

Chapter one : What is a paragraph ?

introduction:

A paragraph is a basic unit of orgnization in writing in which a group of related sentences develops 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 .

A paragraph may stand by it self. In academic writing , a paragraph is often used to answer a test question such as the following : "Define management by objectives, and give one exemple of it from the reading you have done for this class "

A paragraph may also be one part of a longer piece of writing such as a chapter of a book or an essay . you will first learn how to write good paragraph, and then you will learn how to combine and expand paragraphs to build essay.

Paragraph structure:

the following model contains all the elements of a a good paragraph .Read it carefully two or three times, and try to analyze its structure.

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 jewelery, coins, and ornamental purpose. Gold never needs to be polished and will remain beautiful forever. For exemple, a Macadonian coin remains as untarnished today as the day it was minted twenty three centuries ago. Another important characteristics of gold is its usefulness to industry and sience. For many years, it has been used in hndreds of industrial applications. the most recent use of gold is in astronauts suits. Astronauts wear gold plated heat shilds for protection outside spaceships. In conclusion, gold is treasured not only for its beauty but also for its utility.

2: Three parts of paragraph :

A paragraph has three major structural parts: *a topic sentence, supporting sentences, and 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 or two area is called the controlling idea. Notice how the topic sentence of the model states both the topic and the controlling idea;

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

topic

controlling idea

supporting sentences develop the topic sentence. That is, they explain the topic sentence by giving reasons, exemples, facts, statistics, and quotations. Some of the supporting sentences that explain the topic sentence about gold are

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

For exemple, a Macedonian coin remains as untarnished today as the day it was minted twenty centuries ago.

the important characteristic of gold is its usefulness to industry and sience.

The most recent use of gold is in astronauts suits

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

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

Unity and coherence:

In addition to the three structural parts of a paragraph, a good paragraph also has the elements of unity and coherence .

***Unity** means that you discuss one main idea in a paragraph. The main idea is stated in the topic sentence, and then each and every supporting sentence develops that idea. If, for exemple, you announce in your topic sentence that you are going to discus two important characteristics of gold mining.*

***coherence** means that your paragraph is easy to read and understand because your supporting sentences are in some kind of logical order and your idea are connected by the use of appropriate transition singnals. For exemple, in the paragraph about gold, there are two supporting ideas: gold is beautiful, and gold is useful. Each of these supporting ideas is discused, one after the other, and an exemple is given for each one. This is one kind of logical order. Furthermore, the relationship between the ideas is clearly shown by using appropriate transition words and phrases such as first of all, for exemple, another important characteristic, and in conclusion.*

In summary, a well written paragraph contains five elements: a topic sentence, supporting sentences, a concluding sentence, unity and coherenc.

The finished assignment format:

Usuall, instructors accept either handwritten or typed " on a typewriter or computer" assignments. Follow the instructions bellow to format the assignments you prepare for this class. your instructor may assign other format as well.

***Paper:** **Handwritten:** Standard 8 1/2 by 11 inch white binder paper. remember that the holes are on the left. Write on one side only.*

***Typed:** Standard 8 1/2 by 11 inch white typing paper. Type on one side only.*

***Assignment identification:** Both handwritten and typed*

- *In the upper right hand corner, write or type your name, the course title and*

/ or number, and the page number.

- *In the upper left hand corner write or type the practice number and / or name of the assignment and the page number.*

Title: **Handwritten:** *center the title on the top line of the first page.*

Typed: *Center the title about 1 1/2 inches from the top of the first page.*

Body: **Handwritten:**

- *Begin writing on the third line after skipping a line.*
- *Indent the first line of every paragraph about one inch from the margin.*
- *write on every other line.*

Typed:

- *Begin typing after skipping four single spaced lines.*
- *Indent the first line of every paragraph five spaces.*
- *Double space; that is, leave one blank line between each line of typing.*

Both handwritten and typed:

- *Leave one inch margins on the left and right sides and at the bottom of each page.*
- *Number every page except the first page.*

Writing in a computer:

If you have access to computer and know a word processing program, you can use it for the complete writing process from brainstorming to writing the final draft. On other hand, you may prefer to do the prewriting stages of your paper with pencil and paper and then use the computer for the writing, editing, and revising stage. keep in mind that a paragraph written on a computer is formatted like a typewritten one.

Writing on a computer is the most efficient, time saving method of recognizing and improving the content of your paper. You can add, change, and delete words, phrases, sentences, or whole paragraphs with just a few keystrokes. You can also move items from one location to another in a flash, and if you don't like the change you just made, you can change it back instantly.

Another advantage of using a computer is that you can tell the computer to proof read your paper for spelling errors. Most also automatically correct errors in capitalization. However, you must still proofread your paper yourself because a computer may not find all of your errors.

As your word processing skills improve, you can start adding boldface and italic type or even photos, charts, and graphic designs to your papers. The possibilities are almost unlimited. It is well worth your time and effort to learn to use a computer for writing.

How to write a title?

