that he is afraid of her.

3. **Substituting more economical expressions for wordy ones**

A good style involves avoiding unnecessarily long words when simple words can give an equally clear meaning. It means avoiding the complex structure when a simple one is available, and it also means avoiding unnecessary words or repetitions.

Consider the following examples:

WORDY: We find the situation that exists at the moment intolerable.



IMPROVED: We find the present situation intolerable.

WORDY: I think the time has come for us to be leaving.

IWMPROVED: It is time to leave.

WORDY: The idea of communication has led the vanguard of the “New English”.

The emphasis now placed on the teaching of linguistics ties into the importance implied in teaching children to communicate effectively.

IMPROVED: The modern trend is to emphasize the teaching of linguistics as an aid to effective communication.

Preferring one exact word to two or more approximate words because many groups of words are simply roundabout ways of expressing what a single exact word expresses more directly.

<u>Wordy</u>	<u>Direct</u>
This day and age	today
Of an indefinite nature=	indefinite
At this point in time=	now
By means of	by
Call up on the telephone	telephone
Destroy by fire	burn
Was made recipient	was given

Wordy: She described her deeds and doings as a foreign correspondent.

Revised: She described her adventure as a foreign correspondent.

B. Avoiding Redundancy:

Expressions such as **visible to the eyes** and **audible to the ears** are said to be **redundant**; they say the same thing twice.

Redundant	Direct
Advance forward	Advance
Continue on	Continue
Refer back	Refer
Combine together	Combine
Circle around	circle
Small in size	small
Disappear from view	disappear
Throughout the whole	throughout
Basic fundamentals	fundamentals
Important essentials	essentials

Wordy: We planned to go at 3 o'clock p.m. in the afternoon.

Revised: We planned to go at 3 p.m.

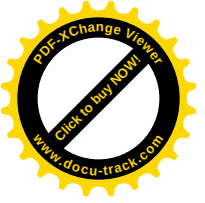
Wordy: In their opinion they think they are right.

Revised: They think they are right.

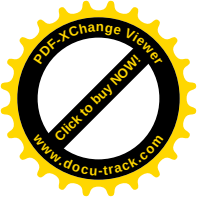
Exercise

The following sentences carry problems of fragment, run-on, comma splice and wordiness. Improve them as necessary, and write the corrected version on the spaces provided.

1 She managed to lead that huge army. Despite the fact that she is a woman.



2. This the place where my grandparents were living
3. He says that he loves her but he doesn't show any real sign of love, except slapping them whenever she goes in and out.
4. The teams will play at 6:30 P.M. in the evening
5. We finished work early therefore we had sometime for coffee.
6. Darwin says that man has evolved from an ape species he doesn't believe in the issue that human being is a creation of God
7. I saw the burglar. When he was jumping out of the window of our nearby supermarket.
8. Whether you like it or not. You must study hard all day and night.
9. My father still works. Who is 78 years old.
10. He will return again to school. Even if he has retired.



Unit two: Paragraphing

Fundamentals of paragraph writing

Definition

Different writers give their own definitions to the term paragraph. The followings are some of these.

Paragraph is defined as a group of related sentences expressing and developing a basic idea, or a series of related sentences so arranged as to explicate a single topic, dominant idea or particular phase of thought. In essence, a paragraph is an expanded sentence, a unit of thought; and a good test of the thought unit is that except for a descriptive or a narrative paragraph, it may be cast more or less into a single sentence summing up the content of the entire paragraph.

Morris H. Needleman (1968)

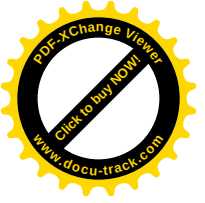
A **paragraph** is a group of sentences related to one main idea, which is expressed in the topic sentence, usually the first sentence of the paragraph. The topic sentence is a summary sentence, informing the reader of a paragraph's topic, of main idea. All other sentences in the paragraph must help, show, prove, or explain that topic sentence. (Katherine Ploeger (2000))

A **paragraph** is usually defined as a group of sentences that deal with the same subject or topic. (Edwin Ezor, and Lewis (1984))

A **paragraph** is a group of sentences that form a distinct unit developing one major idea. It usually begins with an indentation, and its length varies according to the complexity of the main idea to be developed. A typical paragraph quite often has about one hundred words and seven to ten sentences in which every point in the paragraph having a useful role to play in fulfilling the purpose of the paragraph. (Solomon G/ Giorgis (1991))

A paragraph is a group of sentences. All these sentences together talk about (develop) one idea. One of these sentences is broad and carries the main idea of the paragraph.

One of the central components of a paper is the paragraph. When most students think of a paragraph, they hold onto the old myths about length: a paragraph is at least 5 sentences; a paragraph is half a page, etc. A paragraph, however, is a group of sentences or a single sentence that forms a unit. Length or appearance is **not** a factor in determining whether a section in a paper is a paragraph. In fact, it is not the number of sentences that construct a paragraph, but the unity and coherence of ideas among those sentences. For instance, in some styles of writing, particularly journalistic styles, a paragraph can be one sentence. Ultimately, strong paragraphs contain a sentence or sentences unified around one central, controlling idea. When the paragraph reaches completion, it should serve to bring the reader into your paper and guide his/her understanding of what has been read. Whether that completion happens with one sentence or with twenty, the end result is still a paragraph.



Deciding what to put in a paragraph

Before you can begin to determine what the composition of your paragraphs will be, you must first understand what the controlling idea in your specific piece of writing is. What is the main point or expression that you are trying to convey to your reader? The information that comprises your paragraphs should always have a relationship to this controlling idea. In other words, your paragraphs should remind your reader, at every possible point, that there is a recurrent relationship between your controlling idea and the information in each paragraph. The controlling idea functions like a seed through which your paper, and your ideas, will grow. The whole process is an organic one—a natural progression from a seed to a full-blown paper where there are direct, familial relationships between all of the ideas in your paper. Once you have decided what your controlling idea will be, then you should choose information that will help to support and perpetuate that idea throughout the entire paper. That information takes the form of the sentences that comprise each paragraph of your paper.

The decision about what to put into your paragraphs, ultimately, begins with the germination of a seed of ideas. This "germination process" is better known as the process of brainstorming. Whatever the topic of your paper may be, it is always a good idea to think about all of the issues that surround your topic. This process can take many forms. What form you choose will depend heavily on your style or approach to writing in the pre-writing stage of your writing process. For some writers, the key is writing down all of the relevant issues in a series of phrases or words that express some greater idea. For others, this process involves a collection of information in the form of sentences. Whatever your method for prewriting, this part of paragraph development cannot be skipped. Building paragraphs can be just as involved as building a major skyscraper: there must be a careful foundation that supports each paragraph just as there must be a careful foundation that supports each building. Any cracks, inconsistencies, or other corruptions of the foundation can cause the whole paper to crumble.

Every paragraph in a paper should be **Unified**—All of the sentences in a single paragraph should be related to a single main idea (often expressed in the topic sentence of the paragraph).

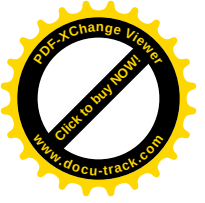
Clearly related to the thesis—The sentences should all refer to the central idea, or thesis, of the paper .

Coherent—The sentences should be arranged in a logical manner and should follow a definite plan for development .

Well-developed—Every idea discussed in the paragraph should be adequately explained and supported through evidence and details that work together to explain the paragraph's controlling idea (.

Process of paragraph development

It is believed that writing is a process. It begins with generation of ideas about a topic; then it goes to writing of those ideas as a draft; the drafting will continue as long as the writer has time. Finally, the writer has the corrected version of that paragraph.



1. Controlling idea and topic sentence(s)—the expression of the main idea, topic, or focus of the paragraph in a sentence or a collection of sentences.

Paragraph development begins with the formulation of the controlling idea. This idea directs the paragraph's development. Often, the controlling idea of a paragraph will appear in the form of a topic sentence. (See the section below for more detailed information about topic sentences.) Here's how you might begin a paragraph on handing in homework:

Idea—Learning how to turn in homework assignments on time is one of the most valuable skills that college students can take with them into the working world.

2. Explanation of controlling idea—the writer's explanation of his/her thinking about the main topic, idea, or focus of the paragraph

Paragraph development continues with an expression of the rationale or the explanation that the writer gives for how the reader should interpret the information presented in the idea statement or topic sentence of the paragraph. Here's the sentence that would follow the controlling idea about homework deadlines:

Explanation—Though the workforce may not assign homework to its workers in the traditional sense, many of the objectives and jobs that need to be completed require that employees work with deadlines. The deadlines that students encounter in the classroom may be different in content when compared to the deadlines of the workforce, but the importance of meeting those deadlines is the same. In fact, failure to meet deadlines in both the classroom and the workforce can have serious consequences.

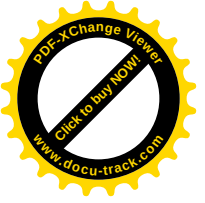
3. Example—the example serves as a sign or representation of the relationship established in the idea and explanation portions of the paragraph

Paragraph development progresses with the expression of some type of support or evidence for the idea and the explanation that came before it. Here are two examples that you might use to follow the homework deadline explanation:

Example A—For example, in the classroom, students form a contract with the teacher and the university when they enroll in a class. That contract requires that students complete the assignments and objectives set forth by the course's instructor in a specified time to receive a grade and credit for the course.

Example B—Accordingly, just as a student risks failing in the classroom if he/she does not meet the deadline for a homework assignment, so, too, does that student risk termination in the workforce.

4. Explanation (of example)—the reasoning behind why you chose to use this/or these particular examples as evidence to support the major claim, or focus, in your paragraph.



The next movement in paragraph development is an explanation of each example and its relevance to the topic sentence and rationale given at the beginning of the paragraph. This pattern continues until all points/examples that the reader deems necessary have been made and explained. NONE of your examples should be left unexplained; the relationship between the example and the idea should always be expressed. Look at these two explanations for the examples in the homework deadline paragraph:

Explanation for example A—When a student fails to complete assignments by the deadline, the student breaks her contract with the university and the teacher. This often leaves the teacher with no other recourse than to fail the student and the university with no other recourse than to deny the student credit for the course.

Explanation for example B—A former student's contract with his/her employer functions in much the same way as the contract that student had with his/her instructor and with the university in a particular course.

5. Completion of paragraph's idea or transition into next paragraph—a review for your reader about the relevance of the information that you just discussed in the paragraph, or a transition or preparation for your reader for the paragraph that follows.

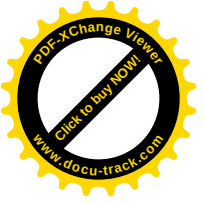
The final movement in paragraph development involves tying up the loose ends of the paragraph and reminding the reader of the relevance of the information in this paragraph to the main or controlling idea of the paper. You might feel more comfortable, however, simply transitioning your reader to the next development in the next paragraph. Here's an example of a sentence that completes the homework deadlines paragraph:

Idea—Developing good habits about turning in assignments now will aid your performance as a future participant in the working world.

Notice that the example and explanation steps of this model (steps 3 and 4) can be repeated as needed. The idea is that you continue to use this pattern until you have completely developed the main idea of the paragraph.

Here is a look at the completed paragraph:

Learning how to turn in homework assignments on time is one of the most valuable skills that college students can take with them into the working world. Though the workforce may not assign homework to its workers in the traditional sense, many of the objectives and jobs that need to be completed require that employees work with deadlines. The deadlines that students encounter in the classroom may be different in content when compared to the deadlines of the workforce, but the importance of meeting those deadlines is the same. In fact, failure to meet deadlines in both the classroom and the workforce can have serious consequences. For example, in the classroom, students form a contract with the teacher and the university when they enroll in a class. That contract requires that students complete the assignments and objectives set forth by the course's instructor in a specified time to receive a grade and credit for the course. Accordingly, just as a student risks failing in the classroom if he/she does not meet the deadline



for a homework assignment, so, too, does that student risk termination in the workforce. When a student fails to complete assignments by the deadline, the student breaks her contract with the university and the teacher. This often leaves the teacher with no other recourse than to fail the student and the university with no other recourse than to deny the student credit for the course. Developing good habits of turning in assignments now will aid your performance as a future participant in the working world.

