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Academic Writing

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PART I

Writing a Paragraph

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Chapter 1

Paragraph Structure

Introduction

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- A paragraph is a group of related sentences that discuss one (and usually only one) main idea. A paragraph can be as short as one sentence or as long as ten sentences. The number of sentences is unimportant; however, the paragraph should be long enough to develop the main idea clearly.
- We mark a paragraph by indenting the first word about a half inch igram tfel eht morf (retupmoc ro retirwepyt a no secaps evif)n.

(P.3)

Gold

¹Gold, a precious metal, is prized for two important characteristics. ²First of all, gold has a lustrous¹ beauty that is resistant to corrosion.² ³Therefore, it is suitable for jewelry, coins, and ornamental purposes. ⁴Gold never needs to be polished and will remain beautiful forever. ⁵For example, a Macedonian coin remains as untarnished³ today as the day it was made 25 centuries ago. ⁶Another important characteristic of gold is its usefulness to industry and science. ⁷For many years, it has been used in hundreds of industrial applications, such as photography and dentistry. ⁸The most recent use of gold is in astronauts' suits. ⁹Astronauts wear gold-plated heat shields for protection when they go outside spaceships in space. ¹⁰In conclusion, gold is treasured not only for its beauty but also for its utility.

The Three Parts of a Paragraph

- All paragraphs have a topic sentence and supporting sentences, and some paragraphs also have a concluding sentence.
- The topic sentence states the main idea of the paragraph. It not only names the topic of the paragraph, but it also limits the topic to one specific area that can be discussed completely in the space of a single paragraph. The part of the topic sentence that announces the specific area to be discussed is called the controlling idea.

(P.3)

- **Ex:**

TOPIC

CONTROLLING IDEA

Gold, a precious metal, is prized for **two important characteristics**.

The Three Parts of a Paragraph

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- Supporting sentences develop the topic sentence. That is, they explain or prove the topic sentence by giving more information about it.

Ex: First of all, gold has a lustrous beauty that is resistant to corrosion.

- The **concluding** sentence signals the end of the paragraph and leaves the reader with important points to remember:

Ex: In conclusion, gold is treasured not only for its beauty but also for its utility.

The Topic Sentence

- A topic sentence is the most important sentence in a paragraph. It briefly indicates what the paragraph is going to discuss. For this reason, the topic sentence is a helpful guide to both the writer and the reader. The writer can see what information to include (and what information to exclude). The reader can see what the paragraph is going to be about and is therefore better prepared to understand it.
- Here are three important points to remember about a topic sentence.
 1. A topic sentence is a complete sentence; that is, it contains at least one subject and one verb. The following are not complete sentences because they do not have verbs:

Driving on freeways.

How to register for college classes.

The rise of indie films.

The Topic Sentence

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2. A topic sentence contains both a topic and a controlling idea. It names the topic and then limits the topic to a specific area to be discussed in the space of a single paragraph.

Ex:

TOPIC CONTROLLING IDEA
Driving on freeways requires skill and alertness.

TOPIC CONTROLLING IDEA
Registering for classes can be a frustrating experience for new students.

3. A topic sentence is the most general statement in the paragraph because it gives only the main idea. It does not give any specific details. A topic sentence is like the name of a particular course on a restaurant menu.

Ex:

The Arabic origin of many English words is not always obvious

The Topic Sentence

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Position of Topic Sentences

- The topic sentence is usually (but not always) the first sentence in a paragraph. Experienced writers sometimes put topic sentences in other locations, but the best spot is usually right at the beginning. Readers who are used to the English way of writing want to know what they will read about as soon as they begin reading.
- Sometimes a topic sentence comes at the end. In this case, the paragraph often begins with a series of examples (p.5 + ex on such a case)
- (P.6) Group 1 (already solved) , Group 2 (must be solved)

Group 3, 4 (Homework)

Homework (P.10)

When you write a topic sentence, remember these three points:

1. A topic sentence must be a complete sentence, with a subject and a verb.
2. A topic sentence should be neither too general nor too specific. If it is too general, the reader cannot tell exactly what the paragraph is going to discuss. If it is too specific, the writer will not have anything to write about in the rest of the paragraph.
3. A topic sentence should not have unrelated controlling ideas.

Practicing on choosing the best T.S & C.I

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Ex: **Rice** is easy to prepare

- The reader immediately knows that this paragraph will discuss how easy it's to prepare convenience food and perhaps give some examples (soup, sushi, dinners and so on).

Ex: There are many reasons why pollution in **ABC Town** is the worst in the world.

Ex: To be an **effective CEO** requires certain characteristics

Note: When you choose the **C.I** , you have to take into consideration the arrangement of the idea. (P.9, practice 2)

Practicing on choosing the best T.S & C.I

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- Go to Page.7
 - P 1 & P2 (DO)
 - P 3 & 4 (H.W)
- Go to Page .10
 - P.1 (DO)
 - P2 & P3 (H.W)

Supporting Sentences

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- Supporting sentences explain or prove the topic sentence.
- There are several kinds of specific supporting details: **examples, statistics, and quotations.**

Example

- Examples are perhaps the easiest kind of supporting detail to use because you can often take examples from your own knowledge and experience. You don't have to search the library or the Internet for supporting material. Furthermore, examples make your writing lively and interesting, and your reader is more likely to remember your point if you support it with a memorable example.
- Words and phrases that introduce examples include for ***example, for instance, and such as.***

(P.12)

Page 11-12 Practice 4/

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- Step 1 Read Paragraphs A and B about red-light running. Notice the different specific supporting details that have been added to Paragraph B.
- Step 2 Locate the topic sentence in Paragraph B. Circle the topic and underline the controlling idea.
- Step 3 Which supporting sentences in Paragraph B contain the kinds of details listed below? Give the sentence numbers of each kind.
- An example: _____
- A statistic: _____
- A quotation: _____

Samples

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- **Paragraph A: Paragraph without Support**
 - **Red-Light Running**
- Although some people think that red-light running is a minor traffic violation
- that is no worse than jaywalking, it can, in fact, become a deadly crime. Red-light
- runners cause accidents all the time. Sometimes people are seriously injured and
- even killed. It is especially a problem in rush hour traffic. Everyone is in a hurry
- to get home, so drivers run red lights everywhere. The police do not do much
- about it because they are too busy. The only time they pay attention is when
- there is an accident, and then it is too late. In conclusion, running a red light is
- a serious offense.

Samples

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- Paragraph B: Paragraph with Support

- **Red-Light Running**

Topic

Controlling
idea

- "Although some people think red-light running is a minor traffic violation that is no worse than jaywalking, it can, in fact, become a deadly crime. Red-light runners

statistics

- cause **example** s of accidents, including deaths and injuries as well as millions of dollars in damages. **Each year more than 900 people die, and nearly 200,000 are injured in crashes that involve red-light running. Motorists run red lights all the time. for example, in Fairfax, Virginia, a five-month-long survey at five busy intersections revealed that a motorist ran a red light every 20 minutes.** Red-light runners are seldom caught. According to the Insurance Institute for Highway Safety,

Quotation

- "Communities don't have the resources to allow police to patrol intersections as often as would be needed to ticket all motorists who run red lights"

The Concluding Sentence

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- A concluding sentence serves two purposes:
 1. It signals the end of the paragraph.
 2. It leaves the reader with the most important ideas to remember. It can do this in two ways: By summarizing the main points of the paragraph or By repeating the topic sentence in different words
- A paragraph does not always need a concluding sentence. For single paragraph, especially long ones, a concluding sentence is helpful to the reader because it is a reminder of the important points. However, a concluding sentence is not needed for every paragraph in a multi-paragraph essay.

There are many expressions (signals) that are used to indicate a concluding sentence :

End-of-Paragraph Signals followed by a comma:

- Finally,
- In brief,
- In conclusion,
- Indeed,
- In short,
- Lastly,
- Therefore,
- Thus,
- To sum up,

End-of-Paragraph Signals Not Followed by a Comma

- The evidence suggests that
- There can be no doubt that... .
- These examples show that... .
- We can see that ...

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The Concluding Sentence

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Notes:

- Many writing teachers think In conclusion and In summary are overused and so will not want you to use them
- Do not use the phrase at last as an end-of-paragraph signal. At last means "at the end of a long period of time," as in this sentence: At last, you've come home.
- Never introduce a new idea in the concluding sentence.

INCORRECT

In conclusion, there are many other legends like this one in Hawaii.

(This is a new idea.)

Review

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These are the important points covered in this chapter:

1. A good topic sentence

Is a complete sentence with a subject, a verb, and a controlling idea.

Is neither too general nor too specific. It clearly states the main idea of the paragraph but does not include specific details.

Is usually the first sentence in the paragraph.

2. Good supporting sentences

Explain or prove the topic sentence.

Are specific and factual.

Can be examples, statistics, or quotations.

3. A good concluding sentence

Signals the end of the paragraph.

Summarizes the important points briefly or restates the topic sentence in different words.

Paraphrase and Summary

Ch.8

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Paraphrase and Summary

- Writing paraphrases and summaries are important tools in academic writing.
- When you paraphrase, you rewrite information from an outside source in your own words without changing the meaning. Because you include in your rewriting all or nearly all of the content of the original passage.

What is meant by paraphrase?

- A paraphrase is rewriting a piece of text in your own words, while retaining the meaning. It is usually similar in length to the original text.
- Paraphrase is the art of rewriting information and ideas from your reading in your own words. It is better to paraphrase rather than quote directly as explaining ideas in your own words.

Three Keys to write a paraphrase

There are three keys to writing a good paraphrase:

- 1) Use your own words and your own sentence structure.
- 2) Make your paraphrase approximately the same length as the original.
- 3) Do not change the meaning of the original.

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Fakhri

Paraphrasing

You can write a good paraphrase if you follow these steps:

- 1) Read the original passage several times until you understand it fully.
- 2) It helps to take notes. Write down only a few words for each idea.
- 3) Write your paraphrase from your notes.
- 4) Check your paraphrase against the original to make sure you have not copied vocabulary or the sentence structure too closely.
- 5) Add an in-text citation at the end.

