

**Module** : Written Expression

**Academic year** : 2025-2026

**Level** : First Year LMD/Groups:5 and 6

**Teacher**: Herzallah

**The title of the lesson**: Punctuation

**Course objectives:**

1. Differentiate between common punctuation marks.
2. Demonstrate an understanding of punctuation through correct usage.
3. Identify when each punctuation mark (period, exclamation point, question mark, comma and quotation marks) is needed.

**Introduction:**

**Punctuation**, according to the **Merriam-Webster Dictionary**, is: "The act or practice of inserting standardized marks or signs in written matter to clarify the meaning and separate structural units."

**II. In academic writing:**

1. Avoid using exclamation marks (!).
2. Never combine a question mark and an exclamation mark (!?) or use multiple signs (!!!/ ???).
3. Avoid using ellipses (...) at the end of your sentences. Only use this to indicate omission in quoting.
4. Avoid **contractions**, which should be written out in full instead (e.g. 'won't' and 'can't' should be written as 'will not' and 'cannot').

**4. Avoid passive voice, an active sentence contains a subject that acts on a direct object:**

Eg. I bought the magazine.

A passive sentence occurs when the object becomes the subject of the sentence and is the recipient, rather than the source, of the action.

5. Do not use first-person pronouns ('I', 'me', 'my, we us, etc.). You should also avoid using the second-person point of view, such as by referring to the reader as 'you.' Instead, write directly about your subject matter in the third person.

6. Watch out for misplaced commas. If you're uncertain, read your sentence out loud and see if there is a natural pause. Some things are okay to do on **Whatsapp** and **Facebook**, but keep them out of your academic writing.

**Periods ( full stops)**

- A **full stop** (also called a **period** in American English) is mostly used at the **end** of a declarative sentence.
- Use a period **after initials** used in names. e.g. *E. F. Smith, Helen R.*
- Use a period after the abbreviations **Mr. - Mrs. - Ms. - Dr. - Prof. - St.** (saint) **before a name**, and **Jr.,** (Junior) **Sr.,** (Senior) and **Esq.,** (Esquire) **after a name.** (we also **add a comma** after Jr. and Sr. if words follow)  
e.g. *He owes a lot of money to Mr. Smith.*

*Robert Downey, Jr., played the Iron Man.*

→ Do not use a period with "miss" because it is not an abbreviation.

- **Special abbreviations** or **initials** need a period, e.g. **C.O.D.** (*Cash on Delivery*), **B.B.C** (*British Broadcasting Corporation*) and with **abbreviations** used with figures **showing time.** e.g. **A. M., P. M., B.C. and A. D.**

**\*note:** Abbreviations can be written with or without full stops. Often, you have a choice. In other words, you can write *C.N.N.* or *CNN*, or *e.g.* or *eg.*

- When a word is shortened by using the first and last letters, you do not need a full stop. Eg: Mr /Dr

Whatever format you use, be consistent. The most common format is to omit full stops in uppercase abbreviations (**CNN, USA, UK**) but to use them in lowercase abbreviations (e.g., i.e.).

\*A more common (less formal) use of time figures is with small letters **a.m. / p.m.**

- Use a period to show **decimals, and dollars and cents.**

e.g. *This costs \$6.99. Two and one half is written 2.5.*

-Do not use a period after an abbreviated SI unit of measurement.  
10 cm, 5ml

**Instructions:** Put the correct punctuation where needed in the following sentence.

1. Mr and Mrs Rodney C Snow were honored at the dinner
2. Ten and three quarters is 1075 in decimals
3. Did you study the period from 100 B C to 200 A D in your history class
4. I have heard of St Francis of Assisi.
5. Miss Claire S Queen and King Jr will be married at 10:00 A M
6. I feel sorry for the B S A organization

### **Capitalization:**

#### **1. Capitalize the First Word of a Sentence**

This one's easy. Always capitalize the first word of a sentence.