Structures of a Paragraph

A paragraph, despite its length, should include the following parts:

Introduction

Body

Conclusion

Introduction

The introductory sentence is an opening sentence in a paragraph. This sentence identifies the topic for the reader and makes a statement of some kind about the topic. This sentence leaves the reader with the feeling that more information will follow. The reader expects that there will be some description or explanation within the paragraph that tells how many, which one, what kind of, when, where, how, why, etc. But what these always happen is when the introductory sentence is a topic sentence. [Note that the introductory sentence in a formal paragraph is usually a topic sentence.]

Example:

Suppose you want to write a paragraph about *Police Work*. The introductory part (topic sentence) of your paragraph might look like:

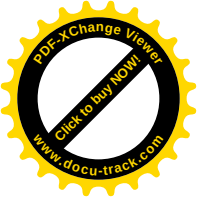
Police officers perform many important services. _____

Notice that this sentence is rather general as it stands. When we say general, the sentence by itself does not tell enough about: What are these services? Why are they important? Who performs them? When and where are they performed? And so on. But you should know that though this sentence doesn't answer such questions, it **introduces** an over all idea that you want to discuss later in the paragraph.

Body

The body section of a paragraph is the part of the paragraph which provides details that refer back to the introductory sentence. The job of providing the specific information that answers questions about the introductory (topic) sentence is carried out by the other sentences in the paragraph. These other sentences are usually called "supporting sentences". The information they give is commonly called "details" or "supporting details".

Supporting sentences can supply information about the topic in a number of ways. They may answer the question what kind of? by defining or explaining something in the topic sentence, or by offering examples or a description of it. They may answer the question why? by giving



reasons that will help the reader to understand or agree with the idea suggested by the topic sentence. In answering some other questions, they may describe the causes or origins of the topic sentence, draw a conclusion from it, predict new events or ideas, or compare certain ideas with other ideas. They may also accomplish several of these purposes at the same time.

Let's refer to our example about police work to review more thoroughly how supporting sentences can add information. Notice how the writer has added some details after the opening (topic) sentence:

Police officers perform many important services. They may be involved in solving crimes. They may find themselves helping lost children. Often police officers are also called upon to calm frightened people or to assist someone who has been wronged. They may give aid to motorists whose cars have broken down or who have been in accidents.

The details the writer has added explain How? or In what ways? police officers can perform important services. A writer needs to be sure that most of the details that are included in the material refer directly back to the topic sentence. Other details may be indirectly related; that is, they may describe one of the directly related details.

If we go back to our sample paragraph on police work, for example, "helping children" is a directly related detail because it answers the question How? about police work. The word "lost" describes children, however, rather than police work, and is therefore an indirectly related detail. The details in this paragraph all refer back to the topic either directly or indirectly. So it is clear, as you read the entire paragraph, exactly what the topic is.

Conclusion

The **concluding sentence** draws the paragraph to a close, and reflects the ideas, expressed in the topic sentence. In formal paragraphs you will sometimes see a sentence at the end of the paragraph which summarizes the information that has been presented. Here is a sample paragraph in which the concluding sentence summarizes the information presented by the supporting sentences.

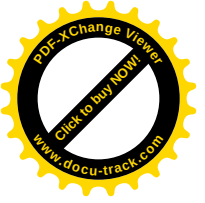
There are three reasons why Canada is one of the best countries in the world. First, Canada has an excellent health care system. All Canadians have access to medical services at a reasonable price. Second, Canada has a high standard of education. Students are taught by well-trained teachers and are encouraged to continue studying at university. Finally, Canada's cities are clean and efficiently managed. Canadian cities have many parks and lots of space for people to live. **As a result, Canada is a desirable place to live.**

Note:

The concluding (clincher) sentence restates the main idea, rather than merely repeating it, in terms of the nature of the development of the paragraph.

Not all academic paragraphs contain concluding sentences, especially if the paragraph is very short. However, if your paragraph is very long, it is a good idea to use a concluding sentence.

A concluding sentence may not be the last sentence of a paragraph, as the writer may want to end within a sentence that leads to the point of the next paragraph.



On the other hand, when we see it from the light of the different sentences it contains, a paragraph has **topic sentence, supporting sentences(details) and a concluding sentence (clincher)**

A **topic sentence** is a sentence that expresses the main idea of a paragraph. It tells the reader what to expect about the information that will follow. Without the use of a topic sentence, developing a paragraph can be extremely difficult.

Put another way, a topic sentence is a sentence whose main idea claims or controls the rest of the paragraph; the body of a paragraph explains, develops or supports with evidence the topic sentence's main idea or claim.

Each paragraph has a clear topic sentence. The topic sentence alerts readers to the essence of the paragraph by stating the central idea and by expressing the writer's attitude toward it.

A topic sentence is a sentence that expresses the main idea of a paragraph. It tells the reader what to expect about the information that will follow. Without the use of a topic sentence, developing a paragraph can be difficult.

Topic sentence is usually the first sentence of a paragraph, but not necessarily. It may come, for example, after a transition sentence; it may even come at the end of a paragraph. In other words, topic sentences can appear at several points in a paragraph.

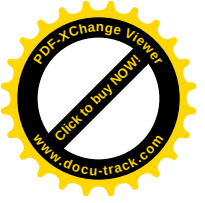
Topic sentences can appear at several points in a paragraph:

- the beginning of the paragraph
- the middle of the paragraph
- the end of the paragraph
- the beginning and the end of the paragraph

Notice how the development of the paragraph (in the 5-Step example above) is framed by two topic sentences (beginning and end) which work to reinforce the same idea and open and close the discussion.

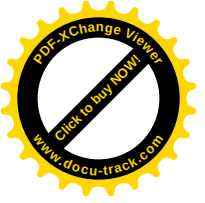
Look at the following paragraphs carefully and try to locate where the topic sentence in each paragraph lies.. The first one is done for you. Here is an example of a topic sentence in the middle of a paragraph (in bold print):

1. Homework is one of the necessary evils of college. Many students tend to treat homework as a chore, putting little or no thought into the routine work they turn in. However, like any task, homework is a reflection not only on you as a student, but also on you as an individual. When an employer has to decide whether or not to hire you, he or she has to consider your ability to meet the demands of the working world. For many employers, the way that you handle your "homework" in college indicates how you will handle your homework on the job. For example, often your final grade in a class is greatly influenced by the quality of the homework that you do.



Once you leave college and attempt to find a job, those homework grades translate into final GPAs for your major. Those final GPAs show up on résumés and job applications, and employers look to see if you have done your homework in school as a key factor in determining whether you will do your "homework" on the job.

2. There were a variety of reasons why people said they went to football games. Some of the fans said they went to games because they felt it would help their team to win the series. Others considered going to foot ball games more exciting than watching them on TV. A few felt that purchasing tickets to football games would ensure the financial success of the game and, thus, its continuance. And a very small number explained that going to football games was strictly a social occasion.
3. The wonder of omelets is that so many things can be put into them. Take cheese, for example. All sorts of cheese, like Swiss or provolone, feta or mozzarella, slide deliciously into the omelet's fold, enhancing the texture of the eggs. And vegetables, from the predictable onions and green peppers to the less common spinach and kohlrabi, add vital flavor. Still more lavish, for those who are not vegetarians, is the addition of a meat, possibly pepperoni or bacon or ham. But the omelet's most exotic components might be the fruits that give it tang: raisins and avocados. Maybe someday an enterprising chef will figure out how to mix liquor and candy with eggs to produce vodka – and – fudge omelets.
4. The question we writers are asked most often, the favorite question, is: Why do you write? I write because I have an innate need to write. I write because I can't do normal work as other people do. I write because I want to read books like the ones I write. I write because I am angry at everyone. I write because I love sitting in a room all day writing. I write because I can partake of real life only by changing it. I write because I want others, the whole world, to know what sort of life we lived, and continue to live, in Istanbul, in Turkey. I write because I love the smell of paper, pen, and ink. I write because I believe in literature, in the art of the novel, more than I believe in anything else. I write because it is a habit, a passion. I write because I am afraid of being forgotten. I write because I like the glory and interest that writing brings. I write to be alone. Perhaps I write because I hope to understand why I am so very, very angry at everyone. I write because I like to be read. I write because once I have begun a novel, an essay, a page I want to finish it. I write because everyone expects me to write. I write because I have a childish belief in the immortality of libraries, and in the way my books sit on the shelf. I write because it is exciting to turn all life's beauties and riches into words. I write not to tell a story but to compose a story. I write because I wish to escape from the foreboding that there is a place I must go but--as in a dream--can't quite get to. I write because I have never managed to be happy. I write to be happy.



NOTE

Topic sentences are not the only way to organize a paragraph, and not all paragraphs need a topic sentence. For example, paragraphs that describe, narrate, or detail the steps in an experiment do not usually need topic sentences. Topic sentences are useful, however, in paragraphs that analyze and argue. Topic sentences are particularly useful for writers who have difficulty developing focused, unified paragraphs (i.e., writers who tend to sprawl). Topic sentences help these writers develop a main idea or claim for their paragraphs, and, perhaps most importantly, they help these writers stay focused and keep paragraphs manageable.

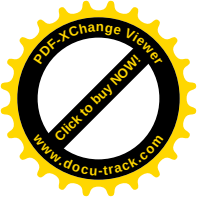
Summary

- Topic sentence expresses the main idea of a paragraph
- A topic sentence usually states a definite opinion or attitude.
- A topic sentence provides the reader with a clear understanding of what a paragraph is about.
- A topic sentence gives direction to a paragraph that both the writer and reader can follow.
- A topic sentence often begins a paragraph or is found near the beginning of a paragraph.
- Other sentences within a paragraph relate to the topic sentence
- The final "wrap - up" sentence in a paragraph often reinforces the topic sentence

Exercise: Underlining topic sentences

Underline the topic sentence in each paragraph: the sentence that expresses the paragraph's main idea. [Remember: The topic sentence may not always be the first sentence in the paragraph.]

1. Ever since I moved into my own apartment last fall, I have gotten out of the habit of making my bed--except on Fridays, of course, when I change the sheets. Although some people may think that I am a slob, I have some sound reasons for breaking the bed-making habit. *In the first place*, I am not concerned about maintaining a tidy bedroom because no one except me ever ventures in there. If there is ever a fire inspection or a surprise date, I suppose I can dash in there to fluff up the pillow and slap on a spread. *Otherwise*, I am not bothered. *In addition*, I find nothing uncomfortable about crawling into a rumpled mass of sheets and blankets. *On the contrary*, I enjoy poking out a cozy space for myself before drifting off to sleep. *Also*, I think that a tightly made bed is downright uncomfortable: entering one makes me feel like a loaf of bread being wrapped and sealed. *Finally*, and *most importantly*, I think bed-making is an awful way to waste time in the morning. I would rather spend those precious minutes checking my email or feeding the cat than tucking in corners or snapping the spread.
2. The ancient Egyptians were masters of preserving dead people's bodies by *making mummies* of them. **In short**, *mummification* consisted of removing the internal organs, applying natural preservatives inside and out, and then wrapping the body in layers of bandages. **And** *the process* was remarkably effective. **Indeed**, *mummies* several thousand years old have been discovered nearly intact. *Their* skin, hair, teeth, fingernails and toenails, and facial features are **still** evident. *Their* diseases in life, such as smallpox, arthritis, and nutritional deficiencies, are **still** diagnosable. **Even** *their* fatal afflictions are **still** apparent: a middle-aged king died from a blow on the head; a child king died from polio.
3. Juggling the demands of a job with the demands of being a full-time student makes good academic performance difficult. Many students are forced to choose between good work on the



job and good work in the classroom. **Often**, good work in the classroom is a lower priority than good work on the job because the job pays the rent. Those students who do manage to perform well in both areas usually do so at the expense of their health. **For example**, many students complain of the inability to handle the stress of both a job and school. **In fact**, the stress of both can often cause headaches, dizziness, fatigue, and other ailments which slow the body down and prevent adequate performance in either area. To eliminate the threat of being caught in the middle between work and school, students have to form a balance between the demands of work and the demands of the classroom. **Ultimately**, managing your time more effectively, working the same number of hours in smaller chunks, and planning ahead can all help in alleviating some of the stress.

