



# LECTURE 3 FOR WRITING IV THE NATURE OF WRITING BY MARGANA



# Three levels of writing

- ▶ Sentence (subj.+finite verbs)
- ▶ Paragraph
- ▶ Essay

# WHAT IS A PARAGRAPH?

A basic unit of organization in writing in which a group of related sentences develops one main idea.



# Three Parts of A Good Paragraph

## 1. *Topic sentence:*

- States the main idea of the paragraph
- Usually the first sentence in a paragraph
- Summarizes the main idea of your paragraph.
- Indicates to the reader what your paragraph will be about.
- States the controlling idea.

2. [Patterns of Essay Organization](#)

**TOPIC**

**CONTROLLING IDEA**

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



# The topic Sentence

- ▶ Write a topic sentence. It is the most general sentence in a paragraph, and it expresses the central focus of the paragraph.



# Topic Sentence

- A. Complete sentence
- B. Contains both a topic and controlling idea
- C. Gives only one main idea

## Compare:

The slang expression so long (meaning “good bye”) is probably a corruption of the Arabic salaam. (too specific)

English is a difficult language to learn. (too general)

The Arabic origin of many English words is not always obvious. (good)



# Remember

1. A topic sentence should be neither too general nor too specific

*Too general:* American food is terrible.

*Too specific:* American food is tasteless and greasy because Americans use too many canned, frozen, and prepackaged foods and because everything is fried in oil or butter.

*Good:* American food is tasteless and greasy.

2. Do not include too many unrelated ideas in your topic sentence

*Too many ideas:* San Francisco is famous for its temperate climate, its many tourist attractions, and its cosmopolitan atmosphere.

*Good:* San Francisco is famous for its cosmopolitan atmosphere



# **Controlling Idea:**

- **Makes a specific comment about the topic, indicating what the rest of the paragraph will say about the topic.**
- **It limits or control the topic to a specific aspect of the topic to be discussed in the space of a single paragraph.**





# GOLD

Gold, a precious metal, is prized **for two important characteristics**. **First of all**, gold has a lustrous beauty that is resistant to corrosion. Therefore, it is suitable for jewelry, coins, and ornamental purposes. Gold never needs to be polished and will remain beautiful forever. For example, a Macedonian coins remains as untarnished to day as the day it was minted twenty-three centuries ago. **Another** important characteristic of gold is usefulness to industry and science. For many years, it has been used in hundreds of industrial applications. The most recent use of gold is in astronaut's suits. Astronauts wear gold-plated heat shields for protection outside spaceships. In conclusion, gold is treasured not only for its beauty but also for its utility.



Example:

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



## 2. Supporting sentence

### **What are supporting sentences?**

They come after the topic sentence, making up the body of a paragraph.

### **What do they do?**

They give details to develop and support the main idea of the paragraph.

### **How do I write them?**

You should give supporting facts, details, and examples.



## Example:

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



# 3. Concluding/Closing Sentence

## **What is the concluding sentence?**

The concluding sentence is the last sentence in a paragraph.

## **What does it do?**

It restates the main idea of your paragraph.

## **How do I write one?**

Restate the main idea of the paragraph using different words.



## Example:

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



# Example

## GOLD

5 Gold, a precious metal, is prized for two important characteristics. First of all, gold has a lustrous beauty that is resistant to corrosion. Therefore, it is suitable for jewelry, coins, and ornamental purposes. Gold never needs to be polished and will remain beautiful forever. For example, a Macedonian coin remains as untarnished to day as the day it was minted twenty-three centuries ago. Another important characteristic of gold is usefulness to industry and science. For many years, it has been used in hundreds of industrial applications. The most recent use of gold is in astronaut's suits. Astronauts wear gold-plated heat shields for protection outside spaceships. In conclusion, gold is treasured not only for its beauty but also for its utility.

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# **Concluding Sentence** **(Not absolutely necessary)**

- ▶ It signals the end of a paragraph.
- ▶ It summarizes the main points of a paragraph.
- ▶ It gives a final comment on the topic and leave the reader with the most important idea to think about.