Single paragraph do not usually have titles. Giving your practice paragraph titles, however, may help you to organize and limit your thoughts. For longer essays or reports, thoughts the use of titles will become more necessary.

A title tells the reader what the topic of the paragraph is. It is usually a word or phrase, not a sentence. It should be brief, but not so brief that it doesn't tell the reader what to expect.

Remember these points when writing a title:

1. *The first, last, and all important words in a title are capitalized. Prepositions and articles are not considered important words in a title. Prepositions of more than five letters, however, may be capitalized. Articles that begin the title, of course, are capitalized.*
2. *The title of a paragraph or essay is not underlined.*
3. *The title is not enclosed in quotation marks, nor is it ended with a period.*

The topic sentence:

Every good paragraph has a topic sentence, which clearly states the topic and the controlling idea of the paragraph. It is a complete sentence. It is usually " but not always" the first sentence in the paragraph.

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.

There are three important points to remember about a topic sentence:

1. *A topic sentence is a complete sentence; that is, it contains a subject, a verb, and "usually" a complement. The following are not complete sentences: 1. Driving on freeways; 2. The important of gold; 3. How to register for college classes.*
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. The following examples show how a topic sentence states both the topic and the controlling idea in a complete sentence: 1. Driving on freeways requires skill and alertness. 2. Gold, a precious metal, is prized for two important characteristics.*

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.

The following is an example of a general statement that could serve as a topic sentence:

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

The following sentence, on the other hand, is too specific:

The slang expression so long "meaning goodbye" is probably a corruption of the Arabic salaam.

Sentences such as the following may be too general:

English is a difficult language to learn.

Position of topic sentences:

The topic sentence may be the first or last sentence in a paragraph. The topic sentence may also be the first and last sentence of the paragraph "sandwich style". A sandwich style paragraph is especially helpful to your reader if the paragraph is very long. The second topic sentence in the sandwich style paragraph also serves as a concluding sentence.

The two parts of a topic sentence:

A topic sentence has two essential parts: The topic and the controlling idea. The topic names the subject, or main idea, of the paragraph. The controlling idea makes a specific comment about the topic, which indicates what the rest of the paragraph will say about the topic. It limits or controls the topic to a specific aspect of the topic to be discussed in the space of a single paragraph.

Example: Convenience foods are easy to prepare

topic

controlling idea

Example: The native foods of America's immigrant population are reflected

controlling idea

in American cooking

Topic

writing a topic sentence;

When you write a sentence, remember these two points:

- 1. 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 may not have anything left to write about in the rest of the paragraph.*

Think of a topic sentence as being like the name of a particular course on a restaurant menu. When you order food in a restaurant, you want to know more about a particular course than just "meat" or "salad". You want to know generally what kind of salad it is. Potato salad? Mixed green salad? Fruit salad? However, you do not necessarily want to know all of its ingredients.

Similarly, the reader of a paragraph wants to know generally what to expect in a paragraph, but he/she does not want to learn all of the specific details in the first sentence.

Too general: American food is terrible.

too specific: American food is tasteless and greasy because American use too many canned, frozen, and prepackaged foods and because every thing 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; if you do, your paragraph will not be unified.*

Too many ideas: San Fransisco is famous for its temperate climate, its many tourists attractions, and its compolitan atmosphere.

The three parts of this controlling idea are too unrelated for a single paragraph. They would require three separate paragraphs.

Good: San Francisco is famous for its cosmopolitan atmosphere.

The concluding sentence:

Now that you know how to write a good topic sentence for a paragraph, you should also learn how to write a good concluding sentence. A concluding sentence is not absolutely necessary; in fact, a concluding sentence is not customary for every paragraph in a multiparagraph essay. However, for single paragraphs, especially long ones, a concluding sentence is helpful to reader because it signals the end of the paragraph and because it is a reminder of the important points.

A concluding sentence serves three purposes:

- 1. It signals the end of the paragraph.*
- 2. It summarizes the main points of the paragraph.*
- 3. It gives a final comment on the topic and leaves the reader with the most important ideas to think about.*

End of paragraph signals:

***These are followed by a comma:**

*Finally, In conclusion, In summary, Therefore, Thus,
As a result, Indeed, In brief, In short,*

***These are not followed by a comma:**

We can see that...../ It is clear that.../ These examples show that.../There can be no doubt that.../The evidence suggests that....

Review:

1. *A good topic sentence :*

- *Is complete sentence with a subject, a verb, and a controlling idea.*
- *Is neither too general nor too specific. It states clearly what the main idea the paragraph is but does not include specific details*
- *Is usually the first sentence in the paragraph*

2. *A good concluding sentence :*

- *signals the end of the paragraph*
 - *Summarizes the important points briefly or restates the topic sentence in different words.*
-

The compound sentence

Definition:

A compound sentence is two or more independent clause joined together. There are three ways to join the clause.

1. With a coordinator
2. With a conjunctive adverb
3. With a semicolon

Let's study each type of compound sentence in more detail.

1. Compound sentence with coordinators:

A compound sentence can be formed as follows:

Independent clause, + Coordinator + Independent clause.

Notice that there is comma after the first independent clause.