4. Canadian software companies face several tough challenges in the new millennium because of "brain drain," the weak Canadian dollar, and the monopoly held by American corporations. "Brain drain" is a catchy new term for the practice of American companies enticing brilliant Canadian doctors, scientists, researchers, programmers, and business people to cross over the border into the United States. The U.S. firms lure the Canadian talent with the strong American dollar and the competitive research and business edge that many such companies have as a result of industry monopolies. Simply put, Canadian companies are being soundly beaten because they find themselves on a playing field that is no longer level.

Characteristics of Paragraph

Unity

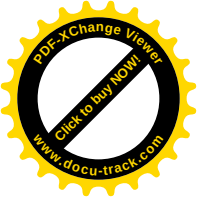
Earlier, we have said that a sentence is a unit. A paragraph also is a unit; it talks about one idea. A paragraph is a group of sentences that develops one main point or idea. One important feature of an effective paragraph is unity: all sentences within the paragraph are related to the main point.

To achieve paragraph unity, a writer must ensure two things only. First, the paragraph must have a single generalization that serves as the focus of attention, that is, a topic sentence. Secondly, a writer must control the content of every other sentence in the paragraph's body such that (a) it contains more specific information than the topic sentence and (b) it maintains the same focus of attention as the topic sentence.

This generalization about paragraph structure holds true for the essay in particular. The two major exceptions to this formula for paragraph unity are found in fiction (where paragraph boundaries serve other functions, such as indicating when a new speaker is talking in a story) and in journalism (where paragraphs are especially short to promote 'visual' ease by creating white space).

A **unified paragraph** is one that focuses on one idea and one idea only. Look at the following example of a paragraph that *lacks* unity.

Identification of particular genes can lead to better medicine. For example, recently scientists identified a defective gene that appears to cause hemochromatosis, or iron overload. Iron overload is fairly easily cured if it is recognized and treated early, but currently it is often misdiagnosed because it mimics more familiar conditions. The problem is that when not treated in time, iron overload leads to a variety of diseases, from diabetes to liver cancer. The



identification of the faulty gene can prevent misdiagnosis by allowing physicians, through a screening test, to identify patients who carry it and treat them before the condition becomes too advanced. It is interesting that most people don't realize the exact role of iron in the body. They know that it is important for their health, but few are aware that only about ten percent of the iron in food is normally absorbed by the small intestine. Most of the rest is tied up in hemoglobin, which carries oxygen from the lungs.

The first sentence of the paragraph presents the main idea-that identification of genes leads to improved medical care. This idea is developed by the example of how the identification of a gene causing iron overload can lead to better diagnosis and early treatment. In the italicized sentence the paragraph begins to wander. It is a topic sentence for a different paragraph, one about the role of iron in the body and not about a benefit of genetic research.

Here is an example of a unified paragraph. The first sentence expresses the main point of the paragraph and the rest of the sentences relate to the main point.

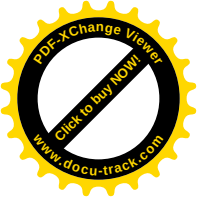
Your sister is an attractive woman. Her large, dark eyes are beautiful. Her complexion is flawless, and she has a lovely big smile. Her long, black hair is full and shiny. She is tall and slender, and her every movement is graceful. She also dresses stylishly, and her assortment of passant skirts and loose- fitting blouses look great on her.

The main point of the paragraph (how attractive the woman is) is supported by a number of specific details: beautiful eyes, flawless skin, a lovely smile, beautiful hair graceful movements, and stylish dress. Notice that there is even more specific detail to describe some of these features; large, dark eyes, full, shiny black hair, and passant skirts and loose- fitting blouses.

But the following paragraphs are examples of a disunified paragraph because they have sentences that are not related to the main ideas. Look at the paragraph and try to analyze why it is not unified.

When I was growing up, one of the places I enjoyed most was the cherry tree in the back yard. Behind the yard were an alley and then more houses. Every summer when the cherries began to ripen, I used to spend hours high in the tree, picking and eating the sweet, sun-warmed cherries. My mother always worried about my falling out of the tree, but I never did. But I had some competition for the cherries- flocks of birds that enjoyed them as much as I did and would perch all over the tree, devouring the fruit whenever I wasn't there. I used to wonder why the grown-ups never ate any of the cherries; but actually when the birds and I had finished, there weren't many left.

No sentence is completely irrelevant to the general topic of this paragraph (**the cherry tree**), but the sentences *Behind the yard was an alley and then more houses* and *My mother always worried about my falling out of the tree, but I never did* do not develop the specific idea in the first sentence: **enjoyment of the cherry tree**.

**Exercise : Identifying unrelated sentences from a group.**

Circle the letter of one sentence in each group that is not clearly related to the topic for that group of sentences.

Topic: I am sick of eating 'Ambasha'

- A. I've been eating 'Ambasha' twice a day all semesters.
- B. It is starting to taste like dog food
- C. I love Injera very much.
- D. I'm getting fat from eating 'Ambasha'.
- E. I get a stomachache just thinking about eating another 'Ambasha'

Topic: There are many ways to study for a test.

- A. You can review a few hours the night before the test.
- B. You can study an hour a night the week of the test
- C. You can study with friends and help each other
- D. You can get up early the morning of the test and study
- E. You can improve your grades by attending class regularly

Topic: Dessie is a pleasant place to live

- A. The weather condition is conducive.
- B. The people are friendly.
- C. There are very serious crimes.
- D. The water from surrounding plateau is so cold and clean.
- E. There are many places to shop for clothes.
- F.

Topic: The baby isn't hungry this morning.

- A. She keeps spitting out her food.
- B. She keeps playing with her food.
- C. She turns her head when I try to feed her
- D. Her stomach looks stuffed.
- E. She loves rice pudding for lunch.

Topic: It's very difficult to live in Ethiopia

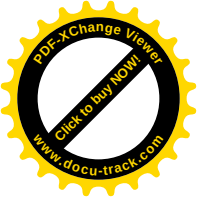
- A. Food shortage is becoming very serious..
- B. People are facing shortage of cultivable land..
- C. The country is affected by frequent droughts..
- D. Different regions have different attractive cultures..
- E. There are no enough healthcare centers.

Topic: Your new hairdo is very attractive.

- A. Your earrings are quite colorful
- B. Your hair is always in place.
- C. Your hairdo sets off your big eyes.
- D. It is the perfect length for you face

Topic: The roads in Dessie are in bad condition..

- A. The asphalt is washed away irregularly.
- B. There are stones here and there.



- C. The roads are so wide that 4 cars can pass over at once.
- D. There are a lot of street dwellers on the street sides..
- E. The dust from passing by cars sometimes blocks your sight.

Exercise : Writing related sentences to given topics

Each of the following paragraph topics is followed by two sentences that relate to the topic. Add two more sentences of your own that are also related to the topic, and hence, would make a unified paragraph

Topic: Aberash enjoys living away from home.

- A. She is glad to be closer to the University.
- B. She likes being away from the younger brothers
- C.
- D.

Topic: The library is a good place to study:

- A. It's quiet most of the time.
- B. The lighting is very good.
- C.
- D.

Topic: It's difficult going to school and working at the same time.

- A. There is no time for any social life.
- B. It is easy to get tired and run - down
- C.
- D.

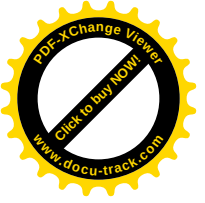
Topic: I don't like Tim to be my friend.

- A. He is selfish.
- B. He talks lies..
- C.
- D.

Coherence

Literally, the word **to cohere** means **to hold together**. A paragraph is said to have coherence when its sentences are woven together or flow into each other. If a paragraph is coherent, the reader moves easily from one sentence to the next without feeling that there are gaps in the thought, puzzling jumps, or points not made. If a paragraph lacks coherence the reader will feel that he is reading a collection of separate statements rather than an integrated discussion. Therefore, the notion behind coherence is related to having natural flow of ideas in the paragraph. Emphasizing the importance of coherence for effective writing, one scholar stated as follows.

THE MOST CONVINCING IDEAS IN THE WORLD, expressed in the most beautiful sentences, will move no one unless those ideas are properly connected. Unless readers can move easily from one thought to another, they will surely find something else to read or turn on the television.



You can achieve coherence in your paragraph by using several cohesive devices. The followings are some of these devices.

Pronouns: Since each pronoun must refer to an antecedent, a pronoun and its antecedent form a link. You can often make a paragraph coherent merely by using pronouns properly. On the other hand, incorrectly used pronouns can weaken coherence. In the following examples, notice how pronouns in the second sentence of each pair provide coherence by referring to the important subjects in the first.

Example:

- **Self-help books** continue to proliferate. **They** appeal to anxieties of our middle- aged society.
- **Patients** must fast for twelve hours before the test. **They** should also avoid red meats for seventy-two hours before coming in.

Repetition: Substituting a pronoun for a noun is actually a kind of repetition. Direct repetition of a word or expression will also produce a similar effect. In other words, you can achieve coherence by repeating some key words.

Example:

Exposure to too much sun can **damage** the skin. **This damage** is irreversible and can result in skin cancer.

- Use direct repetition with care. Overdoing it will give an awkward, immature ring to your writing.

Example:

Daily receipts are taken to the central office. **Daily receipts** are then tallied....

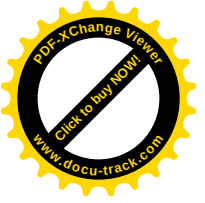
You can get much the same transition al affect by using synonyms or slightly altered forms of the repeated expressions.

Example:

Bill Clinton has been somewhat distant since leaving the White House. **The former president** has settled in to a life of privacy.

Transitional markers: Transitional terms make a paragraph coherent by relating ideas. They are referred to as the ‘ glue’ to hold ideas together. Like pronouns, many of these terms come to mind automatically, but you should carefully choose among them. The commonest markers are the simple connectives and, or but, for, which serve as a bridges over which the reader may easily pass from one sentence or clause to the next. Others - sometimes called transitional connectives - indicate the direction, which the new sentence is about to take and to prepare the reader for what is to follow. Here is a partial list of common transitional terms:

- **Time:** next, then, after, before, during, while, following, shortly, thereafter, later on, the next day, secondly, finally
- **Place:** over, above, inside, to the left, just behind, beyond
- **Contrast:** however, but, on the other hand, nevertheless, notwithstanding, on the contrary, conversely, yet.
- **Cause - effect:** so, therefore, thus, accordingly, consequently, as a result, hence, because of this.



- **Addition**: and, furthermore, moreover, likewise, similarly, in a like *manner, too, also*
- **Emphasis**: indeed, in fact, especially, most important
- **Summary**: in other words, in short, to sum up, in conclusion, to conclude, all in all, in a nut shell, generally, in general, finally, at last, etc.
- **Example**: for instance, for example, that is, in particular

SEQUENCING

Suppose you have many notes about your ideas for a writing assignment. How do you put all these ideas together in a logical way that will make sense to the reader? The sentences should follow each other in the most sensible order for developing the main idea of the paragraph. This process of putting things in their proper order is called Paragraph sequencing.