# END-OF PARAGRAPH SIGNALS

Followed by a comma	Not followed by a comma
<p>Finally,</p> <p>In conclusion,</p> <p>In summary,</p> <p>Therefore,</p> <p>Thus,</p> <p>As a result,</p> <p>Indeed,</p> <p>In brief,</p> <p>In short,</p>	<p>We can see that ...</p> <p>It is clear that ...</p> <p>These examples show that ...</p> <p>There can be no doubt that ...</p> <p>The evidence suggests that ...</p>



# Paragraph

## Topic

what is the text about?

## Main idea

what is the writer's opinion about the topic?

## Supporting details

Every supporting sentence must directly explain or prove the main idea stated in the topic sentence.

## Sub-supporting details

## Concluding sentence



# Unity

## **What is unity?**

Only one main idea is discussed

## **What does it do?**

Explain or prove the main idea stated in the topic sentence.

## **How do I write one?**

Every supporting sentence must directly explain or prove the main idea stated in the topic sentence. Do not include any information off the topic.



# Coherence

## What is coherence?

**Latin: "cohere" → "hold together"**

**Sentences must hold together.**

## What does it do?

**Easy to read and understand**

## How do I write one?

- **The movement from one sentence to the next must be logical and smooth.**
- **Supporting sentences are in some kind of logical orders**
- **Your ideas are connected by the use of appropriate transition signals**



# 4 Ways to achieve coherence

- ▶ Repeating key nouns
- ▶ Using pronouns that refer back to key nouns
- ▶ Use transition signal to show how one idea is related to the next
- ▶ Arrange your sentences in logical order



# Paragraph with coherence

## GOLD

**Gold**, a precious metal, is prized for two important characteristics. First of all, **gold** has a lustrous beauty that is resistant to corrosion. Therefore, **it** is suitable for jewelry, coins, and ornamental purposes. **Gold** never needs to be polished and will remain beautiful forever. For example, a Macedonian coin remains as untarnished to day as the day it was minted twenty-three centuries ago. Another important characteristic of **gold** is usefulness to industry and science. For many years, **it** has been used in hundreds of industrial applications. The most recent use of **gold** is in astronaut's suits. Astronauts wear **gold**-plated heat shields for protection outside spaceships. In conclusion, **gold** is treasured not only for its beauty but also for its utility.



# Transition signals (Traffic signs)

First, second, next, finally, therefore, and, however, in conclusion, on the other hand, as a result, similarly, moreover, furthermore, in addition, in contrast

## Logical order

- **Chronological order: in the order of their occurrence in time.**
  1. **Narration**
  2. **Process, procedures**
- **Order of importance**
- **Comparison/contrast**



# **Sub-supporting details:**

## **Concrete support:**

### **How to prove our points**

- ▶ Support your topic sentence by using specific and factual details.
  - \* Examples
  - \* Statistics
  - \* Quotation
  - \* Paraphrase
  - \* Summary





# Prewriting Paragraphs

## What is the prewriting stage?

**The prewriting stage is when you think carefully and organize your ideas for your paragraph before you begin writing.**

## How do I write one?

- 1. Think carefully about what you are going to write.**
- 2. Open your notebook.**
- 3. Collect facts related to your paragraph or essay topic.**
- 4. Write down your own ideas.**
- 5. Find the main idea of your paragraph or essay.**
- 6. Organize your facts and ideas in a way that develops your main idea.**



# Writing Paragraphs

## What is the writing stage?

The writing stage is when you turn your ideas into sentences.

## How do I write one?

1. Open your notebook and word processor.
2. Write the topic sentence, supporting sentences, and closing sentence.
3. Write clear and simple sentences to express your meaning.
4. Focus on the main idea of your paragraph.
5. Use the dictionary to help you find additional words to express your ideas.



# Editing Paragraphs

## What is the editing stage?

The editing stage is when you check your paragraph for mistakes and correct them.