Paraphrasing

Original Passage

Language is the main means of communication between peoples. But so many different languages have developed that language has often been a barrier rather than an aid to understanding among peoples. For many years, people have dreamed of setting up an international universal language which all people could speak and understand. The arguments in favor of a universal language are simple and obvious. If all peoples spoke the same tongue, cultural and economic ties might be much closer, and good will might increase between countries (Kispert).¹

Paraphrase

Humans communicate through language. Because there are so many different languages, however, people around the world have a difficult time understanding one another. Some people have wished for a universal international language that speakers all over the world could understand. Their reasons are straightforward and clear. A universal language would build cultural and economic bonds. It would also create better feelings among countries (Kispert).

Documentation

It refers to the process of citing sources and references used in preparing a research paper or study. Its purpose is to enhance the credibility of the research, protect intellectual property rights, and enable readers to locate the original sources.

Basic Types of Documentation

In-text Citation:

Mentioning the source directly within the text (author's name, year of publication, and page number if applicable).

➤ Example: (Smith, 2023, p. 45).

Reference List:

A list of all sources cited in the research paper, arranged alphabetically at the end of the document, according to the adopted citation style.

Citation Styles

APA: Social sciences and psychology.

MLA: Humanities, especially literature.

Chicago: History and arts.

Harvard: General use, especially in the UK.

IEEE/Vancouver: Sciences, engineering, and medicine.

APA

(American Psychological Association)

Field: Social Sciences (e.g., Psychology, Sociology)

Characteristics:

- Author-date format in-text (e.g., *Smith, 2023*)
- Reference list at the end, arranged alphabetically
- Focuses on dates to highlight current research

Example:

• In-text citation: (Smith, 2023, p. 45)

Reference list:

Smith, J. (2023). *Understanding human behavior*.
Oxford University Press.

Paraphrasing & Documentation

SAMPLE 1

Original Paragraph:

Linguistics is the scientific study of language, focusing on its structure, meaning, and context. It explores how languages function, evolve, and are processed by humans. This includes the study of syntax, phonetics, semantics, and pragmatics (Year :2022 , Author : Johnson , P.N: 45)

Paraphrased & Documented :

Linguistics is the scientific study of language that examines its structure, meaning, and use in context. It includes the analysis of syntax, phonetics, semantics, and pragmatics to understand how languages operate and evolve. This field also explores how humans acquire and process language (Johnson, 2022,p.45).

Paraphrasing & Documentation

SAMPLE 2

Original Paragraph:

Literature encompasses various written works, such as novels, poetry, and drama, that are appreciated for their cultural, intellectual, and artistic importance. It offers a reflection of human emotions, experiences, and societal values, helping to understand the complexities of life across different eras(2023,smith, p. 45).

Paraphrased & Documented :

Literature consists of written works such as novels, poems, plays, and essays that are recognized for their cultural, intellectual, or artistic value. These works reflect human emotions, experiences, and societal values, offering a deeper understanding of the world and the human condition across different time periods and cultures(smith,2023, p. 45).

What is plagiarism?

Plagiarism is when you copy directly from someone else's without acknowledging (citing) the original author. In other words, it appears as if the work is all your own. In academic writing, it is considered to be as serious as cheating on an exam.

Plagiarism

It is important to learn how to use information from outside sources without committing plagiarism. *Plagiarism is wrongly using someone else's words or ideas, and it is a serious offense.*

There are two kinds of plagiarism.

1. When you use information from an outside source *without citing the source* (telling where you got the information), you are guilty of plagiarism.
2. Even when you cite your source, *if your paraphrase is too similar to the original*, you are guilty of plagiarism.

Practice

Original Passage

Language is the main means of communication between peoples. But so many different languages have developed that language has often been a barrier rather than an aid to understanding among peoples. For many years, people have dreamed of setting up an international universal language which all people could speak and understand. The arguments in favor of a universal language are simple and obvious. If all peoples spoke the same tongue, cultural and economic ties might be much closer, and good will might increase between countries (Kispert).¹

Practice

Unacceptable Paraphrase 1

Humans communicate through language. However, because there are so many languages in the world, language acts as an obstacle instead of as an aid to understanding. People have long wished for a universal international language that speakers all over the world could understand. A universal language would certainly build cultural and economic bonds. It would also create better feelings among countries.

Unacceptable Paraphrase 2

Language is the principal means of communication between peoples. However, because there are numerous languages, language itself has frequently been a barrier rather than an aid to understanding among the world population. For many years, people have envisioned a common universal language that everyone in the world could communicate in. The reasons for having a universal language are clearly understandable. If the same tongue were spoken by all countries, they would undoubtedly become closer culturally and economically. It would probably also create good will among nations (Kispert).

Practice

- Paraphrase 1 is plagiarism because the source is not cited. Paraphrase 2 is plagiarism because it is too similar to the original passage. For example, in the first sentence, only one word has been changed: main replaces principal.
- In the second paragraph, only a few words have been changed. You can avoid the first kind of plagiarism by always citing your sources. You can avoid the second kind of plagiarism by learning how to paraphrase correctly

What is a summary?

- A summary is a description of the main ideas of a text, and so it is shorter than the original text. A journal article might be summarized in a single paragraph, for example, or a whole book summarized in a few paragraphs.
- If you retelling only the most important points and leaving out the details-it is **a summary**.

Summarizing

- Another way to use borrowed information from an outside source is to summarize it. When you retell a story that someone has told you, you repeat the story in your own words.
 - If your retelling is about the same length as the original, it is a paraphrase.
 - If you shorten the story retelling only the most important points and leaving out the details-it is a summary.
- There are three keys to write a good Summary:
1. Use your own words and your own sentence structure.
 2. Remember that a summary is much shorter than a paraphrase.
 3. Do not change the meaning of the original.

Steps

to make summary

The steps for writing a summary are similar to those for writing a paraphrase.

- **Step 1:** Read the original passage several times until you understand it fully.
- **Step 2:** Decide what the important ideas are. It helps to underline important ideas . It also helps to take notes. Write down only a few words for each idea-not complete sentences.
- **Step 3:** Write your summary from your notes. Don't look at the original while you are writing.
- **Step 4:** Check your summary against the original to make sure you have not changed the meaning.

Review

These are the Important points you should have learned from this chapter:

1. In academic writing, you are expected to use information from outside sources to support your ideas. In addition to using quotations, you may also use paraphrases and summaries.
 - Paraphrase: Re-write the author's meaning in your own words. Include all or almost all of the ideas that are in the original. Change the sentence structure and substitute synonyms where possible to avoid plagiarizing.
 - Summary: Condense writer's words and summarize the main ideas in as few of your own words as possible.
2. Keep in mind that the U.S. system of education values students' original thinking and writing. Use outside sources to support your own ideas. Don't write a paper that contains only the ideas of others.
3. Don't just drop a paraphrase or summary into your paper. Make the connection between the borrowed information and your idea clear.
4. Document your sources to avoid plagiarizing and to help the reader find the sources of your information.

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Unity and Coherence

Chapter 2

Introduction

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- An important element of a good paragraph is **unity**. Unity means that a paragraph discusses one and only one main idea from the beginning to the end.
- Sometimes, it is possible to discuss more than one aspect of the same idea in one paragraph if they are closely related to each other.
- The second part of unity is that every supporting sentence must directly explain or prove the main idea.

Unity

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- **For example**, if your paragraph is about the advantages of owning a compact car, discuss only that. Do not discuss the disadvantages. Furthermore, discuss only *one advantage, such as gas economy*, in each paragraph. If you begin to discuss another advantage, start a new paragraph.
- Sometimes it is possible to discuss more than one aspect of the same idea in one paragraph *if they are closely related to each other*.
- **For example**, you could discuss gas economy and low maintenance costs in the same paragraph because they are closely related, but you should not discuss both gas economy and easier parking in the same paragraph because they are not closely related.

Unity

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- The second part of unity is that every supporting sentence must directly explain or prove the main idea.
- For example, in a paragraph about the high cost of prescription drugs in the United States, you could mention buying drugs from pharmacies. Outside the United States as an alternative, but if you write several sentences about buying drugs outside the United States, you are getting off the topic, and your paragraph will not have unity.

Unity

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Example 1 (without unity)

Robert Bee wrote, “The Zeeland slaughter illustrates the need for greater control and vigilance.” This is related to the thesis. Some 20,000 people disappeared from the villages. Financial mishandling can lead to great misfortune. Corruption in the government was exposed repeatedly to no avail. A police force, under orders to eliminate suspected terrorists, grabbed political dissidents and their families.

Unity

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- **Example 2**

The pogrom of May 3, 1987 exemplifies how foreign aid funds were appropriated for repressive rather than social development purposes. On that day, some 20,000 people were abducted from villages in the countryside, charged as traitors and summarily executed. Then governor-for-life Zeely Zeelafsun had recently used \$5 billion in aid to create a standing paramilitary police force. Without some restrictive control over the aid, human rights organizations were unable to prevent the buildup and unleashing of this disaster. Robert Bee, the director of the Development as Freedom Foundation wrote, “The Zeeland slaughter illustrates the need for greater control and vigilance.”

Unity

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- In the first paragraph it is hard to tell what the topic sentence is, let alone how all the sentences belong together. The reader is not informed who Robert Bee is. The words “related to” in the second sentence don’t give the reader any sense of what the relationship is.
- The second paragraph provides a tight topic sentence that links the main idea of the paragraph to the central argument. It adds details that are relevant to the reader’s understanding of the events and their relation to foreign aid.

Unity

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- **Try not to add useless information but detailed information that connects to your main point**, many times students add additional information to make word length or because they cannot think of what to add to the paragraph's main idea. t .

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- A. The three paragraphs that follow all discuss the same topic. Only one of them shows unity. First read the paragraphs.

Then answer these questions:

1. Which paragraph has unity?
2. Which paragraph does not have unity because it discusses two different topics?
3. Which paragraph does not have unity because it has sentences that are not related to the main topic?

Paragraph 1

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Effects of Color

Colors create biological reactions in our bodies. These reactions, in turn, can change our behavior. In one study, prisoners were put in a pink room, and they underwent a drastic and measurable decrease in muscle strength and hostility within 2.7 seconds. In another study, athletes needing short bursts of energy were exposed to red light. Their muscle strength increased by 13.5 percent, and electrical activity in their arm muscles increased by 5.8 percent. Athletes needing more endurance for longer performances responded best when exposed to blue light. Other studies have shown that the color green is calming. Green was a sacred color to the Egyptians, representing the hope and joy of spring. It is also a sacred color to Moslems. Many mosques and religious temples throughout the world use green (the color of renewal and growth) and blue (the color of heaven) to balance heavenly peace with spiritual growth. To sum up, color influences us in many ways .