★ There are several possible orders for sequencing:

- Chronological sequencing
- Spatial sequencing
- Generality sequencing, and
- Sequence in importance

Time order (chronological order)

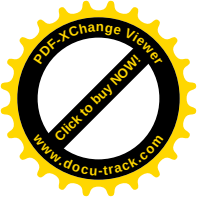
In telling about an event the clearest way to present the moment is to give the details in chronological order. You should use this sequence for related details or examples when you want to state them in the time order in which they occur. In other words, you will list the earliest details first in your paragraph and the latest or most recent details toward the end of your paragraph. This is a very common sequence for a series of events. The details in a paragraph of this kind tend to answer such questions as what happens first. And then what happens last? Paragraphs that relate either a series of incidents or steps in a process often follow such chronological order; in this way is mostly used in narrative paragraphs or essays. The following paragraph, for example, is narrative. (The details are arranged in chronological order)

The most terrifying day in my life came in July of 1946. I was washing lunchtime dishes in our farmhouse in middle Georgia when my husband unexpectedly appeared at the door." Appeared" is the best word that I can

think to use, because he was not walking but crawling, dragging his left leg. I got out of him as quickly as possible that he had bitten by a copperhead of some three feet, a snake large enough for its venom to be fatal. We lived thirty miles from the nearest hospital, I did not have a driver's license (and , in fact, had never driven a car), but my husband was dying before my eyes. I pushed/ pulled him into the back seat of our Chevrolet and pointed the car toward Atlanta.

Example 2

Sunday was a long day. I had to get up at 5:00 am to attend an Easter sunrise service .Then I had duties at the church the rest of the morning. In the afternoon, I visited the Manor Rest Home and talked to shut-ins who seldom has visitors. Then I went to my aunt's for dinner and played cards with Uncle Herman until about 9:00 pm. Then I drove up in to the hills with my family for



a special Easter midnight chapel service in the pines. We stayed in a mountain cabin with ten other people that night and did not get to sleep until after 2:00 a.m. I was exhausted after twenty-one hours of activity.

Some of the transitional devices which are used in chronological writing are the following.

Later on , Afterward, Years ago, Earlier ,Before, Next, First Second
Third, suddenly ,Now , Sometime later , Once , Often ,Yesterday,Today
Tomorrow ,Then,In the past, Thereafter ,Former ,Latter ,In the first place
In the next place,Further , Previously, When, at last, meanwhile

Spatial Order

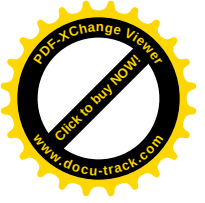
If you want your readers to be able to picture a scene or object you are describing, you could use a spatial sequencing of details. This sequence describes a scene or object by going from one part of it to another in an organized. For instance if you intended your details to describe a building of some kind you might want to sequence the details so that you went from the bottom to the top of the building by answering such questions as what is on the first floor ? the second floor ? the third floor? and soon, until you had covered all the floors .or you might wish to go in the opposite direction ,beginning at the top and proceeding down , floor by floor, to the lowest floor. Or you might describe the same building by going from side to side; answering questions like what is on one side of the building? the section in the middle ? the other side of the building ? And, of course ,you could move in any direction in side the building; left to right , north to south, up to down, side to side, near to far, or whatever.

Example 1:

As you enter the library, you are greeted by paintings on each side of the door. The painting on the right is of the town's high school, and on the left is a watercolor of the town's city hall. There are several other works of art in the main body of the building. As you face the archway on the left, you discover pieces of pottery enclosed in a glass case. A ceiling mural appears over the archway, and on the right a wall hanging has been hung. The entire library is filled with works of art.

Example 2:

*The kitchen was living room, dining room, and cooking room. There were two long narrow windows in one wall. An iron coal range was recessed in another wall. **Above** the stove the recess was made of coral-colored bricks and creamy white plaster. It had a stone mantelpiece and a slate hearthstone on which Martha could draw pictures with chalk. **Next to** the stove was a water boiler which got hot when the fire was going. Often on a cold day, Martha came in chilled and put her arms around the boiler and pressed her frosty cheek gratefully against its warm silveriness. **Next to** the boiler was a pair of soapstone washtubs with a wooden cover. The partition could be removed and the two thrown into one for a bath tub. It didn't make a very good bath tub. Sometimes when Martha sat in it, the cover banged down on her head. **The bottom** was rubble and she came out of what should have been a refreshing bath, all sore from sitting on what wet roughness. Then there were four faucets to contend with. No matter how the child tried to remember that they were inflexibly there and wouldn't give way, she would jump up suddenly out of the soapy water and get her back whacked good on a faucet. Martha had a perpetual angry welt on her back.*



Expressions which help to answer the details question “where?” such as:

- | | |
|-------------|-----------------|
| Over | On top (of) |
| Under | On bottom (of) |
| In front of | Along side (of) |
| Behind | Outside (of) |
| Near | Inside (of) |
| Far from | |

General Sequencing:

A. Specific-to-General

B. General-to-Specific

Specific-to-General

Specific terms give more information than general ones. For example, surgeon implies doctor, but doctor does not identify a person as a surgeon. If you find yourself writing **people** when you mean *college students* or *taxi drivers*, you are not asking yourself this important question: am I identifying what I am referring to as specifically as I should? The following list shows how little effort it takes to become more specific.

Example 1

<u>General</u>	<u>Specific</u>	<u>More Specific</u>
vehicle	car	Toyota Cressida
religion	Christianity	Roman Catholicism
building	hotel	Sheraton Hotel

Example 2

General: The vegetables were prepared.

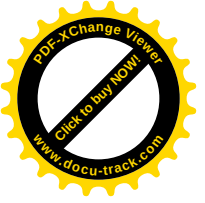
Specific: We chopped the tomato, diced the carrots, and sliced the onions.

Specific: We steamed the carrots and baked the Idaho potatoes.

Example 3 (At paragraph level).

If a paragraph begins with specific details involving many layers of details and examples and if it is closed with a general statement at the end, it is reasonable to say that the paragraph is organized from **specific-to-general**.

*In Arab countries, where women do not have equal rights, men commonly cut in front of women at ticket window. In Britain and the United States, where “first come, first served” is almost an obsession, many businesses have customers take numbers to ensure that “first come” is really “first served.” By contrast, in southern Europe, where people don’t like businesses regulating their behavior, lines are disorderly, with lots of pushing and shoving for the best position; the strongest or most aggressive win. **Anthropologists who study line-forming behavior have concluded that the way people wait in line reflects cultural values about fairness.***

**Example 4**

They should be good listeners. They should also be good talkers, since they have to sum up and restate what both sides say. They have to promise to keep private what is said at a mediation session. They also need to be able to encourage others to open up and say what is on their minds. *These are the qualities of good mediators.*

B. General-to-Specific

When writing about a topic that involves many layers of details, you can start the paragraph with a general statement, followed by supporting details and examples that become more and more specific.

Example 1 When a paragraph begins with a general statement and followed by specific details, it is logical to say the paragraph is organized from **general-to-specific**.

Dreams are common events during sleep. Dreams occur during rapid eye movement sleep. During these rapid eye movement sessions, the body is paralyzed to prevent harm coming to the sleeping person from unconscious muscle movements that occur in response to the images in the dream. Rapid eye movement sessions sleep takes place about every 90 minutes.

Example 2

In the future, a young woman trained to be an engineer will not only improve her own life but may also make our country a better place for everyone. She may, for instance, devise a new kind of automobile engine that does not require gasoline at all. That would make our country less dependent on other nations for oil imports. Her invention would also serve the cause of world peace, because our country truly free from pressure by other countries would be stronger politically, economically, and militarily and would be better able to resist threats to world peach. She also involves in any activities of the society as many women engineers of today step through factories' corridors in greater numbers than ever before.

Sequence in Importance

You generally sequence the points by their **importance**; you should use this sequence when you want to give several details or examples and wish to start your paragraph with the most important or more interesting ones. You may do this in order to attract the attention of your readers at the very start, especially readers who may be impressed for time or who may be uninterested in your subject.

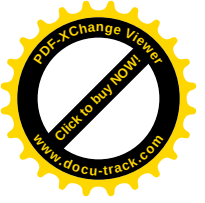
To start with the least important and to lead to the most important , for example, a comparison of two cars might start with the engine and its importance , then work outward to the passenger compartment, its dimension and comfort, ending with the sporty exterior and sunroof. You must decide which sequencing method is best for your purpose and audience.

Example:

Suppose you wanted to write a paragraph for this topic sentence:

When I returned to my old neighborhood, I was sad to see how many things had changed.

-Mr. Lewis, my old history teacher, had died in a car accident.



-Mike's Pizzeria, a local hangout, was destroyed in a fire.

-The park bench where I spent hours reading was gone.

From the incidents, because it seems to be the most important would best be first in the paragraph, it would be best discussed first in the paragraph.

Example:

*Our department needs lots of fixing-up. Though it may be difficult to fix-up all of them at the same time, we have got to fix the leaky roof **first** before the September rains come. **Next**, we need to patch the big holes in the bed room walls and then strip the peeling paint off the walls. **Then** we can repaint the apartment. **After** the walls are painted, we can work on replacing the linoleum squares in the kitchen that are loose or cracked. **Later**, the living room carpet needs shampooing, and we should replace that old swaybacked sofa. **Then** we won't be embarrassed to have company over once in a while.*

Of course, only the writer himself could determine which was most or least significant.

The writer can follow the opposite approach, for example, the least important ones come first in the paragraph, the important next and the most important details come last. This arrangement allows you to build up your reader's interest gradually (to create suspense if it is in fiction writing), with your final details providing a climax.

Completeness

Completeness is relative. How much explanation an idea requires depends on how much the reader needs. This is a decision the writer must make out of knowledge of the subject and of the audience. It is an error to give either too much explanation or not enough. Usually the latter is the more serious. Giving a reader unnecessary explanation may be boring but giving too little may block communication. Consider the following example.

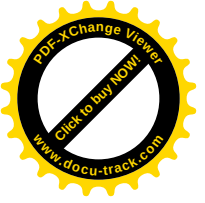
Pregnant women sometimes attempt to mold the character of an unborn child by studying poetry, art, or mathematics. What we know of prenatal development makes such attempts seem utterly impossible. How could such extremely complex influences pass from mother to child?

This statement is incomplete. If the writer stops here, all he has given his readers is an unsupported judgment that these attempts will have no influence on the child. But that is not enough. Readers still need to know why the attempts will not work. The rest of the paragraph explains why not.

There is no connection between their nervous systems. Even the blood vessels of mother and child do not join directly. They lie side by side and the chemicals are interchanged through the walls by a process that we call osmosis. An emotional shock to the mother will affect her child, because it changes the activity of her glands and so the chemistry of her blood. Any chemical change in the mother's blood will affect the child. But we can not see how a liking for mathematics or poetic genius can be dissolved in the blood and produce a similar liking or genius in the child.

(William H. Roberts, Psychology)

The following example illustrates the same fault and the way to correct it.



Television programs can be classified into **three main categories**: Entertainers, cultural Enhancers, and Eye Openers. The Entertainers are created simply for Entertainment-nothing more. They make us laugh or cry, for a moment. Sitcoms are prime examples as we laugh at or with the characters as they struggle through life, and might even identify with the characters. For momentary pleasures, watch the Entertainers. Cultural Enhancers involve some kind of “culture” or highbrow activity, such as opera, theater, dance, or song. Also included here are the movies made from the classics or literary fiction, such as *Moby Dick* or any of Shakespeare’s plays. These programs are often concerned with universal themes or issues: love, evil, power. They can be found on “arts” cable stations such as A&E and Bravo, as well as the public Broadcasting system. For a taste of culture, watch Cultural Enhancers.