## Grammar and Spelling

1. Check your spelling.
2. Check your grammar.
3. Read your essay again.
4. Make sure each sentence has a subject.
5. See if your subjects and verbs agree with each other.
6. Check the verb tenses of each sentence.
7. Make sure that each sentence makes sense.



# Style and Organization

- 1. Make sure your paragraph has a topic sentence.**
- 2. Make sure your supporting sentences focus on the main idea.**
- 3. Make sure you have a closing sentence.**
- 4. Check that all your sentences focus on the main idea.**
- 5. See if your paragraph is interesting.**



# Model: Paragraph Structure

## **GOLD**

**Gold, a precious metal, is prized for two important characteristics. First of all, gold has a lustrous beauty that is resistant to corrosion. Therefore, it is suitable for jewelry, coins, and ornamental purposes. Gold never needs to be polished and will remain beautiful forever. For example, a Macedonian coin remains as untarnished to day as the day it was minted twenty-three centuries ago. Another important characteristic of gold is usefulness to industry and science. For many years, it has been used in hundreds of industrial applications. The most recent use of gold is in astronaut's suits. Astronauts wear gold-plated heat shields for protection outside spaceships. In conclusion, gold is treasured not only for its beauty but also for its utility.**



# Writing an Essay

- . Elements of an **Essay**

  - The Introductory Paragraph (P1)

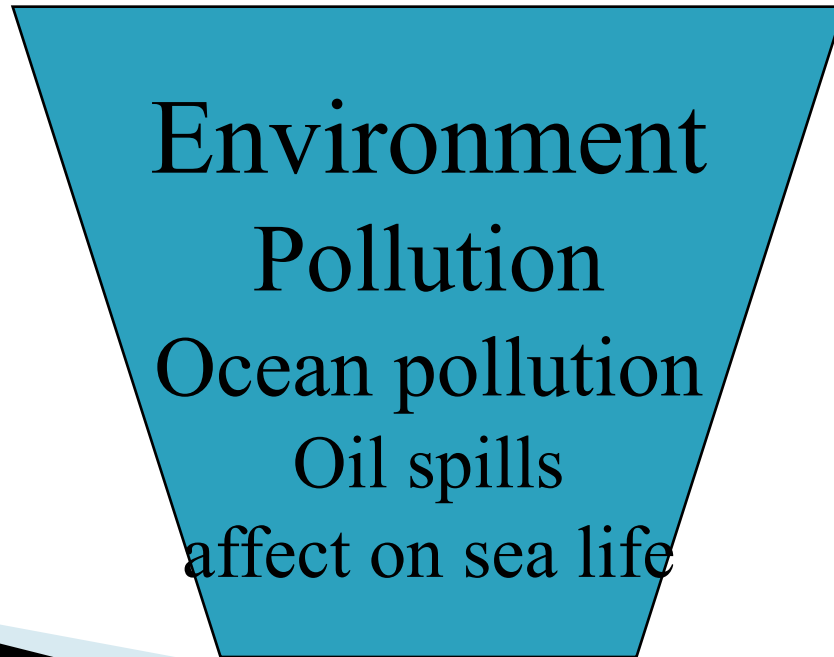
  - The Essay Body (P2, P3, P4)

  - The Concluding Paragraph (P5)