The following sentences illustrate the meaning of the seven "FAN BOYS"

1. **For:** Women live longer than men, **for** they take care better of their health. (The second clause gives the reason for the first clause).
2. **And:** Women follow more healthful diets, **and** they go to doctors more often. (The two clause express equal, similar ideas.)
3. **Nor:** Women do not smoke as much as men do, **nor** do they drink as much alcohol. (**Nor** means "and not". It joins two negative independent clauses. Notice that question word order is used after **nor**.)

4. **But:** Men may exercise harder, **but** they may not exercise as regularly as women do. (The two clauses express equal, contrasting ideas.)
5. **Or:** Both men and women should limit the amount of fat in their diets, **or** they risk getting heart disease. (The two clause express alternative possibilities.)
6. **Yet:** Women used to be known as the “weaker sex”, **yet** in some ways, they are stronger than men. (The second clause is a surprising or unexpected contrast to the first clause.)
7. **So:** Men are less cautious than women, **so** more men die in accidents. (The second clause is the result of the first clause.)

2. Compound sentence with conjunctive adverbs:

A compound sentence can also be formed as follows:

Independent clause + **conjunctive adverb**, + independent clause.

Notice the punctuation: a semicolon follows the first independent clause, and a comma follows the conjunctive adverb. Also, just like the FAN BOYS coordinators, conjunctive adverbs express relationships between the clauses. The following chart shows the coordinators and conjunctive adverbs that express similar meanings.

Coordinatorsconjunctive adverb

And

Besides

But * Yet

However

Nevertheless

Nonetheless

Or

Otherwise

So

Accordingly

Consequently

Hence

Therefore

Thus

As a result

3. Compound sentence with a semicolon:

A compound sentence can also be formed with a semicolon alone.

Independent clause; independent clause.

Clause connectors:

Subordinators (Subordinating conjunctions):

After

Before

That

When

which

Although

Even though

Though

Whenever

While

As

How

Unless

Where

Who

As if *If* *Until* *Wherever* *Whom*
As soon as *Since* *What* *Whether* *Whose*
Because *So that*

Coordinators (coordinators conjunctions)

You can remember the seven coordinators by the phrase "FAN BOYS":

FOR *And* *Nor* *But* *Yet* *So*

Conjunctive adverbs:

Accordingly *Furthermore* *IN contrast* *Meanwhile* *ON the other hand*
Besides *Hence* *Indeed* *Moreover* *Otherwise*
Consequently *However* *Instead* *Nevertheless* *Therefore*
For example *IN addition* *Likewise* *Nonetheless* *Thus*

Introduction to phonetics

What is phonetics ?:

It is the study of the actual sound that make up the words of a language.

*Every language has its own characteristics and there are sound in English that you might not use in English. And one of the more difficult thing about English is **the spelling** and **the pronunciation** but we only have **26** letters in alphabet, but modern English uses about **44** different sounds. So when you look at word, it can be difficult to know, from the spelling, how to pronounce it because the same letters can be pronounced differently in different words.*

Busy

Word

Queue

Laughter

Comb

Chaos

All of these words and many more can be difficult to pronounce because spelling in English is not phonetic and it's often inconsistent, So phonetics gets around this by looking at the actual sounds that make up a word and not how it is spelt.

PHONEMIC TRANSCRIPTION EXERCISES

Exercise 1

Make a phonemic (broad) HCE transcription of the following words. Note that the answer button is sitting right

there in easy reach, but the value in this exercise lies in doing it yourself first – that’s how learning happens. So

grab a pen and paper and make your own transcriptions, and then come back to crosscheck your work against

the answers provided here.

Answers



1	far	fɛ:
2	meat	mi:t
3	get	get
4	pole	pəʊl
5	want	wɒnt
6	find	fænd
7	rough	rɛf
8	chirp	tʃɜp
9	sound	səʊnd

10	bash	bæʃ
11	sheep	ʃi:p
12	hip	hi:p
13	sun	sən
14	laugh	lɜ:f
15	chips	tʃi:ps
16	smoke	sməʊk
17	them	ðem
18	zinc	ziŋk
19	flout	fləʊt
20	when	>wen
21	tax	tæks
22	aches	æiks
23	boil	boil
24	tune	show answer
25	bomb	bɒm

Exercise 2

- 1) Each of the following transcriptions contains an error, such that no speaker of Australian English would ever

2) pronounce the word as transcribed. Your job is to identify the error, then crosscheck your work against the answers provided here

the correct answer



thing	/θɪŋg/	/θɪŋ/
cream	/cɪi:m/	/kɪi:m/
arrow	/æɪəʊ/	/æɪəʊ/
fishing	/fɪʃɪŋ/	/fɪʃɪŋ/
wives	/wæɪvz/	/wæɪvz/
oxen	/ɔxən/	/ɔksən/
brass	/bræs/	/brɛ:s/
know	/knəʊ/	/nəʊ/
maths	/mæθs/	/mæθs/
hijinks	/hæɪjɪŋks/	/hæɪdʒɪŋks/