As you observe in the above paragraph, the writer's intention was to classify the kinds of television programs grouping in to three. But he has mentioned only two of them. Since he didn't say anything about the third one, the paragraph is incomplete. To provide a fuller explanation, the following sentence gives the remaining information.

A third category, Eye Opener programs, includes topics about science and nature, history, true crime, and other information. They are often found on cable channels: the Discovery Channel, the Learning Channel, and the History Channel. The Public Broadcasting System, on the network side, also provides these programs. A viewer might learn about tornadoes, or the legend of Robin Hood, or the African crested crane. Often this information, such as programs about strong storm systems, is interesting because it is relevant to viewers’ lives. Television has much to offer viewers, and it is our choice what we watch.

Basic types of paragraphs

Definition

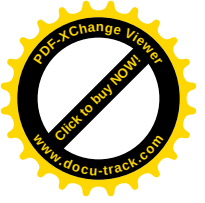
Definition is the most fundamental way of developing and analyzing ideas. A writer has to define the terms to show the direction of the essay. For example, “Hong Kong is a place where East meets West. It is a stop en route of foreign visitors who traverse east and west.” Readers must know the directions before they can predict what they are going to read. How complete the definition is and what kind the writer uses depends on how much specific information is needed.

For example:

Pollution is anything that makes our living environment dirty or messy, e.g. noise, air, land and water.

The simplest kind of definition is to point to an object; pollution. But usually we want to know the characteristics of the object - or at least know as much as can be stated about it.

To inform these characteristics, the author may begin with the denotative meaning of the word which is with the etymology. The word "university" comes from the "uni", meaning "one", and "ver" means "turn". This explains its original meaning: an organization that turns all knowledge into one. However, they are not the whole of its current meaning. Currently, a



university is an institution that teaches and examines students in many branches of advanced learning, awarding degrees and providing facilities for academic research. The purpose of etymological definition is to illuminate the current meaning, and occasionally to argue that a word should return to its original meaning, if the two are different. The word silly originally meant 'innocent' or 'blessed'. Its meanings today suggest simple-mindedness or thoughtlessness.(a silly question).

Most definitions are concerned with current meanings that people attach to words. The most common of these definitions are called denotative and connotative. **Denotative** definition singles out an object: it identifies the class (the origin) of objects to which the word belongs, then distinguished the word by specific difference from all other members of the class. The origin may be extremely broad or extremely narrow.

Connotative definition presents ideas and impressions, the emotional feeling we associate with a word. The word "red" has a precise denotation - the color of fresh blood- and a range of connotations. It may imply danger if it is related to blood, or happiness if it is related to a Chinese wedding.

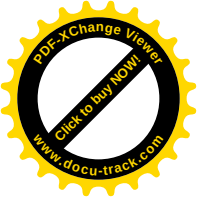
One way to make a term or idea clearer is to answer the question What does the term or idea mean. To answer this question, you can give a sentence defining the term or idea, followed by examples. Or you can try to answer the question by relating the term or concept to some term or idea the reader already knows about or understands.

Suppose, for instance, that the topic of a paper you are writing is **empathy** and that the statement you plan to make about it is the basis for all good public relations. A reader who does not know the meaning of the term empathy will find the paper difficult to understand. To help your reader to follow and to accept the ideas about empathy expressed in your paper, you will need to supply a paragraph of definition.

Read the paragraph below and notice that the term "empathy" appears in the first sentence and that a definition immediately follows the term in the same sentence. The writer has chosen to follow the definition with a list of several examples of how empathy helps in police work, using a simple topical- listing sequence details. The writer's purpose in this paragraph is to help the reader understand more fully the meaning of the term "empathy".

Example

"Park" is difficult to define in Florida, because there are so many kinds of parks. Basically, a park is a place to go for outdoor recreation-to swim, picnic, hike, camp, walk the dog, play tennis, paddle your canoe, and, in some places take rides in miniature trains or swish down a waterslide. Florida has a rich variety of parks, ranging from acres of RVs ringed around recreation halls, to impenetrable mangrove wilderness. To make things more complicated, not all of them are called "parks," and even the ones called "parks" come in several varieties.



EXEMPLIFICATION

An example paragraph is one that uses specific examples to illustrate a point made in the writing. An example can be a **fact**, a **historical example**, a **statistic**, an **event** or a **behavior**.

1. Fact

A fact is an idea understood as true or real by the community and not to be disputed. It is a fact that the earth circles the sun, that chocolate has caffeine, that people get heart playing some sports.

2. Historical Example

This example involves retelling a historical event or relating a piece of historical information .these examples can trace a progression of events for a causes and effect paragraph or show how the present is a reflection of the past. You could use different people from history to illustrate about leaders or criminals or people who helped others without much reward.

3. Statistic

A statistic is a number that results from analyzing information: it is often an average or mean. Statistics are complicated and can be misused, but statistical analysis is a valuable tool to prove a point, especially with academic writing.

4. Event

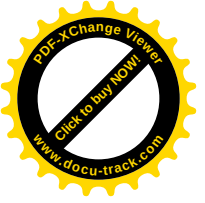
An example can be one specific event you might mention the date and time of the event, or if part of common knowledge, mention the name of the event and gives some details.

5. Behavior

Specific behavior of an individual person or animal can also be used as an example to prove a point. If you want to say that dogs can sometimes be annoying, refer to specific behaviors: they chew every thing in sight , dig up gardens, get hair or fur allover furniture, make a mess at their eating place, bark at the wrong times(usually at 3:00 am) .each behavior is one example that adds detail to the writing .

Here is a sample example paragraph:

Some couples who are determined to reveal their individuality are getting married in unusual ceremonies. For example, a couple employed as line workers for the Southwestern Bell Telephone Company exchanged their wedding vows clad in jeans and climbing equipment atop a brightly decorated telephone while the justice of the peace shouted instructions from the ground. Elsewhere, a couple dressed in swimsuits were married on the high diving board of a local swimming pool because they felt that swimming was an important part of their lives. Furthermore, one couple was wed at the firehouse where the groom was a fireman because the bride wanted to make their wedding just a little different. Another wedding was held in a 747 jet as it flew over Washington State at an altitude of 10,000 feet. Thus the wedding ceremony has become another example of how more and more people are showing their individuality today.



Examples are often introduced by transitions like the following:

for example
for instance
as an illustration

to illustrate
such as
including

COMPARISON-CONTRAST PARAGRAPHS\

There are actually three types of paragraphs which can be written in this general area. The comparison paragraph discusses the similarities in subjects. The contrast paragraph points out differences. The comparison-contrast paragraph does both. The topic will dictate which type should be used.

Make sure the topic you choose is worthy of discussion. This simply means that the paragraph should have a definite purpose. Always ask yourself, "Why does the reader need the information?" If your topic is too obvious, choose another topic.

Comparison paragraphs should deal in fresh comparison. That is to say, you should try to reveal unsuspected similarities in a slightly different way.

Contrasts are most interesting when through them the reader becomes aware of differences he had not noticed before. Fresh contrasts reveal unfamiliar differences in subjects supposedly alike or, in reality, much alike. It is usually not rewarding to contrast the obviously different. Paragraphs developed by comparison, contrast, or comparison-contrast may employ all or some of the basic means of development already studied: descriptive details, reasons, or definition.

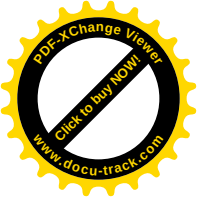
The purpose of the paragraph, however it is developed, is to compare and/or contrast.

To be clear, the paragraphs you write for comparison-contrast will almost certainly want to be longer than those you write for other, for you are trying to explain more. It will be helpful to you to think of the paragraphs you write for comparison-contrast as transitions to the writing of the short composition of five to six hundred words. You are still writing a single paragraph, but it is now a paragraph with distinctly felt parts. And if it is to be clear and coherent, the parts must be well arranged. Blocking out and outlining can help you think through subject before you write, as well as give order to what you write.

A writer uses this pattern when he/she wants to make something clearer to his/ her reader by showing how it is like or unlike something else. When using this pattern, the writer would need to answer these questions for his or her readers:

- How is (something) similar to (something else)?
- How is it different from (something else)?

In a paragraph a writer may be discussing two or more topics. These could be two objects, events, places, persons, or ideas, or some aspects of these. Usually the writer will want to discuss their similarities only, or their differences only, within a single paragraph. The paragraph is called a comparison paragraph when it describes similarities and it is called a contrast paragraph when it describes differences.



Some writing topics will ask you to consider the relationship between two things, for example, your hometown (that is, the town where you were born or grew up) and your university town. Such topics may allow you to organize your paragraph either around the similarities between these two subtopics (for example, between your hometown and your university town) or around the differences between them. If you write about the similarities, the paragraph will be a comparison paragraph. On the other hand, if you want to write about the differences, your paragraph will be a contrast paragraph.

This lesson will show you some ways in which you can structure sentences to write a comparison or contrast paragraph. We will first look at comparison paragraph and then briefly look at contrast paragraph.

Sample Comparison Paragraph 1

Consider the following paragraph.

My hometown and my college town have several things in common. First, both are small rural communities. For example, my hometown, Gridlock, has a population of only about 10,000 people. Similarly, my college town, subnormal, consists of about 11,000 local residents. This population swells to 15,000 people when the college students are attending classes. A second way in which these two towns are similar is that they are both located in rural areas. Gridlock is surrounded by many acres of farmland which is devoted mainly to growing corn and soybeans. In the same way, Subnormal lies in the center of farmland which is used to raise hogs and cattle...

The passage above is from a comparison paragraph. That is, a paragraph which discusses the similarities between two subtopics. How the ideas in this paragraph are organized. As usual, the topic sentence is at the beginning of the paragraph. After that, the paragraph continues by discussing one point of similarity between the towns of Gridlock and Subnormal, namely, their small population. Specific details are given to support the statement that “both are small rural communities.” Following this, the paragraph briefly discusses a second point of similarity between the two towns, that is, their geographic surroundings. Here, the paragraph also gives supporting details to illustrate their similarity, namely, they are “both located in rural areas.” As you can see, therefore, this comparison paragraph is structured (organized) according to the points of similarity between the two towns.

These are not the only ways to give coherence to a comparison paragraph. There are other conjunctions, too. Here is a list of comparison conjunctions you can use:

Short conjunctions

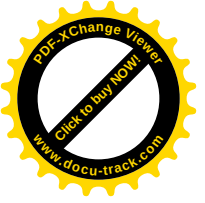
like	alike	resembles	similarities	as.....
just like	likewise	also	same	 , too.
just as	equally	similarly	similar	both

Longer Expressions

In the same way

X is similar Y in that (they).....

X and Y are similar in that (they).....



Like X, Y [verb]....

In like manner

One way in which X is similar to Y is (that).....

Another way in which X is similar to Y is (that).....

CLASSIFICATION

Classification is the process of putting a large number of items or behaviors into smaller, well-defined groups. Each group's members or items share similar traits or characteristics that are unique; no other group has the same traits. The writer should put similar looking or acting items or behaviors into the same group and describe one group's unique traits, behaviors, attitudes, or other characteristics.

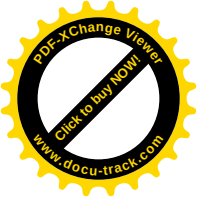
Many classification systems are already in place; for example, **movies** are classified by **genre**: Western, Romance, Science Fiction, and Thriller; **subjects in school** are classified by **discipline**: Science, Mathematics, English, and Home Economics. Since these categories already exist, they do not present much challenge to the reader. In English classes, it is more fun and creative to come up with your own topic and classification system. For example, if a hotel prepares various foods, you might group them by type of **food**: vegetables, fruits, meat, cookies, cheese and so forth. you might group drinks into beverages, alcohol, soft drink. Or you might put the original groups such as those prepared in home, and in factories. Or each can be classified, for example, soft drinks, can be further classified as: Coca Cola, Sprite, Pepsi, Fanta, Mirinda, Seven-Up, Mineral Water and so on.