Paragraph 2

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Effects of Color

Colors create *biological reactions* in our bodies. These reactions, in turn, can change our behavior. In one study, prisoners were put in a pink room, and they underwent a drastic and measurable decrease in muscle strength and hostility within 2.7 seconds. In another study, athletes needing short bursts of energy were exposed to red light. Their muscle strength increased by 13.5 percent and electrical activity in their arm muscles increased by 5.8 percent. Athletes needing more endurance for longer performances responded best when exposed to blue light. Other studies have shown that the color green is calming. After London's Black Friars Bridge was painted green, the number of suicides decreased by 34 percent. These and other studies clearly demonstrate that color affects not only our moods but our behavior as well.

Paragraph 3

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Effects of Color

Colors create biological reactions in our bodies. These reactions, in turn, can change our behavior. In one study, athletes needing short bursts of energy were exposed to red light. Their muscle strength increased by 13.5 percent, and electrical activity in their arm muscles increased by 5.8 percent. Athletes needing more endurance for longer performances responded best when exposed to blue light. Blue is not a good color for dinnerware, however. Food looks less appetizing when it is served on blue plates, perhaps because very few foods in nature are of that color. Other studies have shown that the color green is calming. After London's Blackfriars Bridge was painted green, the number of suicides from it decreased by 34 percent. It is clear that color affects not just our moods, but our behavior as well.

Coherence

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- Another element of writing a good paragraph is **coherence**. Coherence refers to a certain characteristic or aspect of writing .
- **Coherence** means that each point should be linked to the previous and following points to help the essay (any piece of writing) progress and flow clearly and logically.
- The Latin verb **cohere** means=
"sticking together" "hold together"

Coherence

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- For **coherence** in writing, the sentences must hold together; that is, the movement from one sentence to the next must be **logical**. There must be no sudden jumps. Each sentence should flow smoothly into the next one.
- With **coherence**, all the sentences are so well arranged that no one could be interchanged with another, so that the reader has an easy time to understand the ideas that the writer wishes to express .

Coherence

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- **Coherence** demands establishing a relationship between the ideas presented in paragraphs.
- The ideas or sentences presented in a paragraph should be arranged and flow smoothly from one to the other making the readers easily understand the main points.
- “ a paragraph is said to have coherence when its sentences are woven together; if a paragraph is coherent the reader moves easily from one sentence to the next without feeling that there are gaps in thought“.

Coherence

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There are four ways to achieve coherence:

- 1. Repeat key nouns,
- 2. Use consistent pronouns,
- 3. Use transition signals to link ideas,
- 4. Arrange ideas in logical order.

1- Repetition key nouns

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- The easiest way to achieve coherence is to **repeat key nouns** frequently in the paragraph.
- Read the model paragraph about **gold** to see how it is used the technique to show the flow of sentences.
- It doesn't mean that we have to put pronouns one by one within the sentence but we can say after at least two sentences .

Paragraph with coherence

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- You should circle the noun **gold** seven times, the pronoun **it** twice, and the pronoun **its** three times. (The word **it** in **sentence 5** refers to coin, not gold, so you should not circle it.)
- There is **no fixed rule** about how often to repeat key nouns or when to substitute pronouns.
- You should repeat a key noun instead of using a pronoun when the meaning is not clear.

Paragraph with coherence

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The key noun in this paragraph is gold. Circle the word gold and all pronouns that refer to it.

Gold

¹Gold, a precious metal, is prized for two important characteristics. ²First of all, gold has a lustrous beauty that is resistant to corrosion. ³Therefore, it is suitable for jewelry, coins, and ornamental purposes. ⁴Gold never needs to be polished and will remain beautiful forever. ⁵For example, a Macedonian coin remains as untarnished today as the day it was made 25 centuries ago. ⁶Another important characteristic of gold is its usefulness to industry and science. ⁷For many years, it has been used in hundreds of industrial applications, such as photography and dentistry. ⁸The most recent use of gold is in astronauts' suits. ⁹Astronauts wear gold-plated heat shields for protection when they go outside spaceships in space. ¹⁰In conclusion, gold is treasured not only for its beauty but also for its utility.

Paragraph without coherence

- Throughout the following paragraph, the word *gold* has been replaced by pronouns, making the paragraph less coherent.

Paragraph without coherence

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Gold

Gold, a precious metal, is prized for two important characteristics. First of all, it has a lustrous beauty that is resistant to corrosion. Therefore, it is suitable for jewelry, coins, and ornamental purposes. It never needs to be polished and will remain beautiful forever. For example, a Macedonian coin remains as untarnished today as the day it was made 25 centuries ago. Another of its important characteristics is its usefulness to industry and science. For many years, it has been used in hundreds of industrial applications, such as photography and dentistry. Its most recent use is in astronauts' suits. Astronauts wear heat shields made from it for protection when they go outside spaceships in space. In conclusion, it is treasured not only for its beauty but also for its utility.

Practice 2

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A. In the following paragraph, **the key noun** is never **repeated**. Replace the pronoun ***it*** with the **key noun** *English* wherever you think doing so would make the paragraph more coherent.

English

English has almost become an international language. Except for Chinese, more people speak it than any other language. Spanish is the official language of more countries in the world, but more countries have **it** as their official or unofficial second language. More than 70 percent of the world's mail is written in **it**. **it** is the primary language on the Internet. In international business, **it** is used more than any other language, and it is the language of airline pilots and air traffic controllers all over the world. Moreover, although French used to be the language of diplomacy, **it** has displaced it throughout the world. Therefore, unless you plan to spend your life alone on a desert island in the middle--of the Pacific Ocean, **it** is a useful language to know.

Practice 2

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Line (3) , Line (4), (line 6), (line 7) and (line 8)

English

English has almost become an international language. 2Except for Chinese, more people speak it than any other language. Spanish is the official language of more countries in the world, but more countries have **English** as their official or unofficial second language. 4More than 70 percent of the world's mail is written in **English**. 5It is the primary language on the Internet. 6 In international business, **English** is used more than any other language, and it is the language of airline pilots and air traffic controllers all over the world. 7Moreover, although French used to be the language of diplomacy, **English** has displaced it throughout the world. Therefore, unless you plan to spend your life alone on a desert island in the middle--of the Pacific Ocean, **English** is a useful language to know.

2- Key Noun Substitutes

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Note :If you do not want to repeat a **key noun** again and again, you can use synonyms or expressions with the **same meaning**.

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Practice 3

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- Step 1: In the topic sentence of the following paragraph, underline the key noun that names the topic.
- Step 2 Then circle:
 - (a) **repetitions of the key nouns,**
 - (b) **pronouns that refer to them,**
 - (c) **synonyms that are substitutes for them.**
- You should have a total of 10 circles: **3** circles around **key nouns,** **3** around **pronouns,** and **4** around **synonyms.**

Practice 3

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A Mardi Gras Custom

"Throw me something, mister," is the customary plea for a Mardi Gras "throw." **2** In the final days of Mardi Gras, the season of parties, parades, and revelry! that precedes the Christian period of fasting and penance² called Lent, crowds of spectators line the streets of New Orleans. **3** They hope to catch a Mardi Gras souvenir tossed from parading floats. **4** Mardi Gras organizations called "krewes" build the floats and sponsor the parades, and/~while cruising along parade routes, costumed krewe members throw plastic trinkets to the crowds below. **5** The trinkets, which are called "throws," consist of bead necklaces, coins, cups, toys, Frisbees, and figurines stamped with the krewe's symbol or the parade theme. **6** Mardi Gras throws are big business for the companies that supply them. **7** Krewe members spend an average of \$800 on them, and some spend \$2,000 or more. **8** By far the most treasured of the Mardi Gras mementos are gaudy bead necklaces. **9** Originally made of glass, they are now made of plastic (Roach).

Practice 3

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A Mardi Gras Custom

1 "Throw me something, mister," is the customary plea for a **Mardi Gras** "throw." "Throw" 2 in the final days of **Mardi Gras**, the season of parties, parades, and revelry! that precedes the Christian period of fasting and penance² called Lent, crowds of spectators line the streets of New Orleans. 3 They hope to catch a **Mardi Gras souvenir** tossed from parading floats. 4 **Mardi Gras** organizations called "**krewe**" build the floats and sponsor the parades, and while cruising along parade routes, costumed **krewe** members throw plastic **trinkets** to the crowds below. 5 The **trinkets**, which are called "throws," consist of bead necklaces, coins, cups, toys, Frisbees, and figurines stamped with the **krewe's** symbol or the parade theme. 6 **Mardi Gras throws** are big business for the companies that supply **them**. 7 **Krewe** members spend an average of \$800 on **them**, and some spend \$2,000 or more. 8 By far the most treasured of the Mardi Gras mementos (**mementos**) are gaudy bead necklaces. 9 Originally made of glass, **they** are now made of plastic (Roach).

Practice 3

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- **Step 1** = Key noun : **Throw**
- **Step 2** =

A) Key nouns = Throw in sentences (1,5,6), Krewe in sentences (4,5,7), Mardi Cras in sentences (1,2,3,4,6).

- B) Pronouns = Them in sentence (6) the writer means throws which consist of bead , necklaces, coins, cups.....
them in sentence (7) refers to throws .
they in sentence (9) refers to mementos.
- C) Synonyms for throw : **Souvenir** in sentence (3), **Trinkets** in sentences (4,5), **mementos** in sentence (8)

Consistent Pronouns

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Note :When you use pronouns, make sure that you use the same person and number throughout your paragraph. Don't change from ***you*** to ***he or she*** (*change of person*) or from ***he*** to ***they*** (*change of number*).

Notice the changes the writer made for consistency in the following example.

Practice 3

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Students know have
A student who knows a few Latin and Greek roots and prefixes has an
students do not
advantage over a student who does not know them. They can often guess the
students
meaning of new words. If, for example, you know that the prefix *omni* means
they
“all,” you have a better chance of guessing the meanings of words such as
students know
omnibus, *omnipresent*, and *omnidirectional*. Furthermore, a student who knows
that the root *sci-* comes from *scire*, “to know,” can guess that *omniscient* means
“all-knowing.”