**Eg.** The cat is sleeping.

#### **2. Capitalize Names and Other Proper Nouns**

You should always capitalize people's names.

**Eg.** My favorite author is Jane Austen.

Names are **proper nouns**. The names of cities, countries, companies, religions, and political parties, languages are also proper nouns, so you should capitalize them, too.

**Eg.** We experienced some beautiful Southern California weather last fall when we attended a Catholic wedding in San Diego.

You should also capitalize words like *mom* and *grandpa* when they are used as a form of address.

**Eg.** Just wait until Mom sees this! But My mom is not going to like this.

#### **3. Don't Capitalize After a Colon (Usually)**

-In most cases, you don't need to capitalize after a colon.

**Eg.** I have one true passion: wombat racing.

-There are a couple of common exceptions. One is when the word following the colon is a proper noun.

**Eg.** There is only one place I want to visit: New York City.

-The other exception is when the words following the colon form one or more complete sentences.

**Eg.** Maggie wears a brimmed cap at all times for these two reasons: Strong light often gives her a headache. She also likes the way it looks

#### **4. Capitalize the First Word of a Quote (Sometimes)**

-Capitalize the first word of a quote when the quote is a complete sentence.

Mario asked, "What is everyone doing this weekend?"

Stacy answered, "My sister and I are going to the water park."

Don't capitalize the first word of partial quotes.

Eg. Gretchen said she was “way too busy” to join the gym.

Eg. Mr. Thompson described the rules as “extremely difficult to understand if you don’t have a law degree.”

### 5. Capitalize Days, Months, and Holidays, But Not Seasons

The names of days, months, and holidays are proper nouns, so you should capitalize them.

Eg. I hate Mondays!

The names of **seasons**, however, are not proper nouns, so there’s no need to capitalize them.

Eg. I hate **winter**!

### 6. Capitalize Most Words in Titles

The capitalization rules for titles of books, movies, and other works vary a little between style guides. In general, you should capitalize the first word, all nouns, all verbs (even short ones, like *is*), all adjectives, and all proper nouns.

That means you should lowercase articles, conjunctions, and prepositions—however, some style guides say to capitalize conjunctions and prepositions that are longer than five letters.

Eg. *Sense and Sensibility* is better than *Pride and Prejudice*.

### 7. Capitalize Cities, Countries, Nationalities, and Languages

The names of cities, countries, nationalities, and languages are proper nouns, so you should capitalize them.

Eg. English is made up of many languages, including Latin, German, and French.

Eg. My mother is British, and my father is Dutch.

Eg. The capital of Botswana is Gaborone.

### 8. Capitalize Time Periods and Events (Sometimes)

Specific periods, eras, and historical events that have proper names should be capitalized.

Eg. Most of the World War I veterans are now deceased.

Eg. In the Middle Ages, poor hygiene was partly responsible for the spreading of bubonic plague.

Eg. Middle school students often enjoy studying the social changes that took place during the Roaring Twenties.

**However**, **centuries**—and the numbers before them—are not capitalized.

In the sixteenth and seventeenth centuries, England blossomed into an empire.

### **Commas**

- Use commas to set off the year in a date if three parts of date are given (month, day, and year.)  
→ Do not use commas if only two parts are given. **e.g.** *I left on May 23, 1958, at night.*  
*I know that July 1962 is an important day.*
- Use a comma after the salutation of a friendly letter. **e.g.** *Dear Fred,*
- Use a comma after the complimentary close of a friendly or business letter. **e.g.** *Sincerely yours,*
- Use a comma to separate parts of geographical places. **e.g.** *Have you visited St. Louis, Missouri?*

- Use a comma to separate series of:
  - Three or more words (nouns). e.g. *I dropped my pencil, papers, and books.*
  - Three or more numbers. e.g. *He called for numbers 3, 6, 9, and 12.*
  - Three or more phrases. e.g. *He ran down the hall, out the door, and into the yard.*
  - Three or more short clauses. e.g. *I am working, he is sleeping, and she is singing.*
- Use a comma to separate the introductory words **yes** and **no** and mild interjection from the sentence that follow them. e.g. *Oh, I heard that before. Yes, I will be here.*
- Use a comma or commas to set off an appositive (non-restrictive phrase) if not closely tied to the words it equals or identifies.