Example 1

Homework assignments can be categorized according to the various *emotional traits they produce*. For example, *“The I- Will-Do-It-Later-Tonight” assignment is a relatively easy assignment which takes no more than five or ten minutes and causes the student little inconvenience or worry. Related to this type is “The- I- Thought-I-Could-Do-It-Later-Tonight” assignment, which seems simple but is in reality much more than the student bargained for. This type often causes a sleepless night for the panicking student. “The-Impossible-Dream” assignment also causes the student a certain amount of panic. These assignments also is known as semester projects , are designed to take the majority of the semester to complete , and they seem to hang over the students head like a dark cloud of doom .mach like this assignment , but perhaps ever more traumatic ,is “ The -I’m- Going To- Fail – This- Course” assignment. The purpose of this one is to read the instructor of It is the process of putting a large number of items or behaviors into smaller, well-defined groups. Each group’s members or items share similar traits or characteristics that are unique.*

5.4.5 CAUSE AND EFFECT

At times making an important idea or event fully understood in writing may require the writer to offer information which readers may need or want to know *what led up to* the event or idea--that is, *what caused* it to become what it is now. Or they may need or want to know the *effects* of the idea or event-- that is, the *results* or *consequences*. In other words , the readers will want the writer to give the answers to one or both of these questions: *What caused the event or idea ?*



What effects or consequences does event or the idea have? The writer should then include in his/her paper a paragraph that has a *cause* pattern or *effect* pattern or a combined *cause/effect* pattern. The supporting sentences will then answer one or both of these questions about the event or idea.

Cause Paragraph

Here is an example of a writing topic asking for causes of a particular phenomenon.

These days, the spread of deserts across the world is increasing in alarming rate.

You will get the details in the following paragraph. Notice that the first sentence identifies the topic- *desertification is expanding so large-* and that all the supporting sentences describe the causes of this phenomenon described in the first sentence. In other words, if the **topic** sentence introduces an **effect**, the supporting sentences all describe causes for the described event in the topic. The paragraph below illustrates the cause pattern.

These days, the spread of deserts across the world is increasing in alarming rate. There are many reasons for this occurrence. First, the clearing of vegetation cover to get new land for farming resulted in rapid loss of forests. This depletion of forests degraded wild life and soil. Second, the rapid growth of population made peoples to push cultivation into areas that were entirely unsuitable for agriculture. These activities of man on highly sensitive and delicately balanced ecosystem led to a progressive decline in the vegetation cover. Third, the pastoral nomads are the other protagonists in the tragedy for the fact that far more animals are building up than the system can maintain, i.e., the number of animals is increasing beyond the potential of land. Finally, the progressive destruction of the third world's stock of trees for the existing demand for firewood and timber as building material is accelerating soil erosion and reducing its capacity to feed and employ people. If forests continue to be depleted in such ways, it is inevitable that the problem aggravates and our globe will be affected by desertification much more higher than the present.

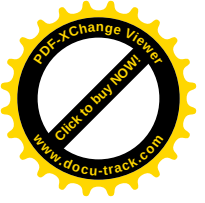
Effect Paragraph

Here is an example of a writing topic asking for effects of a particular event.

The last night storm caused a great damage.

You will get the details in the following paragraph. Notice that the first sentence identifies the topic - a storm caused a great damage - and that all the supporting sentences describe the effects of this phenomenon described in the first sentence. In other words, if the **topic** sentence introduces a **cause**, the supporting sentences all describe effects for the described event in the topic. The paragraph below illustrates the effect pattern.

The last night storm caused a great damage. The winds blew up to ninety four miles an hour and it rained very hard. Eucalyptus trees by the river blew over, and the trees hit the power lines and blacked out the areas for five hours. Before morning, as the river overflowed its banks, homes were flooded, roofs caved in, and thousands of families living nearby were forced to flee their homes with whatever belongings they could gather. Downtown, the main street was flooded; the cars were left stranded in the bumper-deep water, and even some automobiles floated over the streets.



Description – is a verbal picture of a person, place, or thing. It is the kind of writing which attempts to appeal to the reader's sense, recreating for him the author's original impression of the subject being described. It is very much concerned with sensory impressions (sight, sound, smell, taste, touch). Description can be objective or impressionistic. Description rarely appears alone in modern writing. It is most often used with narration.

We have special sensory words which are very much concerned with description. Some words refer to sensory experiences: to what we see, hear, touch, taste and smell. Because these words call up sensory images, they are particularly effective in description. In the following list, some words could fit into more than one sensory category.

Touch : chill , clammy , cold , corrugated, grainy, gritty, harsh, jarring, knobby, moist, nubby, numb, plushy, rough satiny, slimy, slithering, smooth, sting, tingle, tickly, velvety.

Taste: bland, biting, bitter, nutty, peppery, salty, sour, spicy, sweet, tainted, vinegary, yeasty, brackish, briny, metallic, minty

Smell: acrid, fetid, greasy, moldy, musky, musty, pungent, putrid, rancid, rank, reek, stench, sulphurous, woody.

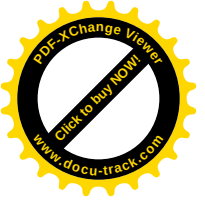
Sound: bellow, blare, buzz, chatter, chime, clang, clatter, clink, crackle, crash, purr, rattle, rustle, screech, snap,
creak, splash, squeak, swish, tinkle, hum, whine, murmur, pop
gurgle, whisper, hiss,

Sight: blaze bleary, bloody, burnished, chalky, dappled, ebony, flame, flash, flicker, florid, foggy, gaudy, glare, glitter, glossy, glow, golden, grimy, haze, inky, leaden, lurid, muddy, roiled, sallow, shadow, smudged, spark, streak, tawny, turbid.

Well-chosen sensory words help a reader to experience what a writer is recording. Notice the use of such words in this description of what two boys smelled, saw, and heard in a dawn visit to the circus grounds.

Example 1

And to all these familiar sounds of birds, car ,people, pet animals, ... chirps, engine-noise, chatter, barks,... to all the sharp and thrilling odors of the trains-the smell of cinders, acrid smoke, of musty, rusty freight cars, the clean pine-board of crated produce, and the smells of fresh stored food-oranges, coffee, tangerines and bacon, ham and flour and beef-there would be added now, with an unforgettable magic and familiarity, all the strange sounds and smells of the coming circus....He was looking at the great iron-gray horses, four and six to a team, which would be plodding along the road of thick white dust to a rattling of chains and traces and the harsh cries of their drivers....Then, on the circus grounds , the tents were going up already with the magic speed of dreams. All over the place(which was near the tracks and the only space of flat land in the town that was big enough to hold a circus)...



I. Descriptions of People

In order to write an interesting description of somebody we must use suitable **nouns** and **adjectives**. When we describe persons, we are concerned with their physical appearance and with their personality. Certain noun and adjectives help us to describe the persons accurately. Here are some examples:

A. Useful nouns for describing a person's appearance

Age: baby, toddler, youngster, youth, boy, girl, teenager, man, woman, lady, young man, young woman, old man, old woman, elder

Parts of the Face: forehead eyes, eyebrows, nose, nostrils, ears, cheeks.
mouth, lips, jaw chin

Parts of the Body: head, neck, shoulders arms lands, legs, feet

Hair: hairstyle, plaits, braids, beard, moustache

Clothes: cloth,fabric;shirt,teeshirt,tie,coat,jacket,trousers,jeans,socks,pullover,sweater;sut,vercoat,raincoat,dress,blouse,skirt,shawl,scarf;shoes,sandals,boots,hhat,glasses, spectacles

Jewellery: Necklace bracelet, ring, earrings, anklet

A. Useful adjectives for describing a person's appearance

Height: tall, tallish, short, shortish, dwarf,

Age: young, middle-aged, old, elderly; in his/her early thirties / mid forties / late fifties etc,

Face: long, round, oval, attractive, beautiful, un-shaven

Hair: long, medium-length, short; straight, curly, wavy; dark, black, blonde, gray, fair, white, plaited, bald

Forehead: high, low

Eyes: blue, brown, gray

Ears: big, small

Nose: long, pointed, turned-up

Body Build: tall, short, fat, plump, over -weight, thin, slim, slender, skinny, under-weight, broad-shouldered, muscular

Clothes: cotton, woolen, hand-woven, leather, traditional, western, colorful

General appearance: handsome, good-looking; beautiful, lovely, pretty, attractive, well-dressed, smartly-dressed, dressed

C. Useful adjectives for describing a person's personality

happy, cheerful

friendly, pleasant, amusing

kind

hard-working

reliable, trustworthy

polite, well-mannered

honest, truthful

unselfish, generous

unhappy, sad, miserable

unfriendly, unpleasant

unkind, cruel

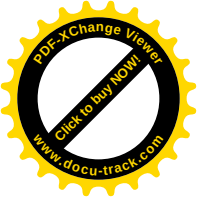
lazy

unreliable

impolite, rude, ill-mannered

dishonest, crafty

selfish, mean



clever, intelligent, wise
quiet
shy
modest, humble

stupid, silly, dull
talkative

proud, boastful, arrogant

confident

The following example shows how the writer describes his mother. Notice the sensory words used in the description.

This picture of my mother, which was taken fifty years ago, has fascinated me from the moment I began to study it closely. The young woman in the picture has a face that resembles my own in many ways. Her face is a bit more oval than mine, but the softly waving brown hair around it is identical. The small, straight nose is the same model I was born with. My mother's mouth is closed, yet there is just the slightest hint of a smile on her full lips. I know that if she had smiled, she would have shown the same wide grin and down curving "smile lines" that appear in my own snapshots. The most haunting features in the photo, however, are my mother's eyes. They are exact duplicates of my own large, dark brown ones. Her brows are plucked into thin lines, which are like two pencil strokes added to highlight those fine luminous eyes. I've also carefully studied the clothing and jewelry in the photograph. My mother is wearing a blouse and skirt that, although the photo was taken many years ago, could easily be worn today. The blouse is made of heavy eggshell-colored satin and reflects the light in its folds and hollows. It has a turned-down cowl collar and smocking on the shoulders and below the collar. The smocking (tiny rows of gathered material) looks hand-done. The skirt, which covers my mother's calves, is straight and made of light wool or flannel. My mother is wearing silver drop earrings. They are about two inches long and roughly shield-shaped. On her left wrist is a matching bracelet. My mother can't find this bracelet now, despite the fact that we spent ours searching through the attic for it. On the third finger of her left hand is a ring with a large, square-cut stone.

Exercise 2

Ask one of your friends the same questions as in exercise I and write paragraphs about him/her..

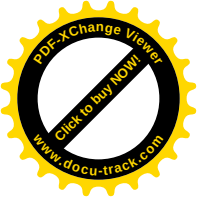
II. Descriptions of Places

As a writer, you have to observe a scene around you with great care; and you have to present it faithfully so readers know exactly what you see. Selecting some places filled with colors, noises and people in the midst of actions, you will present a scene that is clear and vivid for any reader to appreciate.

Look at the following sample descriptive paragraphs, describing different places, and examine how they are written.

Example 1:

My bedroom is very cozy. It is a small room with thick carpeting and light blue walls. Below the north window is my double bed covered with an imitation of leopard skin bedspread. To the left of the bed against the wall is a nightstand with a reading lamp, an alarm clock, and a



portable radio. At the foot of the bed is a wooden stand holding my black-and-white TV. Behind the wooden stand and in front of the closet are three comfortable armchairs. On the east and west walls posters of famous historical and geographical sites are plastered. The holy cross bearing the crucifixion of Christ is hung to the wall along side the portrait of Virgin Mary embracing infant Christ...