Practice 4

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In the following paragraph, the pronouns are not consistent. Correct them to make this paragraph more coherent.

Olympic Athletes

Olympic athletes must be strong both physically and mentally. First of all, if you hope to compete in an Olympic sport, you must be physically strong. Furthermore, aspiring Olympians must train rigorously for many years. For the most demanding sports, they train several hours a day, five or six days a week, for ten or more years. In addition to being physically strong, athletes must also be mentally tough. This means that you have to be totally dedicated to your sport, often giving up a normal school, family, and social life. Being mentally strong also means that he or she must be able to withstand the intense pressure of international competition with its accompanying media coverage. Finally, not everyone can win a medal, so Olympians must possess the inner strength to live with defeat.

Practice 5

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Olympic Athletes

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3- Cohesive devices (Transition signals)

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- The **devices** that tie words, phrases, clauses, sentences, and paragraphs together to form a unique whole are called “**cohesive devices**”.
- The use of cohesive devices signal relation among **sentences and parts of text**, this means that the proper use of cohesive devices enables the reader to capture the connectedness between **what precedes and follows his/her speech**.

Cohesive devices(Transition signals)

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- **Cohesive devices** are sometimes called "**connecters**", "**discourse markers**" , "**linking words** " or "**transitional words**".
- Cohesive devices refer to more complicated linking **words and phrases** that connect sentences and paragraphs together. These words and phrases make what is being stated related to what has been stated or what soon will be stated .
- They are expressions that bound together by relations described a **cohesive tie**. “ cohesive devices help to know how the phrases and sentences relate to each other”. **The means by which parts of text are linked logically in such a way that the writer's intentions are made clear.**

Major types of cohesive devices (transitional markers)

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- Writers use transitional markers to connect ideas from one sentence to another and from paragraph to paragraph and from one topic to the next. The Transitional signals are placed at or near the beginning of a sentence or clause. The commonest transitional connectives are those showing:
- 1- Time: Later , after, as, before, next, etc.
- 2- Spatial order : beyond, here ,nearby, etc.
- 3- Contrast or differences between ideas : otherwise ,but, however, on the other hand, etc.
- 4- Chronological order : soon , after , then , etc.
- 5- Addition : next , besides , and , etc.
- 6- Emphasis : in fact . of course , indeed , etc.
- 7- Compare or similarities : also, in the same manner, similarly, etc .
- 8- One or more examples : For instance , for example , namely , etc .
- 9- Conclusion or result : to summarize , hence , to sum up , etc.

Transition Signals

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- Other kinds of words such as subordinators (when, although), coordinators (and, but), adjectives (another, additional), and prepositions (because of, in spite of) can serve as transition signals.
- Transition signals are like traffic signs; they tell the reader when to go forward, turn around, slow down, and stop. In other words, they tell the reader when you are giving a similar idea (similarly, and, in addition), an opposite idea (on the other hand, but, in contrast), an example (for example), a result (therefore, as a result), or a conclusion (in conclusion).
- Transition signals give a paragraph coherence because they guide the reader from one idea to the next

Practice 5

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- **Compare paragraphs 1 and 2 that follow. Which paragraph contains transition signals and is more coherent? Circle all the transition signals you can identify.**

Paragraph 1

One difference among the world's seas and oceans is that the salinity (ملوحة) varies in different climate zones. The Baltic Sea in northern Europe is only one-fourth as salty as the Red Sea in the Middle East. There are reasons for this. In warm climates, water evaporates rapidly. The concentration of salt is greater. The surrounding land is dry and does not contribute much freshwater to dilute the salty seawater. In cold climate zones, water evaporates slowly. The runoff created by melting snow adds a considerable amount of freshwater to dilute the saline seawater.

Practice 6

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Paragraph 2

One difference among the world's seas and oceans is that the salinity varies in different climate zones. **For example**, the Baltic Sea in northern Europe is only one-fourth as saline as the Red Sea in the Middle East. There are **two** reasons for this. **First of all**, in warm climate zones, water evaporates rapidly; **therefore**, the concentration of salt is greater. **Second**, the surrounding land is dry; **consequently**, it does not contribute much freshwater to dilute the salty seawater. In cold climate zones, **on the other hand**, water evaporates slowly. **Furthermore**, the runoff created by melting snow adds a considerable amount of freshwater to dilute the saline seawater.

Practice 6

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- **Paragraph 2 is more coherent** because it contains transition signals. Each transition signal has a special meaning; each shows how the following sentence relates to the preceding one. ***For example** tells you that an example of the preceding idea is coming.*
- ***Therefore and consequently** indicate **Two** tells you to look for two different reasons. **First of all** tells you that this is the first reason. **Second and furthermore** indicate that additional ideas are coming.*
- ***On the other hand** tells you that an opposite idea is coming.*

Transition Words, Phrases and Conjunctive Adverbs

- **For example**, the Baltic Sea in northern Europe is only one-fourth as saline as the Red Sea in the Middle East.
- The runoff created by melting snow, **furthermore**, adds a considerable amount of freshwater to dilute the saline seawater.
- The Mediterranean Sea is more saline than the Red Sea, **however**.....

Transition Words, Phrases and Conjunctive Adverbs

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Exception

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1. The words and phrases in the last four groups in the chart (for listing ideas and time sequences, for emphasizing, for giving reasons, and for conclusions) usually appear **only at the beginning of a sentence, not in the middle or at the end.**
2. Most words and phrases in the **first two columns** of the chart can appear at the beginning, in the middle, or at the end of one independent clause and are usually separated **by commas.**
2. ***Too** usually appears **only at the end of a sentence**, sometimes preceded by a comma.*
3. The short time words ***then, now, and soon*** usually **do not need commas.**

Transitions Signals

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Transition Signals

Meaning/ Function	Transition Phrases	Conjunctive Adverbs	Coordinating Conjunctions	Subordinating Conjunctions	Others
To introduce an additional idea	in addition	furthermore moreover besides also too	and		another (+ noun) an additional (+ noun)
To introduce an opposite idea or contrast	on the other hand in contrast	however nevertheless instead still nonetheless	but yet	although though even though whereas while	in spite of (+ noun) despite (+ noun)
To introduce a choice or alternative		otherwise	or	if unless	
To introduce a restatement or explanation	in fact indeed	that is			
To list in order	first, second, third next, last, finally				the first, second, third, etc. the next, last, final
To introduce an example	for example for instance				an example of (+ noun) such as (+ noun)
To introduce a conclusion or summary	clearly in brief in conclusion indeed in short in summary				
To introduce a result	accordingly as a result as a consequence	therefore consequently hence thus	so		

Transitions Signals

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- The words and phrases in the third column of the chart can also connect two independent clauses. In this case, we use them with **a semicolon and a comma**.
- In warm climate zones, water evaporates rapidly; **therefore**, the concentration of salt is greater.
- **Note** : More examples are on page 28 of Your textbook .

Coordinators

- The 4th group includes the seven coordinating conjunctions ***and, but, so, or, nor, for, and yet*** and the five correlative ("paired") conjunctions ***both ... and, not only ... but also, neither ... nor, either ... or, and whether ... or.***
- *Coordinators may or may not* have commas
When they connect two independent clauses, use a comma.
- In a matriarchy, the mother is the head of the family **and** all the children belong to her clan.
- **More examples are on page 28 of the textbook**

Coordinators

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- When **coordinators connect two words or phrases, do not use a comma.**
- Would you rather take a written **or** an oral exam?
- Children need **not only** love **but also** discipline.
- ***Exception:*** Some writers *use a comma before **but** and **yet** even when they do not* connect independent clauses to emphasize the contrast of the connected ideas.
- The poem is solemn, **yet** optimistic in tone.

Subordinators

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- A subordinator (subordinating conjunction) is the first word in a dependent clause. A dependent clause is always connected to an independent clause to make a sentence. The sentence may or may not have a comma. The general rule is :
- **Put a comma after a dependent clause but not in front of one.**
- **Although** the company's sales increased last year, its net profit declined.
- The company's net profit declined last year **although** its sales increased.

Practice 6 page 29-30

Recognizing Transition Signals

- **Step 1** Circle all the transition signals in the following paragraphs.
- **Step 2** Punctuate the transition signals if necessary.

Genetic Engineering

- Genetic research has produced both exciting and frightening possibilities. Scientists are now able to create new forms of life in the laboratory because of the development of gene sequences. **On the other hand** , the ability to create life in the laboratory could greatly benefit humankind. One beneficial application of gene splicing is in agriculture. **For example**, researchers have engineered a more nutritious type of rice that could help decrease the serious problem of vitamin A deficiency. It is estimated that 124 million children worldwide lack vitamin A, putting them at risk of permanent blindness and other health issues. **In addition**, genetic engineers have created larger fish, frost-resistant strawberries, and cows that produce more milk. **Indeed** , agriculture has already benefited from the promise of genetic engineering.

Practice 6

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- **On the other hand** , not everyone is positive about gene-splicing technology.
- Some people feel that it could have terrible consequences. **In fact**, a type of corn engineered to kill a certain insect pest also threatened to annihilate desirable monarch butterflies. In another accident, a genetically engineered type of corn that was approved only for animal consumption because it was toxic to humans accidentally cross-pollinated with corn grown for humans. **As a result**, many countries banned imports of genetically modified corn for several years.
- **Furthermore** , the ability to clone human beings is a possibility that frightens many people. In 2004, two South Korean scientists reported that they had successfully cloned a human embryo (Dreifus). The embryo did not develop into a baby
- **however** it is possible that one could do so in the future, a possibility that not everyone is comfortable with.