\* An **appositive** is a word or word group (without a verb) that defines or further identifies the noun or noun phrase preceding it.

e.g. *Larry Millward, my best friend, will speak at the meeting.*  
*The Eiffel Tower, Gustave Eiffel's masterpiece, can be found on the Champs de Mars.*

**BUT** *My friend Harvey is an animal lover.* (no commas used here because one may have many friends)

- Use a comma to set off non-restrictive clauses. (relative clauses that can be omitted without changing the meaning of the main clause).

e.g. *Our new boat, which we bought last week, is a pleasure to use.*

- Use a comma after an introductory words, phrases or clauses (dependent adverbial clauses).

e.g. *Incidentally, I was late this morning.* (adverb)  
*If you want to see the Olympics, order your tickets now.* (adverbial clause)  
*To find her ring, Mary removed everything from the room.* (infinitive phrase)  
*Three years ago, I traveled to Canada.* (adverbial phrase)

- Use a comma before the coordinating conjunctions that join independent clauses in a compound sentence.

\*in very short clauses joined by *and*, we may omit the comma. e.g. *You wash and I will dry.*

e.g. *Harry will leave on the next flight, but you will join him in a week.*

- Use a comma after a conjunctive adverb (*moreover, however, for example, in fact, for instance*) used to join two main clauses.  
 e.g. *Jill knew she could not win; nevertheless, she kept running.*

1. Use a comma or commas to separate the exact words of the speaker from the rest of the sentence unless the sense of the sentence requires some other punctuation. (In quoted words, the comma always goes inside the quotation marks.)

e.g. *"I can help you now," said the clerk.*  
*The clerk said, "I can help you now."*

.Commas separate paired adjectives that describe a noun. You need a comma between adjectives that could go in any order—they're not cumulative and could be separated by the word "and." Do not use a comma between adjectives that need to be in a particular order.

Eg. **-They serve cheap delicious meat. incorrect**

-They serve cheap, delicious meat. Correct

**-They always have cheap, taco meat. Incorrect**

-They always have cheap taco. Correct

.They separate direct speech or quotations from the rest of the sentence.

Eg: "Oh no, " he said, "I failed my driving test again!"

7. Commas are used to separate contrasting elements in a sentence: **It's spicy, not hot.**

**Instruction:** Place commas where they are needed.

1. During August all the leaves turn colors in Springfield Minnesota.
2. My dog had fleas so we gave him a bath.
3. Yes you may leave the room.
4. Of course I won't change my plans.
5. Fred James a soldier captured during World War II spoke to the assembly.
6. Your plan on the other hand was rejected for good reasons.
7. The jazz which is a much different team from last year start the season next week.
8. She asked "What time is it?"

9. Hoping for a bigger fish Rob spent three more hours fishing.
10. He had read the entire trilogy; consequently he didn't have a new book to read.
11. I went to New York by train but I returned by plane.

**Instructions: Punctuate and capitalize the following paragraphs**

All around the world living in big cities creates serious problems for people the first problem is air pollution for example in Istanbul many people have cars and cars are one reason why the air is polluted secondly traffic is an important problem for the people living in big cities nowadays there are more and more cars on roads and this causes traffic jams in many parts of the cities for this reason many inhabitants waste their time in traffic and they are negatively affected by this situation to sum up air pollution and traffic jams are two important problems that people

**Paragraph 2:**

Bicycles are popular today in many countries for three reasons First most of the people use bicycles to exercise **to illustrate** in Holland people think riding a bicycle is a better way of keeping fit and staying healthy than other sports The second reason is money Generally bikes are not expensive to buy and they are quite cheap to fix **Finally** they are suitable for city life. In cities, many people prefer bikes to cars because unlike cars with a bicycle they never have to wait in traffic **In brief** having a bicycle is beneficial for people for different reasons