# How to generate ideas

- ▶ Step 1: Choosing and narrowing a topic





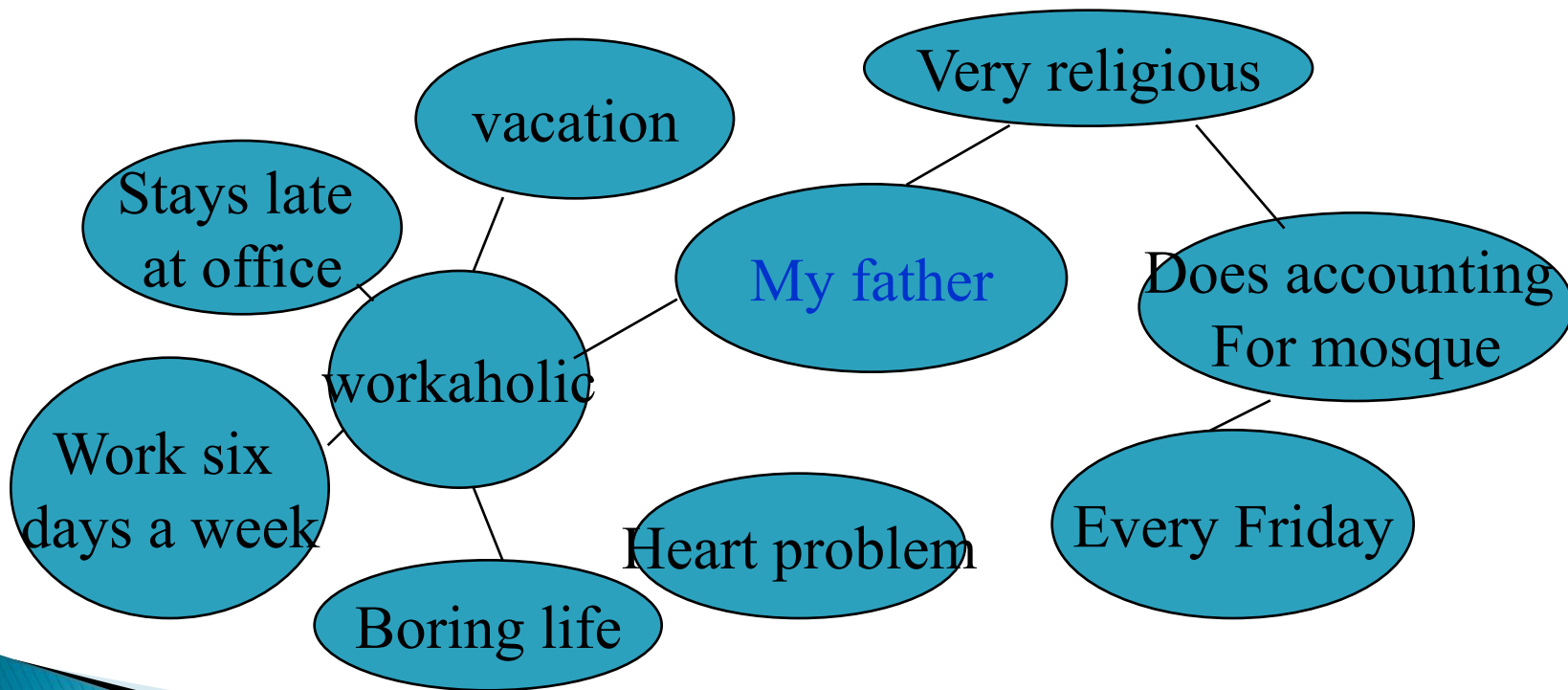
## 2. Clustering

- ▶ In the center of your paper write a topic and draw a “balloon” around it. This is your center. Then write whatever ideas come to you in balloons around the core. Think each of these ideas and make more balloons around them.





# Model





# 3. Planning (outlining)

## Model 1

### Communication Problems

#### A. Poor verbal skills

- Lack vocabulary
- Poor pronunciation

#### B. American difficult to understand

- Use incomplete sentences
- Use unclear expressions
- Talk too fast
- Use slang and idioms



## ▶ Model 2

### Communication Problems

TS: International students in the United States face communication problems with Americans.

SP: A. International students have poor verbal skills.

SD: 1. lack vocabulary

SD: 2. have poor pronunciation

SP: B. American are difficult to understand

SD: 1. use incomplete sentences

SD: 2. use unclear expressions

SD: 3. talk too fast

SD: 4. use slang and idioms



# Writing and Revising Drafts

- ▶ Step 1: Writing the first Rough Draft
- ▶ Step 2: Revising Content and Organization
- ▶ Step 3: Proofreading the Second Draft
- ▶ Step 4: Writing the Final Copy



# Example 1

In modern society, especially in big cities, undoubtedly hard work has become a very important feature of ordinary people's everyday life. It seems that **many people are under the impression that their work is becoming more pressing and urgent, and thus they sacrifice more and more leisure time.**

In the first place, with the rapid development of science and technology, work today is more demanding than it used to be. For example, college graduates nowadays have to master English, computer science and driving skills before they can find decent jobs. People have to spend more time acquiring new techniques and skills. And their spare time tends to be fully occupied, not with leisure pursuit, but with work-related pursuits.