Practice 7 page 30

Choosing Transitional Signals A

- **A.** From the choices given in parentheses, choose the transition signal that best shows the relationship between the sentences in each group. Write the signal in the space. Add punctuation and change capital letters to small letters if necessary. The first one has been done for you as an example.
- *Note: All the transition signals in this practice are transition phrases and conjunctive adverbs. This is to give you more practice in using and punctuating these types of transition signals correctly.*
- *1. A recent article in Era magazine suggested ways to reduce inflation. The article suggested that the president reduce the federal budget ; **furthermore** , it suggested that the government reduce federal, state, and local taxes. (however, in contrast, furthermore)*

Practice 7 A

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- 2. The same article said that the causes of inflation (تضخم الاقتصادي) were easy to Find..... the cure for inflation was not so easy to overcome. (**however**, for .example, therefore)
- 3. *Era also suggested that rising wages were one of the primary causes of Inflation..... the government should take action to control wages (تكاليف).* (however ; **therefore**, for example)
- 4. In physics, the weight of an object is the gravitational force with which Earth attracts it;..... , if a man weighs 150 pounds, this means that Earth pulls him down with a force of 150 pounds. (moreover, therefore, **for example**)
- 5. The farther إبعاد away from Earth a person is, the less the gravitational force of Earth..... a man weighs less when he is 50,000 miles from Earth than when he is only 5,000 miles away. (in conclusion, **therefore**, however)

Practice 7

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6. A tsunami is a tidal (المد و الجزر) wave produced by an earthquake on the ocean floor. The waves are very long and low in open water, but when they get close to land, they encounter friction because the water is shallow the waves increase in height and can cause considerable damage when they finally reach land. (on the other hand, **as a result** , for example)

B- Page 31

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Fill in each blank: with an appropriate transition signal from the list provided. Use each signal only once. Add punctuation if necessary.

- For example
- In fact
- Similarly
- Also
- Indeed
- Third
- Second
- Final and most convincing

Practice 7- B

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Time

- One stereotype about North Americans says that they are obsessed with time. It sometimes seems true that for North Americans, time seems as valuable as money. (1) **In fact**, they even say, "Time is money." (2) **Also**, have you noticed how many verbs can be followed by both time and money? (3) **For example**, you can *spend time, save time, lose time, find time, make time, waste time, and run out of time*. (4) **similarly**, you can spend, save, lose, find, make, waste, and run out of money. (5) **Second**, North Americans seem to regard time as a "thing" that one can own. You can *have time, buy time, and take time*. (One wonders how much it costs and where it is taken.) A (6) **third**, piece of evidence that North Americans are obsessed with time is their fanaticism about always being on time. (7) **Indeed**, people who are habitually late risk punishment ranging from frowning disapproval to losing their jobs. **The (8) final and most convincing** proof is that these poor people sometimes take courses in time management! That is really overdoing it, don't you agree?

4- Logical Order

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- In addition to using transition signals and repeating key nouns and pronouns, a fourth way to achieve coherence is to arrange your sentences in some kind of logical order.
- Your choice of one kind of logical order over another will, of course, depend on your topic and your purpose. You may even combine two or more different logical orders in the same paragraph. The important point to remember is to arrange your ideas in some kind of order that is logical to a usual strategy of the reader to the English way of writing.
- Some common kinds of logical order in English are :
 - 1) ***Chronological Order***
 - 2) ***Logical Division of Ideas***
 - 3) ***Comparison/Contrast.***

4- Logical Order

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- • ***Chronological order*** is order by time-a sequence of events or steps in a process. The model paragraph on how to grow an avocado tree (page 33) uses time order to organize the steps.
- • ***In logical division of ideas***, a topic is divided into parts, and each part is discussed separately. The model paragraph about gold on page 3 uses logical division. First, it discusses gold's beauty, and second its utility.
- • ***In a comparison/contrast paragraph***, the similarities and/or differences between two or more items are discussed. The paragraph about synonyms on page 5 compares and contrasts word meanings.

Practice 10 P.34

Recognizing kinds of logical order

- Read the following paragraphs and decide which kind of logical order is used in each: comparison/contrast, chronological order, or logical division of ideas. Be able to discuss the reasons for your choice. Circle all transition signals:
 - Paragraph 1=
 - Paragraph 2=
 - Paragraph 3 =
 - Paragraph 4 =

Paragraph 1

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- The process of machine translation of languages is complex. To translate a document from English into Japanese, for example, the computer first analyzes an English sentence, determining its grammatical structure and identifying the subject, verb, objects, and modifiers. Next, the words are translated by an English-Japanese dictionary. After that, another part of the computer program analyzes the resulting awkward jumble' of words and meanings and produces an intelligible sentence based on the rules of Japanese syntax and the machine's understanding of what the original English sentence meant. Finally, a human bilingual editor polishes the computer-produced translation.
- Kind of logical order is **Chronological order**

Paragraph 2

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- French and U.S. business managers have decidedly different management styles. French meetings, **for example**, are long and rambling and rarely end on time. **Furthermore**, meetings often end without closure. Managers in the US, **on the other hand**, make an effort to start and stop a meeting on time, and North American business meetings typically end with decisions and action plans. **Another** difference involves documentation. North Americans adore documentation; they have a procedure manual for everything. The French, **in contrast**, think this is childish. French managers find it difficult to stick to a schedule, but U.S. managers are intolerant of delays. **In addition**, the French prefer to work alone, **whereas** North Americans like to work in teams. **Another** major difference in management style is that in French companies, authority comes from the top; French managers do not share information with subordinates and make decisions with little participation by employees beneath them. In U.S. companies, **however**, top managers share information and frequently solicit input from subordinates (How French Managers).
- **Kind of logical order is Comparison/contrast .**

Paragraph 3

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- It took more than 2,500 years to develop the calendar used in most Western countries today. **In about** 700 B.C.E., the ancient Romans used a calendar that had 304 days divided into 10 months; March was the beginning of each year. There were more than 60 days missing from the calendar, so very soon the calendar did not match the seasons at all. Spring arrived when the calendar said that it was still winter. **A few decades later**, the Romans added the months of January and February to the end of the year. This calendar lasted about 600 years. **Then in 46 B.C.E.**, Julius Caesar, the Roman ruler, made a new calendar. His calendar had 365 days, with one day added every fourth year. He also moved the beginning of the year to January 1, and he renamed a month for himself: Julius (July). In Caesar's calendar, February had 29 days. **The very next** emperor, Augustus, not only renamed a month for himself (August), but he also took one day from February and added it to August so that "his" month would be just as long as Caesar's. This calendar worked better than the previous ones, **but** it still was not perfect. **By** 1580, the first calendrical day of spring was 10 days too early, so **in** 1582, Pope Gregory XIII, the leader of the Roman Catholic religion, made a small change to make the calendar more accurate. In the Gregorian calendar, the year is still 26.3 seconds different from the solar year, but it will be a long time before this causes a problem.
- Kind of logical order is **chronological order**.

Paragraph 4

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- The many different calendars used throughout the world are all based on the phases of the moon, on the revolution of Earth around the sun, or on a combination of the two. **The first kind** of calendar is the lunar calendar, based on the phases of the moon. A month is calculated as the time between two full moons, 29.5 days, and a year has 354 days. The Islamic calendar used in Muslim countries is a lunar calendar. It has 12 months and a cycle of 30 years in which the 2nd, 5th, 7th, 10th, 13th, 16th, 18th, 21st, 24th, 26th, and 29th years have 355 days, and the others 354 days. **A second kind** of calendar is the solar calendar, which is based on the revolution of Earth around the sun. The ancient Egyptians used a solar calendar divided into 12 months of 30 days each, which left 5 uncounted days at the end of each year. A very accurate calendar developed by the Mayan Indians in North America was also a solar calendar. It had 365 days, 364 of which were divided into 28 weeks of 13 days each. The new year began on the 365th day. Because the solar year is exactly 365 days, 5 hours, 48 minutes, and 46 seconds long, **however**, a solar calendar is not totally accurate, so many cultures developed **a third kind** of calendar, the lunisolar calendar. In a lunisolar calendar, extra days are added every so often to reconcile the lunar months with the solar year. The Chinese, Hebrew, and Gregorian calendars used today are lunisolar calendars.
- Kind of logical order is **Logical division of ideas**

Coherence and Cohesion

Coherence Vs Cohesion

Features	Coherence www.facebook.com/thesishelper01	Cohesion
Meaning	Coherence mainly deals with logic and appropriate organization of the sentences to form meaningful and understandable content.	Cohesion focuses more on lexical syntax and grammar in sentence formation.
Parts	Coherence is more sort of a pattern in the collected parts of writings.	Cohesion is just the individual parts that are collected together and are stick together for representation.
Type of Attribute	Coherence is the attribute that is decided by the end-user or reader, which determines whether the content seems meaningful, understanding and useful.	Cohesion is the writer's attribute and which is brought by using different techniques like repeated words, ideas, reference words, transition signals, substitution, etc.
Measurable Property	Coherence is not a measurable property and very hard to achieve.	Cohesion is a measurable property that can be measured by checking the lexical syntaxes and grammar rules.
Deals with	Coherence is an abstract as it deals with the ideas.	Cohesion is an observable as it is dealt with the actual written content.
Property	Coherence is a qualitative property.	Cohesion is a quantitative property.

Review

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These are the important points covered in this chapter :

1. Every good paragraph has both unity and coherence.
2. You achieve unity by discussing only one idea in a paragraph. always staying on the topic in your supporting sentences.
3. You achieve coherence by :
 - **repeating key nouns.**
 - **using consistent pronouns.**
 - **using transition signals.**

arranging your ideas in some kind of logical order.
4. There are different types of transition signals. Each type is punctuated differently.
- 5-Comparison between **Coherence and Cohesion**

Ch.4

From Paragraph to Essay

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Presented by:

Asst. Lect. Yousif Basim

Introduction

- An essay is a piece of writing several paragraphs long. It is about one topic, just as a paragraph is. However, because the topic of an essay is too complex to discuss in one paragraph, you need to divide it into several paragraphs, one for each major point. Then you need to tie the paragraphs together by adding an introduction and a conclusion.
- Writing an essay is no more difficult than writing a paragraph except that an essay is longer. The principles of organization are the same for both, so if you can write a good paragraph, you can write a good essay.

Types of Essays

Here are the main types of essays along with their definitions:

1. Narrative Essay:

Definition: A narrative essay tells a story or recounts a sequence of events. It typically includes characters, a setting, a plot, and a climax.

2. Descriptive Essay:

Definition: A descriptive essay aims to provide a detailed and vivid description of a person, place, object, or event. It appeals to the senses and creates a clear image for the reader.

3. Expository Essay:

Definition: An expository essay presents information, explains a topic, or describes a process. It provides facts, statistics, and evidence without expressing the writer's personal opinions.