**Quotation Marks**

- Use quotation marks around the exact words of a speaker.  
**e.g.** *He said, "I saw that."*  
*"Yes," said Jack, "I will be there."*
  - Use no quotation marks with indirect quotations. An indirect quotation (*paraphrase*) often begins with the word **that**.  
**e.g.** *Betty said **that** she wished the election was final.*
  - Use quotation marks around the titles of **short works**: short stories, short plays, short poems and short musical compositions; of art works, articles, chapters, essays, and speeches; of radio and television programs.  
**e.g.** *My favorite painting is "Blue Roy."*  
*The first poem in the book is called "Athena's Birth."*  
*Did you read that newspaper article "Shark Eats Man" ?*
  - Use single quotation marks for a quotation that is **inside** of another a quotation.  
**e.g.** *"Dad always shouts, 'You are doing it all wrong.', " said the little Jimmy.*
  - Use quotation marks to set off words or phrases used in a special sense (unusual, unfamiliar, or slang terms): they can be technical, ironical, or coined. (when they are mentioned a second time, do not put quotation marks)  
**e.g.** *Grant always uses the word "terrific". He did some "experimenting" in his college days.*  
*I had the visit of my "friend" the taxman.*
- Quotation marks with other punctuation:**
- Always place commas and periods inside quotation marks.  
**e.g.** *One famous painting is "The song of the Lark."*
  - Place question marks or exclamation points **inside** the quotation marks if they punctuate the quotation only.  
**e.g.** *"Are we late ?" she asked.*  
*"Are you sure! " exclaimed Becky.*
  - Place question marks or exclamation points **outside** the quotation marks if they punctuate the entire sentence.  
**e.g.** *Did Ann say, "I won't do it" ?*  
*How happy she was to say, "I do"!*

**Instruction:** Use quotation marks and capitals where needed in these sentences.

1. That is an interesting story, said Sarah.

2. Could you, asked Jack, tell us some more stories?
3. Joe said that he had heard the story before.
4. Did he really say, we're breaking up
5. Have you read Miniver Cheevy, the short narrative poem?
6. Have you read the Scarlet Ibis, a very good short story? asked the teacher.
7. The witness answered, I heard the officer say Put down the gun!
8. Why do you always say the word excellent to every statement?

## Semicolons

- Use a semicolon between two independent clauses that are closely related in thought in a compound sentence if no coordinating conjunction is used.  
e.g. *There was a sudden silence; everyone was stunned by the outcome.*  
*Some people write with a word processor; others write with a pen or pencil.*
- Use a semicolon between the two independent clauses of a compound sentence joined by a coordinate conjunction if commas are also used in the sentence.  
e.g. *Some people write with a word processor, tablet, or even a phone; but others, for different reasons, choose to write with a pen or pencil.*
- Use a semicolon before conjunctive adverbs and transitional phrases in a compound sentence.  
e.g. *Jill knew she could not win; nevertheless, she kept running.*  
*The weather was wonderful; in fact, it was the best weather for a month.*
- Use a semicolon to separate items in a list where there are already commas. The semicolon in such sentences brings clarity of meaning and avoids confusion.  
e.g. *We have lived in Logan, Utah; Las Vegas, Nevada; and Rio Claro, Brazil.*

**Instructions:** place semicolons where they are needed in the following sentences.

1. I am looking for the poem "The Path Not Taken" I need it tomorrow.
2. I have visited Riverside, California Atlantic City, New Jersey and Butte, Montana.
3. I will steal, cheat, and lie for you but I will not kill for you.
4. We can trust him implicitly however we should not be careless.
5. John, the baker Simon, the policeman and Toby, the architect were all rewarded by the mayor.
6. The house looked like what we wanted on the other hand we had not been inside.
7. Michael seemed preoccupied he answered our questions abruptly.
8. There are basically two ways to write: with a pen or pencil, which is inexpensive and easily accessible or by computer and printer, which is more expensive but quick and neat.