## Continued

In the second place, competition is becoming more intense. Many people feel anxious that they may be “laid-off” if they can’t work as hard as others. And they also feel at a disadvantage before new graduates. Therefore, it is understandable that people keep themselves involved in intensely hard work in order to preserve their positions.

In my opinion, the worst aspect of this phenomenon is that the huge pressure of work will gradually affect people’s mental health. Excessively hard work means that people can never get rid of the fatigue of their work, even in their leisure time. This means that they cannot enjoy a normal life.

In a word, in modern society overwork is stealing our leisure time. however, I believe this problem will be settled eventually with the development of science and technology.



## Example 2

It is generally accepted that we all need leisure time to recover from the stresses of work and everyday life.

Personally, I prefer to be active during this time, as I think this suits me better. However, what we do with our leisure time is up to us and no one can say that any particular activity is the best.

Some people relax by watching movies, reading or surfing the internet. People who have physically demanding jobs may choose these types of activities. If you are a nurse or builder, you may feel that you don't want to do a five-kilometer run after work, because you are already physically tired.



## Continued

Other people do very sedentary jobs. Computer analysts, for example, may spend all day sitting in front of a computer screen. At the end of the working day, they may be keen to stretch their limbs and improve their health by swimming or going to the gym.

Another factor that influences our choice of leisure pursuit is where we work. People who work indoors often prefer outdoor hobbies, whereas for people who work outdoors, the reverse may be true. I am a student myself and this involves a lot of sitting in lectures, so I need to get out into the fresh air afterwards.

In any situation, the important thing is that people need to stay healthy by choosing what is best for them. The only wrong way to spend free time, in my view, is to have a sedentary job and then go home and watch television.





# How to Teach Writing

There are two approaches, namely the product approach and process approach.

The product approach is conducted by asking students to write a paragraph or essay based on the topics given.

The process approach is carried out by following the three steps, namely pre-writing, writing, and revising (Banchard and Root, 2003) .



# Techniques of teaching writing

Presentation

Modelling

Practice

Guided writing

Semi guided writing

Free writing (giving situations)

Production

Semi guided writing

Free writing (giving situations)



# Continued

Exploration

Modelling

Elaboration

Guided writing

Semi guided writing

Free writing (giving situations)

Confirmation

Semi guided writing

Free writing (giving situations)



## Types of Errors

(1) **Deletion** : Deleting any linguistic feature in writing

Ex. Beside the positive effects of course the mobile phone also has (a) negative effect (s).

(2) **Addition**: Adding any linguistic feature in writing

Ex. Today we can see the mobile phone is so friendly and popular.

The mobile phones really changes the human's life.  
Finally, it is depend on your choices.



### (3) Mis-formation

#### Mis-spelling

If they are take a rest the mind during leisure time just relax but it's not be **fungtion**.

#### Choice of word

Ex. Beside the positive effects **of course** the mobile phone also has negative effect.

Every time all of us use the mobile phone to help in bussiness and doing our habits.

### (4) Mis-ordering

I do not want to buy **the book expensive**.



# How to give feedback

## Types of feedback

Direct feedback (providing corrections of the errors directly)

Indirect feedback (Using symbols to correct the errors made by students)

(Ferris, 2004)

## Other types of feedback

Individual feedback

Pair or Group feedback

Classical or conference feedback

Peer feedback



Kepner (1991) identifies the types of feedback into two, namely message-related comments and surface error-corrections.



## References

Branchard, K & Root, C. 2003. *Ready to Write*.  
New York: Pearson education Ltd, Inc.

Ferris, Dana. 2004. The “grammar correction” debate in L2 writing: where are we, and where do we go from here? *Journal of Second Language Writing* 13.49-62.