4. Argumentative Essay:

Definition: An argumentative essay presents a claim or point of view on a controversial issue. It supports the claim with evidence, logic, and reasoning, aiming to persuade the reader.

5. Persuasive Essay:

Definition: Similar to an argumentative essay, a persuasive essay seeks to convince the reader to accept the writer's opinion or take a particular course of action. It may rely on emotional appeals.

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Types of Essays

6. Compare and Contrast Essay:

Definition: A compare and contrast essay analyzes the similarities and differences between two or more subjects. It explores the relationships between them in terms of characteristics or qualities.

7. Cause and Effect Essay:

Definition: A cause and effect essay examines the reasons (causes) and outcomes (effects) of a particular event or situation. It explores the relationship between actions and their consequences.

8. Process Essay:

Definition: A process essay explains how to do something or describes a step-by-step process. It provides instructions in a clear and logical manner.

9. Definition Essay:

Definition: A definition essay defines and explains the meaning of a specific term or concept. It may include an analysis of the term and provide examples to illustrate its meaning.

10. Critical Essay:

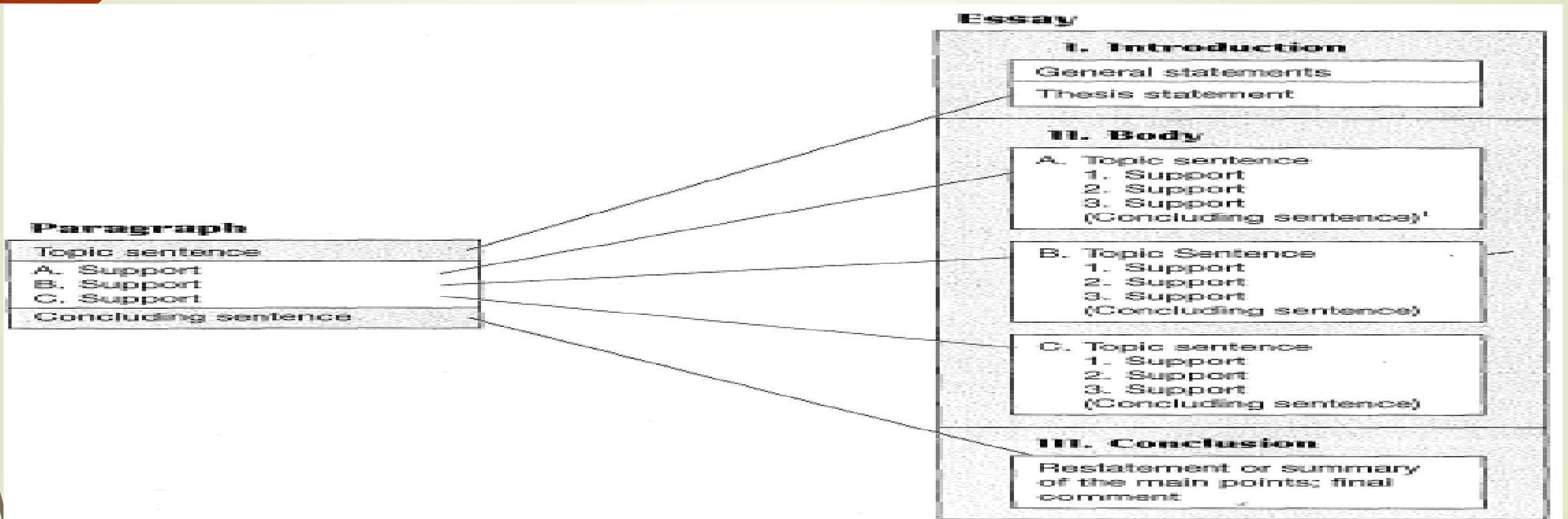
Definition: A critical essay evaluates, interprets, and analyzes a work of literature, art, or another subject. It discusses the strengths and weaknesses of the subject and often includes the writer's subjective opinion.

The Three Parts of an Essay

- An essay has three main parts: an introduction (introductory paragraph), a body (at least one, but usually two or more paragraphs), and a conclusion (concluding paragraph). An essay must have at least three paragraphs, but five or Six paragraphs are regular length for academic writing. See the chart on P.57
- An essay **introduction** consists of two parts: a few general statements to attract your reader's attention and a thesis statement to state the main idea of the essay.
- The **body** consists of one or more paragraphs. Each paragraph develops a subdivision of the topic, so the number of paragraphs in the body will vary with the number of subdivisions or subtopics.
- The **conclusion**, like the concluding sentence in a paragraph, is a summary or review of the main points discussed in the body.

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The Three Parts of an Essay



Note: An essay has unity and coherence, just as a paragraph does. Transition Signals and the Repetition of key nouns link the paragraphs into a cohesive whole.

Note: When you write an essay, don't forget to apply the instructions of writing a paragraph(STCCN)

Example of a Simple Essay

“Embracing Wellness: The Transformative Power of Regular Exercise”

Introduction:

In our fast-paced lives, cultivating a healthy lifestyle can seem daunting, yet one simple practice stands out: regular exercise. This essay explores the profound benefits of incorporating consistent physical activity into our daily routines.

Body:

Regular exercise offers a multitude of advantages, from improving cardiovascular health and aiding weight management to reducing stress and fostering social connections. The communal aspect of group activities enhances motivation and support, making it more likely for individuals to maintain a regular exercise routine.

Conclusion:

In summary, the holistic benefits of regular exercise extend beyond physical fitness, positively impacting both body and mind. Prioritizing regular exercise is an essential investment in our overall well-being, contributing not only to individual health but also to the creation of healthier and happier communities.

The Introductory Paragraph

- An introductory paragraph has two parts, general statements and the thesis statement
 - General statements:
 - Introduce the general topic of the essay.
 - Capture the reader's interest.
 - The thesis-statement:
 - States the specific topic.
 - May list subtopics or subdivisions of the main topic or subtopics.
 - May Indicate the pattern of organization of the essay.
 - Is normally the last sentence in the introductory paragraph.

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The Introductory Paragraph

Kinds of introductions are good for capturing your reader's attention:

- Dramatic, Interesting, or Funny Story
- Surprising Statistics or Facts
- Historical Background

Thesis statement

- The thesis statement is the most important sentence in the introduction. It states the specific topic of an essay.
- Sometimes a thesis statement lists the Subtopics that will be discussed in the body.
- Sometimes a thesis statement also indicates the pattern of organization that the essay will follow.

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The Introductory Paragraph

Funnel Introduction

The introductory paragraph of the model essay is called a funnel introduction because it is shaped like a funnel—wide at the top and narrow at the bottom

It begins with one or two very general sentences about the topic. Each subsequent sentence becomes increasingly focused on the topic until the last sentence, which states very specifically what the essay will be about.



General
statements

Thesis
Statements

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Practices

(File + P.61)

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Body Paragraphs

The body paragraphs in an essay are like the supporting sentences in a paragraph. They are the place to develop your topic and prove your points. You should organize body paragraphs according to some sort of pattern, such as chronological order or comparison/contrast. Sometimes, depending on your topic, you will need to use a combination of patterns.

Logical Division of Ideas

A basic pattern for essays is logical division of ideas. In this pattern, you divide your topic into subtopics and then discuss each subtopic in a separate paragraph. Logical division is an appropriate pattern for explaining causes, reasons, types, lands, qualities, methods, advantages, and disadvantages, as these typical college exam questions ask you to do.

Body Paragraphs

Thesis Statements for Logical Division of Ideas

- The thesis statement of a logical division essay often indicates the number of subtopics:

Native Americans have made valuable contributions to modern U.S. culture in four main areas.

Inflation has causes.

- The thesis statement may even name the specific subtopics:

a. Native Americans have made many valuable contributions to modern U.S. culture, particularly in the areas of language, art, food, and government.

b. Inflation has three causes: **excessive government** spending, **unrestrained consumer** borrowing, and **an increase in the supply of** paper money

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Body Paragraphs

- Paired conjunctions (both ... and, not only ... but also) are an especially effective way to list two subtopics:
 - c. Young people in my culture have less freedom than young people in the United States **not only** in their choice of lifestyle **but also** in their choice of careers.
 - d. Puppies, like children, need **both** love **and** discipline to become responsible members of society
- A colon (:) is often useful before lists of two, three, or more subtopics in a thesis statement:
 - e. Young people in my culture have less freedom than young people in the United States **in three areas: where they live, whom they marry, and what their job is.**
 - f. The Father of Psychoanalysis, Sigmund Freud, believed that the human mind had three separate parts: **the id, the ego, and the superego.**
- Notice that subtopics are in parallel form, which means that they have the same grammatical form.

Thesis Statements Pitfalls

A thesis is the most important sentence in your essay, so write it with special thought and care. Avoid these common problems:

1. The thesis is too general.

Too GENERAL A college education is a good investment.

IMPROVED A college education is a good investment for four reasons.

2. The thesis makes a simple announcement.

ANNOUNCEMENT I am going to write about sports injuries.

IMPROVED Avoid sports injuries by taking a few simple precautions.

3. The thesis states an obvious fact.

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The Concluding Paragraph

The conclusion is the final paragraph in an essay. It has three purposes:

1. It signals the end of the essay.
2. It reminds your reader of your main points
 - summarize your subtopics.
 - paraphrase your thesis.
3. It leaves your reader with your final thoughts on the topic.

Here are techniques that you can use to write a memorable conclusion:

- Make a prediction.
- Suggest results or consequences.
- Suggest a solution, make a recommendation, or call for action.
- Quote an authority on the topic.

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Transition Signals between Paragraphs

Linking paragraphs with transitions helps your reader see how the subtopics are related. Link one paragraph to the next by adding a transition to the topic sentence of the second paragraph. This transition may be a single word, a phrase, or a dependent clause that repeats or summarizes the main idea in the preceding paragraph.

➤ Go to **P.291**

Essay Outlining

- Because an essay is long, it is important to organize and plan before you begin to write. The best way to do this is to make an outline. An outline not only organizes your thoughts, but it also keeps you on track once you begin to write.
- A formal outline has a system of numbers and letters such as the following. In other fields of study, different systems are used:
 - Roman numerals I, II, and III number the major sections of an essay
 - Capital letters A, B, C, D, and so on label the body paragraphs.
 - Arabic numerals 1, 2, 3, 4, and so on number the subpoints in each paragraph.
 - Small letters a, b, c, d, and so on label the specific supporting details.