## Colons

- Use a colon after the salutation of a formal business letter. e.g. Dear Sir:
  - Use a colon to separate units of time. e.g. 12:30 A.M.
  - Use a colon between the title and the subtitle of a book, movie, etc.  
e.g. *The Wide World: A High School Geography.*  
*The Hunger Games: Catching Fire.*
  - Use a colon between the numbers referring to the volume and the pages of books and magazines.  
e.g. *The information, you need is found in volume II: pages 22-23.*
  - Use a colon to announce/ introduce a list especially when the listed items are introduced by such words as **the following**, **as follow**, **thus**, and **these**, by a **number**, or by any other expression that "points-out."  
e.g. *In high school, he played the following sports: baseball, basketball, football and tennis.*  
*We covered many of the fundamentals in our writing class: grammar, punctuation, style, and voice.*
- Use **no colon** before a list of predicate nominatives, direct objects, or objects of the preposition. i.e., never use a colon between a verb and its objects and complements. A colon should not hinder the natural flow of the sentence.  
e.g. *We will need flour, milk, and sugar.* (list of direct objects) → **do not** use a colon.

*My favourite cake is made of flour, butter, eggs, and cream cheese icing.*

(list of objects of preposition)

- In general, you can use a colon to call attention to many things in your writing: a list (as already explained above), a noun/noun phrase, a quotation, an example, or an explanation.

**e.g.** *Joe has only one thing in his mind: food.* (noun)

*My roommate gave me the things I needed most: companionship and quiet.* (noun phrase)

*Many graduate students discover that there is a dark side to academia: late nights, high stress, and a crippling addiction to caffeinated beverages.* (example/explanation)

**Instructions:** Place the colons where needed.

1. I will be here at 12 00 P.M. for my money.
2. I enjoyed reading The Army of the Potomac A Stillness at Appomattox by Bruce Catton.
3. I couldn't find it in volume IX pages 3-6.
4. Thanksgiving dinner will be at our place at 2 30 P.M.
5. A good college text was The American Constitution Its Origins and Development.
6. You need these guys Will, Boyd, Jeff, and Jim.
7. She had three personality flaws pride, selfishness, and a temper.
8. To Whom it May Concern Please accept my application for the position advertised in the News and Observer.

### Apostrophes

- Use an apostrophe to indicate possession with nouns. A singular noun forms the possessive adding 's.

**e.g.** *John's book Mr. Bass's office.* ( or *Mr. Bass' as the name end in 's')*

→ It is also the case for irregular plurals: *children's park, men's injustice.*

→ for regular plurals (ending in 's'), we form the possessive by adding just an apostrophe. **e.g.** *girls' power.*

- Use the apostrophe with the last name only for joint( shared) ownership.

**e.g.** *Carl and Helen's cat was stuck up the tree.* = *(the cat of Carl +Helen)*

- Use an apostrophe with each name to show separate ownership. **e.g.** *Becky's and Pam's dolls were lost.* = *(each of the girls has her own doll)*

- Use an apostrophe in writing contractions. The apostrophe shows that a letter or letters have been omitted.

**e.g.** *you are = you're, do not = don't.*

- Use the apostrophe with contraction o'clock (of the clock) and before the last two digits of a year.

**e.g.** *I was born in '40.* (The year 1940)

**Instructions:** supply the apostrophes in the following sentences.

1. The whole thing was over by eight oclock in 85.
2. He is/ you will/ you are/ is not/ had not/ should not.
3. The boy bike is in the backyard.
4. Mr. Jones talk was the best yet.
5. Smith and Johnson store sells almost everything possible.
6. The children and infants clothing were in different parts of the store.
7. The bee and the butterfly lives are totally different.

### Hyphens

Hyphens are used to link words and parts of words. They are not as common today as they used to be, but there are three main cases where you should use them: 1) in compound words, 2) to join prefixes to other words, 3) to show word breaks.