Example 2

The front of my apartment building is quite attractive. Three tall, full poplar trees grow beside the sidewalk and shade the small yard. The east half of the yard is enclosed by a white wrought-iron fence and inside the fenced area is a round, sunken cement wading pool, a redwood picnic table with attached benches, and a built-in used brick barbecue pit. The west half of the yard is a manicured bluegrass lawn bordered with blue and yellow pansies. Below the front windows of the building is a beautiful rose garden blooming with red, white, yellow flowers. A cobblestone walkway separates the rose garden from the yard area. The front of the two story-building has a fresh coat of light tan paint with dark brown doors and matching window trim. The sloping red-tile roof overhangs the building a couple of feet and adds to the Spanish style. The entire area is clean, colorful, and nicely laid out.

The following words can help you to write a good description paragraph:

Helper Words:

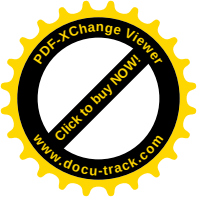
Prop ertie s	Measure ment	Ana logy	Location
size	height	is like	in
colo ur	length	rese mbles	above
shap e	width		below
purp ose	mass/we ight		beside
	speed		near
			outside
			north/east/south/ west

Hint 1: Describe where Ethiopia's industry is located.

Location

in

Example: Most of Ethiopia's manufacturing companies are located **in** Addis Ababa and Akaki.

**above**

Example: Addis Ababa is eight thousand feet **above** sea-level outside

Example: Many new manufacturing are being built **outside** the city.

beside

Example: Akaki is located **beside** Addis Ababa

near

Example: Most of the trade centers of the companies are located **near** Mercato

south

Example: Akaki is **south** of Addis Ababa.

The Argumentative Paragraph

Dear learners, do you know that our life is full of argument? And do you realize that the success of our life depends largely on our ability to argue and convince people?

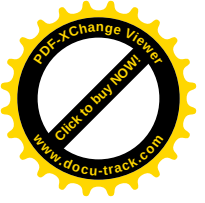
It seems that argumentation begins at earlier years of our life. For example, I saw my 2 years old daughter yesterday trying to convince her mother to breastfeed her. When my wife said her no, the child said, “Mom, shall I die?” So the mom was convinced and gave her what she wanted. Isn’t it surprising?

Dear student, perhaps the first sound you hear every morning when you wake up is argument. When you wake up, you hear priests preaching people to do some activities and not to do others, don’t you? The priests might say, “If you have two clothes, give one for the poor..... otherwise, when you go to the true world, you will be burnt....” So, you will be convinced to give some coins for the poor, won’t you?

Do you remember the last election campaign? Candidates were having some symbols, and they were saying some words like, “My symbol is a candle. As a candle burns to give light, I will also burn to serve you. So, elect me...” I hope you do remember. They were arguing to convince you so that you could elect them.

Argument is a pattern of development in which the writer attempts to support a controversial point or defend a position on which there is a difference of opinion. When one writes argumentation, his main purpose is to convince his reader about some issue, to persuade his reader to take some action. The writer presumes that he and his readers hold different position on a subject. The writer attempts to convince readers through logical reasoning. This argumentation is a process of reasoning in which a series of facts and judgments are arranged to establish a conclusion.

Look at the following model argumentative paragraphs, and notice how they are organized.



Writing Your Concession Paragraph

Usually, the first sentence of the paragraph will introduce the concession argument with transition words or phrases. Some useful transitions are: although, admittedly it is true that, it is often argued that. For example: "It is often argued that school uniforms improve academic performance."

Develop the argument in the next couple sentences. Take the points from the outline you developed of the argument, and put them into sentence form. Building on the example above, we get: "It is often argued that school uniforms improve academic performance. Students are less distracted by worrying about having the right clothes to fit in, which means they can concentrate more fully on academic subjects."

Introduce your rebuttal of the concession argument. Sometimes, transition words are useful. They can include words such as "nevertheless," "however," or longer phrases that introduce your counterargument such as "what this opinion fails to take into account is that..." Building on our paragraph above, we get: "This argument does not take into account the fact that teenagers will worry about their looks no matter what they are wearing. They will try to modify and accessorize their school uniforms, as well as changing their hairstyles to fit in with their friends."

Write a concluding sentence. The conclusion should summarize why the counterargument does not hold water.

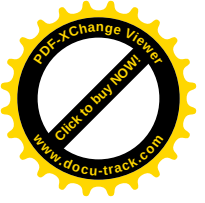
Here is the complete paragraph we've been writing, including the conclusion:

"It is often argued that school uniforms improve academic performance. Students are less distracted by worrying about having the right clothes to fit in, which means they can concentrate more fully on academic subjects. This argument does not take into account the fact that teenagers will worry about their looks no matter what they are wearing. They will try to modify and accessorize their school uniforms, as well as changing their hairstyles to fit in with their friends. School uniforms can not stop teenagers from worrying about their appearances."

Example 2: Gun ownership

Main premise: The government should introduce tighter gun controls

Jack Spring thinks that everyone should have the right to own a gun but I don't agree with him. People like him think that the government is infringing our democratic rights when it restricts gun ownership. They think that most people who own guns are responsible citizens who keep the guns for sport and recreation. They also think that the police are unable to stop violent crime and we need guns to protect ourselves. But I think he's wrong. I agree with Josephine Bluff who thinks that guns increase the amount of violent crime in the community. I also think that human



life is worth more than sporting shooters right to go shooting on the weekend. And I also think that many of the guns that are kept around the house end being used in violent domestic disputes or teenage suicides.

Example 3: University Fees

Main premise: Students should have to pay fees for university courses

Joan Sprat (1989:13) argues that the government should provide free university education because such education benefits the whole community. She asserts that the skills that students learn at university are important for the future social and economic development of our nation. Therefore, so this argument goes, the government should invest money in education as it does with other vital resources. According to this argument, when students are forced to pay for their education themselves fewer of them will enroll in higher education courses. However, as John Dawkins (1988:1) explains the government is able to invest the money it gets back into the higher education system so that overall quality is improved. Furthermore, there is money to fund more places for students so that in the future we will not have the shortage of places we had in the past. Moreover, it is unreasonable to expect taxpayers to pay for students' education when those students get well-paid professional jobs after they graduate.

The Narrative Paragraph

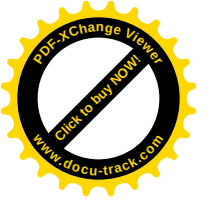
Narrative writing tells a story. In paragraph the narrative writing could also be considered reflection or an exploration of the author's values told as a story. The author may remember his or her past, or a memorable person or event from that past, or even observe the present.

When you're writing a narrative paragraph, loosen up. After all, you're basically just telling a story to someone, something you probably do every day in casual conversation. Use first person and talk it through first. You might even want to either tape record your story as if you were telling it to someone for the first time or actually tell it to a friend.

Once you get the basic story down, then you can begin turning it into a paragraph. If you feel that you lack life experience, then you may choose to write about someone else or write about an observation you've made about a recent event. You could write about your children, your parents, or your favorite sport or hobby. The important aspect to remember is that you should have a story. **In a successful narrative paragraph, the author usually makes a point.**

Features

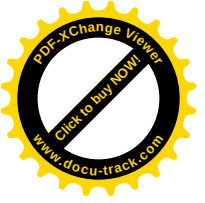
- ◆ The story should have an introduction that clearly indicates what kind of narrative writing it is (an event or recurring activity, a personal experience, or an observation), and it should have a conclusion that makes a point.



- ◆ The writing should include anecdotes. The author should describe the person, the scene, or the event in some detail. It's okay to include dialogue as long as you know how to punctuate it correctly and as long as you avoid using too much.
- ◆ The occasion or person described must be suggestive in that your description and thoughts lead the reader to reflect on the human experience. For instance, I read an excellent student essay that told the story of a young woman forced to shoot several wolves that were attacking her cattle. She told her story and included the inner struggle she faced as she made the choice of saving the cattle or saving the wolves. She shot the wolves, but learned that whatever her choice had been, she would not have been comfortable with it. One of life's lessons is that sometimes there is no right choice, and that was the point of the paragraph.
- ◆ The point of view in narrative essays is usually first person. The use of "I" invites your readers in to an intimate discussion.
- ◆ The writing in your paragraph should be lively and show some style. Try to describe ideas and events in new and different ways. Avoid using clichés. Again, get the basic story down, get it organized, and in your final editing process, work on word choice.

There is very little mystery to writing the personal narrative paragraph. There is no proper topic for such an essay. An essay can be about a variety of personal experiences. You, the writer, have the right to say what you want about your personal experience. You can write about anything – My child hood, My old neighbors you spent the past with, the harrowing experience of being stuck in an elevator, the best Christmas you ever had, the worst day of your life. No topic or subject is off-limits; therefore there are endless opportunities to write an essay about your personal, point-of-view of what happened. Often the reason behind wanting to write a personal paragraph is unclear. Once the writing begins and the events are recorded and recounted it becomes clear that the writer is searching to find the meaning, the universal truth, the lesson learned from the experience. When writing, rewriting and good editing coalesce, a personal narrative essay becomes a beautiful thing. It shows how the past or a memory's significance affects the present or even the future.

We all have stories to tell. But facing a blank page is intimidating. Knowing where to begin becomes a real dilemma. A good place to start is with the word I. Write I was, I saw, I did, I went, I cried, I screamed, I took for granted. I is an empowering word. Once you write it on the page it empowers you to tell your story. That's exactly what you are going to do next. Tell the story. Get it all out. Don't worry about how many times I appear in the text. Don't worry how scattered and unfocused thoughts are. Write however your mind tells you to write. This style is often called freewheeling writing or stream of consciousness. Once the story is all down on paper you will go back and begin to shape the paragraph into a form that says exactly what you want it to say about your experience. If you're discouraged over what you've written, back away from it. Let it rest. Take a walk. Do something that distracts your mind from writing the paragraph. Many writers find that even while doing something other than writing, their writing mind continues to work out what needs to be said and continues to uncover the multi-layered associations and voices of what they're writing about.



Personal narrative paragraphs are essentially non-fiction stories, ones that are neatly arranged like a road map that take the reader from point A to point B to point C. In life, and in our own personal experience, things aren't so straightforward as A-B-C. Characters, facts, places, conversations and reporting what happened, where you went, what you saw and what you did isn't always so neatly pulled together. That is your job, as the writer, to pull together all the elements so they bring the reader to the universal truth, the lesson learned or insight gained in your experience. How do you do this? Through re-writing and re-writing.

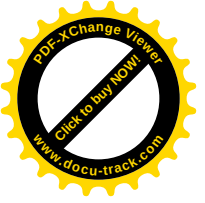
Each time you redo the story more will be revealed to you. You will get "in touch" with the universal truth. Every rewrite of the story will lead you to the aha! Once you get the aha! the next rewrite will show dramatic improvement. You will be able to arrange events into a chronological sequence that best suits the aha!. When you know the aha! create events, think up examples to better illustrate the theme of your essay. Use the senses when describing anything. Example, It was a stellar day. The air had a salty tang to it as it blew off the ocean. Little white caps broke not more than twenty feet out then rushed to meet the shore. Above me sea gulls screeched and circled in a cloudless blue sky. The sun was in its Spring zenith.... The more descriptive language you use, the more you will place the reader right there in the experience with you. Colorful or hard-driving languages are the tools of the paragraphist.