Sample

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P.58



Review

1. An essay has three main parts: an introduction, a body, and a conclusion.

The Introductory paragraph consists of two parts: a few general statements to attract *your* reader's **attention** and a **thesis statement to state your main idea**. A **thesis statement may also name the major subdivisions of the topic, and it may indicate how you will organize the essay**.

The body of an essay discusses the subtopics, one by one. It contains as many paragraphs as **Necessary to explain an subtopics**.

The concluding paragraph reminds your reader of what you have said. In it, you summarize your main Ideas or paraphrase your thesis. You may also make a final comment on the topic for your reader to remember.

2. Use the logical division of ideas pattern to divide a topic into separate paragraphs.
3. link paragraphs with transitions; that is, show how one paragraph is related to the next by using appropriate transition words, phrases, or clauses.
4. Prepare an outline to organize your ideas before you begin to write.



Ch.5

Chronological Order

Process Essays

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Introduction

- **Chronos** is a Greek word meaning time. Chronological order is a way of organizing ideas in the order of their occurrence in time. Chronological order has all sorts of uses. We use it to tell stories, to relate historical events, and to write biographies and autobiographies. We also use it to explain processes and procedures. Such essays are called "*how to*" essays, or process essays.

What is Process Essay (*how - to Essay*)?

- The process essay is commonly written for people or companies that need a set of instructional steps. Whether it's building a robot or cooking a chocolate cake, process essays use a similar format for any variations. They follow a step-by-step style, with the initial step influencing the second, which influences the third, and so on.
- Each step carries its own importance, and a poor explanation of one step can ruin the entire process. It's important to stay concise and efficient.

What is Process Essay?

- A process essay is a type of essay that explains a process step by step and gives guidance for a certain process, working mechanism, procedure, etc.
- Process essays range from very simple ones, such as instructions for how to ride a bicycle, to more complex ones, such as a chemistry lab report of an experiment. The goal of a process paper is to give its readers guidance and directions.

What is Process Essay?

- A process paper is characterized, first of all, by explaining a process using a description. Some words that are frequently used in process essays are “*further*”, “*then*”, “*next*”, “*first*”, “*last*”, “*finally*”, and “*initially*” ..etc .

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The Features of Process Essays

- 1- Chronological Order - avoid skipping steps and shifting them around, as it will result in misunderstanding and frustration for the readers.
- 2- Transition Words - make sure to separate the next step from the previous ones by using transition words.
- 3- Descriptions of the Steps - make sure your steps are clear and easy to follow

Thesis Statements for a Process Essay

A thesis statement for a process essay in some way indicates the time order. Expressions such as *the process of*, *the procedure for*, *develop*, *evolve*, *stages*, and several phases indicate that time order will be used.

➤ Heating water by solar radiation is a simple process.

Sometimes the thesis statement tells the number of steps in the process.

➤ The process of heating water by solar radiation involves three main steps.

The thesis statement may even name the steps.

➤ The main steps in the process of heating water by solar radiation are (1) trapping the sun's energy, (2) heating and storing the hot water, and (3) distributing the hot water to its points of use.

A Good Process Essay Outline should have:

- **Introduction** : brief the reader on the topic, explain why you have chosen it and(how you are planning to approach the explanation of the process “ **thesis statements**”) .
- The first thing that you want to do as a writer for your process paper is to help your readers be interested in your individual process. Be descriptive about it, paint a picture for your readers.
- Give a little bit of historical background. People often want to know the origins of whatever it is that they're working on.

A Good Process Essay Outline should have:

- **Body** : the biggest part of your essay that should be divided into paragraphs for easier understanding and structure. Make sure each paragraph is flowing smoothly into the next one with connective words.
- Paragraph 1. First step of the process. Explain what the step is, what the best way to perform it is, and how to avoid common mistakes when doing it.
- Paragraph 2. The next step of the process (the same as in Paragraph 1). Thoroughly explain what this step is about.

A Good Process Essay outline should have:

- This is the point in the process essay where you start introducing the step-by-step process your readers will need to take. It helps to break down each process into subsections.

- **Each step should be carefully explained:**

Every step will vary in length. Every instruction manual has several steps. Some are more difficult to comprehend or perform than others. For this reason, create your steps and explanations accordingly.

- **Don't forget to explain the purpose:**

People don't want orders barked at them aimlessly. Besides just accomplishing a task, people want to learn as they perform.

- Why did they do this?

What was the purpose of this method?

A Good Process Essay outline should has:

- **To make everything flow smoothly use transitions.** Make the steps flow one after another to create a well-structured essay. As you introduce the next step, consider using transition words like “*next*”, “*now*”, “*then*”, “*so that*”, etc.

A Good Process Essay outline should has:

- **Conclusion:** Here you need to explain why your instructions are valuable. It is your opportunity to persuade your reader(s) that the steps you presented and the process they learned will be useful for them in the future.
- A Process Essay needs a confident conclusion. This paragraph should be short, sweet, and to the point.

A Sample of a Simple Process Essays on *“How to make a good paragraph”*

Introduction:

Writing an effective paragraph is a fundamental skill that lays the foundation for clear and compelling communication. Whether you're crafting an essay, report, or even an email, a well-constructed paragraph enhances your ability to convey ideas coherently. In this guide, we will walk through a step-by-step process on how to write a good paragraph that captivates your audience and effectively communicates your message.

Step 1: Understand the Purpose of the Paragraph

Before you begin writing, it's crucial to identify the purpose of your paragraph. Are you introducing a new idea, supporting a claim, providing evidence, or concluding a thought? Clarifying your intention will guide the content and structure of your paragraph.

A Sample of a Simple Process Essays on *“How to make a good paragraph “*

Step 2: Start with a Clear Topic Sentence

A strong paragraph begins with a concise and focused topic sentence. This sentence should encapsulate the main idea of the paragraph, providing readers with a clear understanding of what to expect. Avoid vague statements and ensure your topic sentence directly relates to your overall thesis or purpose.

Step 3: Provide Supporting Details and Examples

Once you have established the main idea, it's time to support it with relevant details, evidence, or examples. Elaborate on your topic sentence by offering specific information that enhances your point. Use descriptive language and concrete examples to make your paragraph more vivid and convincing.

A Sample of a Simple Process Essays on *“How to make a good paragraph “*

Step 4: Organize Your Thoughts Coherently

Effective paragraphs have a logical flow, with each sentence contributing to the overall coherence of the text. Ensure that your ideas are arranged in a logical order, creating a smooth transition from one sentence to the next. Use transitional words and phrases to guide readers through your paragraph seamlessly.

Step 5: Maintain Consistent Focus

Stay focused on your main idea throughout the paragraph. Avoid unnecessary details or information that may distract from your central point. If you find yourself veering off-topic, consider whether the information is essential to your argument or if it belongs in a different paragraph.

A Sample of a Simple Process Essays on *“How to make a good paragraph”*

Step 6: Conclude with a Strong Closing Sentence

End your paragraph with a closing sentence that summarizes the key points and reinforces your main idea. This sentence should leave a lasting impression on the reader and smoothly transition to the next paragraph if applicable.

Step 7: Revise and Edit

No writing process is complete without thorough revision. Review your paragraph for clarity, coherence, and grammatical correctness. Check for any redundancies or irrelevant information. Consider seeking feedback from others to gain valuable perspectives on the effectiveness of your paragraph.

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A Sample of a Simple Process Essays on *“How to make a good paragraph “*

Conclusion:

Writing a good paragraph is a skill that can be honed with practice and attention to detail. By understanding the purpose, starting with a clear topic sentence, providing supporting details, organizing thoughts coherently, maintaining focus, and concluding strongly, you can create paragraphs that captivate and engage your readers. Remember, the art of crafting effective paragraphs is an essential component of becoming a proficient and persuasive communicator.

Review

These are the important points covered in this chapter:

1. Using chronological order to organize an essay means putting the ideas in order or sequence by occurrence in time.
2. Use chronological order for narrative essays (stories, history, biography, and autobiography) and for process essays (how to do or make something).
3. Following are the three keys to success in writing a chronological order essay:
 - Group the steps or events into paragraphs where natural breaks occur.
 - Write a thesis statement that indicates chronological order.
 - Use chronological order signal words and phrases to show the sequence of steps (in a process) or events (in anarration).

Argumentative Essay

Ch.9

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Presented by :

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Argumentative Essay

- ▶ Argumentative essay is a type of writing whose function is to influence the readers to approve, support, or agree with the writers views and at last act according to what the speakers or the writers want.
- ▶ An argumentative essay is one that aims to change the reader's mind, attempts at persuading the readers towards the writer's opinion in a particular issue and convincing them that the writer's position is the best one".

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Argumentative Essay

- Therefore , it is often called **persuasive writing**. It is an essay which seeks to state a position on an issue and give several reasons, supported by sound logic and strong evidence, for agreeing with that position.
- An argumentative essay is an essay in which you agree or disagree with an issue, using reasons to support your opinion. Your goal is to convince your reader that your opinion is right.
- Argumentation is a popular kind of essay question because it forces students to think on their own: They have to take a stand on an issue, support their stand with solid reasons, and support their reasons with solid evidence.

Argumentative Essay

- Argumentative essay is a very useful test of a student's ability , it is a popular form of essay that assist students to think logically and help them in getting better at a debate.
- It would require students to do a research on a certain issue ; gathering ,generating , and evaluating data which are presented in an orderly manner towards a certain position.
- This kind of writing can be found in editorials, reviews, letter to editors, research proposal , or opinion essays in magazines and books arguing a point of view. For this reason, writers have to use firm language, accurate and proved facts and vivid illustrations as it should be perfect.

Question form

In an academic writing test such as **IELTS Test**, you might encounter questions such as these:

- ▶ (Some people believe that men and women should receive equal pay for the same job, while others argue that salaries should be based on experience and skills). **Discuss both views and give your opinion.**
- ▶ **The most important element in a friendship is trust.** Agree or disagree with this statement. Support your opinion with reasons and examples.
- ▶ Some people believe that freedom of speech is a fundamental human right that should never be restricted, while others think that some limitations are necessary to maintain social harmony. **Discuss both views and give your opinion.**

Question form

- ▶ With the rise of online education, some believe that traditional schools and universities are becoming less important. Others argue that in-person learning is essential for a well-rounded education.
Discuss both views and give your opinion.
- ▶ Some people think that learning a second language should be mandatory in schools, while others believe that it should be optional.
To what extent do you agree or disagree?

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Argumentative Essay Structure

Instructions to make a good argumentative essay :

- ▶ **Introductory paragraph:** The first paragraph of the essay should outline the topic, provide background information necessary to understand the argument, outline the evidence that will present and states the thesis
- ▶ Regarding introductory paragraph catches the reader's attention and introduces the importance of the issue , with a concise clear defined thesis statement in the first paragraph of the essay. This thesis statement recognizes the writers opinion and states her/his disagreement with the other side's of the argument and states the position clearly

Body paragraphs

- ▶ A typical argumentative essay comprises three or more paragraphs that explain the reasons why you support your thesis.
- ▶ Each body paragraph should cover a different idea or piece of evidence and contain a topic sentence that clearly and concisely explains why the reader should agree with your position. Body paragraphs are where you back up your claims with **examples, research, statistics, studies, and text citations**. Address opposing points of view and disprove them or explain why you disagree with them. Presenting facts and considering a topic from every angle adds credibility and will help you gain a reader's trust.

Concluding paragraph

Conclusion: One paragraph that restates your thesis and summarizes the most important details from the argument and tries for the last time to convince the reader about his/her argument rather than introducing new facts or more arguments, a good conclusion will appeal to a reader's emotions.

Transition that are used in writing argumentative essay

Adding a counter-argument/ opposing point of view

- ▶ - although
- ▶ - though
- ▶ - even though
- ▶ - while it is true that
- ▶ - some might argue that

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Transition that are used in writing argumentative essay

For example

▶ **Even though** study abroad can be costly , the benefits outweigh that negative factor.

While it is true that studying abroad is costly , the benefits outweigh the negatives.

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Transition that are used in writing argumentative essay

Adding a refutation

- ▶ - despite this
- ▶ - in spite of this
- ▶ - however
- ▶ - in fact
- ▶ - nevertheless
- ▶ - nonetheless
- ▶ - on the other hand
- ▶ - yet

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Transition that are used in writing argumentative essay

For example :

Some might say that the costs of studying abroad are high .
Despite this being true , the benefits outweigh the costs .

Studying abroad is expensive ; **however**, not going abroad only because of the high cost is a mistake .

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Transition that are used in writing argumentative essay

Adding support

- - Additionally
- -furthermore
- - in a similar way
- - moreover
- - similarly
- - what is more
- - like wise

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Transition that are used in writing argumentative essay

For example :

- **Additionally** , studying abroad can improve our social lives
- **What is more** , studying abroad expands our understanding of the world

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A sample of an argumentative Essay

“Women's Importance in Society”

Agree/Disagree

Introduction:

The saying "A woman: without her, man is nothing" highlights how crucial women are to society. But is this statement accurate? Let's explore both sides.

Agree: Women's Vital Contributions

Women play vital roles in society. They raise children, work, and drive progress. In families, they teach values and provide care. In work, they innovate and bring diverse perspectives. Without women, society would miss out on their creativity and skills.

Disagree: Challenging Stereotypes

This saying can reinforce stereotypes about women's dependency on men. It's important to see women as individuals with their own worth, not just in relation to men. This idea can hold back progress towards equality.

A sample of an argumentative Essay

“Women's Importance in Society”

Agree/Disagree

Agree: Empowering Women

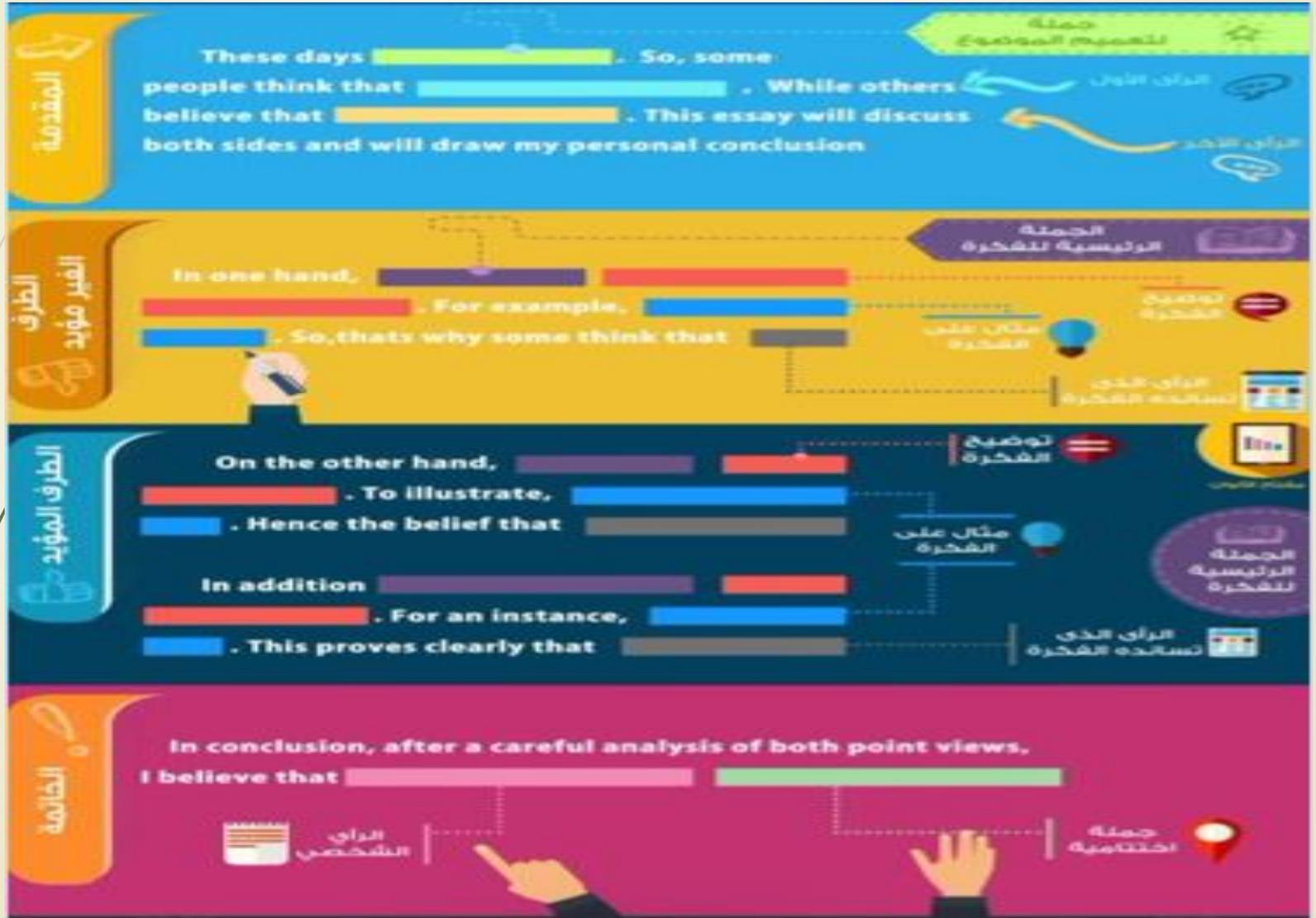
Recognizing women's importance can empower them. When women have equal opportunities, everyone benefits. Empowered women can advocate for their rights and contribute more to society.

Conclusion:

Women are indeed essential to society's functioning and progress. But it's important to remember that women are individuals with their own value. Embracing women's importance can lead to a more equal and inclusive society.

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The General Form of an argumentative essay



Another Form of an argumentative essay

المقدمة
ثابته

There is no doubt that these days **مقدمة**. The question is, **إعادة الصياغة**? in this essay, I am going to **المهمة**.

٤٥-٢٥ كلمة

العرض
استخدام أحدهما
أو كلاهما

In terms of (advantaged/positive side/problems/causes), **فكرة**. The main reason given to support this claim is that **سبب**. To illustrate, **مثال**. In other words, **استنتاج، نتيجة**

١٥-٢٠ كلمة

(However, /Moreover,) **الفكرة الرئيسية**. Firstly, **فكرة فرعية**. In other words, **شرح**. Secondly, **فكرة فرعية**. This is because **شرح**. Also, **فكرة فرعية**.

الختام
حسب نوع المهمة

In conclusion, although **طرف غير مؤيد**, **الطرف الآخر**. Therefore, I believe that **الرأي**

٢٠-٣٥ كلمة

In conclusion, it is evident that **جزء المهمة**, **الجزء الآخر من المهمة**. **الجهة المناسبة** must ensure steps are taken to prevent this phenomenon from deteriorating future

Recommended TITLES on argumentative essay

- “The Impact of Immigration: Positive or Negative?”
- “Is Social Media Beneficial or Harmful?”
- “Is Technology Making Iraqis Smarter or Dumber?”
- “Should College Education Be Free?”
- “Big salary is much more important than job satisfaction”
- “A woman without her man is nothing”
- “A woman: without her, man is nothing”
- “People believe the aim of university education is to help graduates get better jobs. Others believe there are much wider benefits of university education for both individuals and society”
- “The Impact of Fast Food on Public Health”
- “Living in a country where you have to speak a foreign language cause serious social problems, as well as practical problems”

Recommended TITLES on argumentative essay

- Some people believe that nowadays we have too many choices
- “some people say History is one of the most important school subjects. Other people think that, in today’s subjects like science and technology are more important than history”
- “Should TIKTOK be banned?”
- “Only, homework is beneficial”
- “Is the Internet “making us Scholars?”
- “Experience is more important than academic achievement”

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Review

These are the Important points covered in this chapter:

1. An argumentative essay is a kind of essay in which you try to persuade your reader to agree with your opinion about a controversial topic.
2. An argumentative essay contains these five elements:
 - An explanation of the issue
 - A clear thesis statement
 - A Summary of the opposing arguments
 - Rebuttals to the opposing arguments
 - Your own arguments
3. Use either a block pattern or a point-by-point pattern. Be sure to include the opposite point of view as well as your own.
4. Use contrast transition signals to connect opposing arguments and your counter-arguments.

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