Paragraph writing forces you to shape your experience until it can be fully understood by others. Use every tool available in the writing craft. Construct dialogue, use metaphors but most importantly, use language with a wide breadth of sensory detail. If you find yourself getting lost, stop writing. Start reading other essays. Every issue of Reader's Digest always has at least two. Read eight back issues of a magazine with personal narrative essays in their content. By osmosis, you'll get the feel of how essays are constructed. Go back and do the rework on yours. Include dialogue, include examples that best support or illustrate the aha! of the experience you're writing about. Beef up the description of a character. Give them succinct, meaningful dialogue that pushes the reader closer and closer to the aha! of your essay.

The next step is to get feedback on what you have written. If someone close to you or someone really intimate with the experience you've written about says, "Hey, that's not the way it happened," don't worry. Little white lies are serving to drive the aha! of the experience into the mind of the reader. Your truth is embedded in your writing. To enable the reader to visualize or grasp the concept, little white lies are a necessity. Listen to the responses of readers, then go back and rewrite the portions that were unclear to the reader.

Next, have someone read the essay aloud to you or you read it aloud into a tape recorder.

Listen to the flow of words. Listen to where the reader stumbles. Listen where pauses fall. Listen to where the reader runs out of breath. These are all clues as to where more refining or tweaking need to be done. Go back and do it! You are close to sitting back in the chair and saying, "Yes! This is exactly what I wanted to say about what I experienced." It is a beautiful feeling. Work to achieve it.



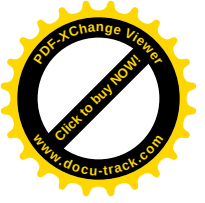
To recap how to write a personal narrative paragraph follow these points:

- ◆ Write “I” on a blank page.
- ◆ Tell the story as it flows from your mind.
- ◆ Let the story rest in its scattered, unfocused form.
- ◆ Begin rewriting. Shaping events in a way to best suit what you want to say.
- ◆ Rejoice when the aha! of your experience is revealed.
- ◆ Re-write, re-write, and re-write. Little white lies are okay.
- ◆ Use language that is full of words that tap into the senses.
- ◆ Get feedback from a reader.
- ◆ Re-write.
- ◆ Have the essay read aloud. Listen.
- A. Fine tune and tweak.
- ◆ Grin from ear-to-ear when everything on the page reveals the aha! in the experience perfectly.
- ◆ And – Kudos on a job well done!

As one of the modes of writing, the narrative offers writers a chance to think and write about themselves, to explain how their experiences lead to some important realization or conclusion about their lives or about the world in general. Each of us has memories of times that have been meaningful, of times that have taught us lessons about ourselves or others. Through the narrative essay, we have the chance to record those experiences as the supporting evidence to substantiate our new understanding.

Two crucial first steps in planning a narrative essay are **selecting an incident worthy of writing about and finding the central, relevant, salient point in that incident.** To do this, writers might ask themselves what about the incident provided new insights or awareness primarily for themselves (but possibly for others too). Finally, writers incorporate details which will make the incident real for readers.

Also, a **narrative paragraph** can be an effective, interesting way to integrate significant background information into a variety of different essay types. Even if the essay as a whole primarily uses another method of development, the narrative paragraph can be incorporated into an essay to support a topic sentence in a particular paragraph and to establish a bit of ethical appeal at the same time. I am thinking here of how effectively former Presidents Ronald Reagan and Bill Clinton were at incorporating some small personal narratives into speeches, press conferences, or interviews. Both might be talking about a larger subject, say the economy, and both would slip in a small aside about a conversation they had had with a local merchant, who taught them how important it was to push the particular economic program that the President was advocating in the larger speech. What's more, such narrative additions can help you as the writer create ethical appeal with your audience: the readers often look at such personal narrative favorably, seeing them as a touch of "realism" in an otherwise dry, esoteric, or abstract discussion.



However, whether you use narrative as the rhetorical mode of discourse as a whole or just of a single paragraph within a discourse, there are some principles and conventions of the narrative that readers commonly expect.

Once you have chosen your subject, you should keep two principles in mind.

Find a generalization which the story supports. This is crucial, and perhaps the defining characteristic between a narrative-as-story and a narrative-as-paragraph. The generalization will be the thesis of your paragraph, will say something that the story itself then illuminates or shows to be true. This generalization can be quite personal; it does not have to capture a truth about humanity as a whole or about the essence of the human condition. It simply needs to capture a truth about your life and use the story, the narrative experience, to illustrate its importance to you. In this way, it then has meaning to the readers as well.

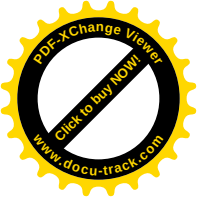
Remember that ultimately you are writing a paragraph, not simply telling a story.

Remember to incorporate details of your story that not only illuminate your thesis, but also engage your readers' imagination and make the story "real" for them as well.

Conventions of Narrative paragraph

In writing your narrative paragraph, keep the following conventions in mind.

- ◆ Narratives are generally written in the first person singular, i.e., *I*. However, third person (*he*, *she*, or *it*) can also be used. Which person you use most often is a function of whose perspective is being captured in the narrative. If it's your story, use *I*; if it's a story about what happened to a friend, use *she*. That's logical and simple.
- ◆ Yet, writers can and do play with perspective for stylistic effect. For example, Jeffrey Zeldman writes his web blog in the first person *plural*, using *we* to refer to himself. (This is a device often called the "royal *we*" since a former British monarch had a propensity for referring to herself in the first person plural, as in "We are not amused." This effect helps Zeldman create a distinctive narrative voice, at once a bit humorous and friendly, at the same time.
- ◆ However, be consistent. If you begin your narrative in the first person singular, say, use that throughout.
- ◆ Narratives rely on concrete, specific details to make their point. These details should create a unified, dominant impression. Again, see specific details for more information.
- ◆ Narratives, as stories, should include these story conventions: a plot (so tell your readers what is happening), including setting and characters; a climax (a peak experience often leading to the thesis, the important realization); and an ending (explaining how the incident resolved itself, also alluding to how the narrative's thesis comes to its full realization).
- ◆ Speaking of narrators, although the first or third person singular is the most common narrative voice in a narrative essay, other possibilities exist as well. Consider using interpolated tale (a "twice told tale") to add some flair. An interpolated tale, used by the likes of none other Charles Dickens and Joseph Conrad, are stories within stories, where the character in one story goes on



to tell a story that illuminates and adds meaning to the larger story as well. It's a tricky effect to pull off, but a nice effect when used well.

- ◆ Speaking of plot, remember that most stories follow a simple time line in laying out the narrative. Chronological order is the rule. So feel free to break that rule, when appropriate, if you can think of a way use a different time order to enhance your story. For example, flashbacks are a wonderful device to merge the present and the past all at once.
- ◆ Speaking of characters, it is often true that the most memorable characters are those who have flaws. So feel to use stories that reveal human weakness as well.

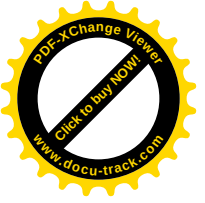
Narration - is a discourse in which a writer tells the story of something that happened. It is concerned with describing a series of events, happenings or incidents which may be either real or imaginary that lead to a conclusion. It is the kind of writing most people habitually turn to recreation, it is found in short stories and novels as well as in news stories and essays. Rarely does narrative writing occur in pure form; most often it includes description and exposition for additional interest. It usually involves some kind of conflict, its resolution and conclusion.

Example 1

Senait is a very determined woman who gets what she wants. When she was forty-eight years old, she went to college for the first time. She received a bachelor's degree in science in four years. At age fifty-two, she entered medical school, and she was the oldest student in her class. She spent six years in medical school and finished in the top twenty-five percent of her class. At fifty-eight, she began interning in the Black Lion Hospital working ten-hour shifts in the emergency ward. When she completed her internship, she stayed on in the emergency ward as a fully licensed physician. This was the most thrilling achievement of her life. She worked at Menelik Hospital for three years and then opened a higher clinic in her hometown of Awassa. She practiced medicine until she was seventy-five years old. And she is a truly remarkable person.

Example 2

When I was about five years old, I remember doing a lot of exciting things. We had a large mango trees growing behind our house, and my sister and I climbed them in the summer. One time I fell out of one of the trees and landed on my head, but I was not badly hurt. We also played baseball in the backyard with the neighbor kids, and I remember we used my mother's dishes for home plate and the bases. We rode our bikes all over the north end of the town, and we raced through the alleys after a train, splattering water and mud to each other. The high school was only a block away, so we walked there in the summer, jumped the fence, and skated around the cement corridors until a custodian chased us out. Finally, there was a big vacant lot beside our house where we played cowboys and country men almost every Saturday. It seems like I did nothing but play when I was young.



A brief summary of how to write a Narrative Discourse:

Purpose: The narrative paragraph tells about one main incident or happening. The author brings the incident to life so the reader shares the experience. It should be written in *logical order*. It describes what a person does over a period of time.

- ◆ Have a topic sentence that *arouses* the reader's interest. You can describe a scene or introduce characters.
- ◆ Build your paragraph around *one* main incident. Here is where your action takes place.
- ◆ Write the event in the *order* that it occurred. *Do not* skip around.
- ◆ Your ending should *satisfy* your reader's expectations. Bring your paragraph to a close.

Signal Words and Phrases:

next, then, while, after, first after while, a little later, at the same time, during the morning, later that night

. Expository Paragraph

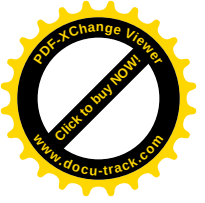
Exposition is patterns of development that expresses or explains an idea, object or phenomenon. In expositions, the material which is communicated is primarily information, i.e., the writer provides information about and explains a particular subject. So when you write exposition, your purpose is to make clear to the reader that how something works, how something is made, or how something happened. patterns of development within exposition include giving *examples*, detailing a *process* of doing or making something, analyzing *causes and effects*, *comparing and/or contrasting*, *defining* a term or concept, and dividing something into parts or *classifying* it into categories.

Expository Paragraph Frames

As it is mentioned above expository paragraph frames provide a structure for retelling information presented in expository text. They are based on the principle that information in exposition is structured in a way that is logical and serves to make the information clear to the reader. In effect, the organizational structure-- the composition-- of the text provides the structure for its comprehension. If this is to be true, however, the student needs to be familiar with the various structures that authors employ and to have practice in utilizing those same structures in comprehension. The purpose of expository paragraph frames is to teach students the structures of text they can expect to encounter in what they have to read.

There are **five basic ways** in which authors may choose to organize information in expository text:

- a. **Description**-- in which a topic is introduced and followed by its attributes;
- b. **Sequence**-- in which a topic is introduced and followed by details that need to be presented in an order;



- c. **Cause/effect**-- in which an event or act and its effects are described;
- d. **Comparison/contrast**-- in which the similarities and differences in two or more things are presented;
- e. **Problem/solution**-- in which a problem is presented followed by one or more solutions.

For example, consider the following introductory paragraph from Microsoft's *Encarta*, a multimedia encyclopedia; provides information about and explains how the body works: The Circulatory System

Blood from the entire body is transported to the right auricle through two large veins: the superior vena cava and the inferior vena cava. When the right auricle contracts, it forces the blood through an opening into the right ventricle. Contraction of this ventricle drives the blood to the lungs. Blood is prevented from returning into the auricle by the tricuspid valve, which completely closes during contraction of the ventricle. In its passage through the lungs, the blood is oxygenated, that is, saturated with oxygen; it is then brought back to the heart by the four pulmonary veins, which enter the left auricle. When this chamber contracts, blood is forced into the left ventricle and thence by ventricular contraction into the aorta. The bicuspid, or mitral, valve prevents the blood from flowing back into the auricle, and the semi-lunar valves at the beginning of the aorta stop it from flowing back into the ventricle. Similar valves are present in the pulmonary artery.