- Use a hyphen to link compound numbers from *twenty-one* to *ninety-nine* and with fractions used as modifiers.

**e.g.** There are *thirty-two* students in my class.

The *two-thirds* majority of the assembly voted yes. (*two-thirds* is an adjective modifying *majority*)

The glass is *three-fourths* empty. (*three-fourths* is an adverb modifying empty.)

- Use a hyphen to link compound words( nouns, verbs).

e.g. *Anglo-American, arm-chair, sail-boat, chat-room, father-in-law, to re-write, to co-operate, to baby-sit, to double-click, to spoon-feed...*

- Use a hyphen to make compound adjectives only when it comes before the word it modifies. However, some adjectives are always hyphenated (e.g. *well-balanced*). It is advised to look up compound adjectives in the dictionary to make sure about the use of the hyphen.

**Compare:** *a well-liked author*                      *an author who is well liked*  
*a six-year-old child*                              *This child is six years old.*  
*a world-renowned composer*              *a composer who is world renowned.*

*An up-to-date account*    *a bad-tempered person*    *sugar-free juice*

- Use a hyphen with compounds beginning with the prefixes *self-, ex-, pro-, anti-, all-*; and with the suffix *-elect*.

e.g. *self-control, pro-American, anti-American, ex-wife, non-European, senator-elect.*

- It is also used at the end of a line when a word is broken into syllables and part of the word is put on the next line. e.g. *attitude*.

**Instructions:** supply hyphens where they are needed in the sentences.

1. He started his college career with great self determination.
2. Claire married a very good hearted man.
3. When adding thirty four and forty two, you get seventy six.
4. Did you read that hair rising story last night?
5. My new brother in law will be here for a visit soon.

## Dashes

## Em Dashes

**Em** dashes save the day when other punctuation would be awkward. For instance, em dashes can replace **parentheses** at the end of a sentence or when multiple commas appear in a parenthetical phrase.

**Eg :** After a split second of hesitation, the second baseman leaped for the ball (or, rather, limped for it).

**Eg:** After a split second of hesitation, the second baseman leaped for the ball—or, rather, limped for it.

**Colons** enable a writer to introduce a clause that amplifies whatever came before the colon. They are more formal than dashes. However, em dashes are more emphatic than colons. When you want to generate strong emotion in your writing or create a more casual tone, use em dashes. Compare these sentences:

**Eg:** He is afraid of two things: spiders and senior prom.

**Eg:** He is afraid of two things—spiders and senior prom.

Writers and transcriptionists replace unknown, censored, or intentionally omitted letters with em dashes. In these cases, em dashes appear in pairs or threesomes.

A former employee of the accused company, — — — , offered a statement off the record.

“H- - - are all the same. They cause trouble wherever they go.”

Carved into the dresser drawer was a faded inscription: “Made for Kristina, by your de — — — ted sailor.”

## Using the En Dash to Indicate Spans of Time or Ranges of Numbers

The en dash is often used to indicate spans of time or ranges of numbers. In this context, the dash should be interpreted as meaning either “to” or “through.” Consider the examples below:

Eg: The teacher assigned pages 101–181 for tonight’s reading material.

Eg: The scheduled window for the cable installation is 1:00–3:00pm.

Eg: The 2015–2016 fiscal year was the most profitable year for the new business.

## Using the En Dash to Denote a Connection

The **en** dash may also be used to indicate a connection between two words. Use an en dash when you need to connect terms that are already hyphenated or when you are using a two-word phrase as a modifier. When the dash is used in this way, it creates a compound adjective. See the following examples:

Eg: The pro-choice–pro-life argument is always a heated one.

Eg: The Nobel Prize–winning author will be reading from her book at the library tonight.

Dashes are used for giving emphasis to written ideas and are typed by using two hyphens. They should be used sparingly.

- Use a dash to show a break in thought or sentence structure. **e.g.** *He had tried to change— you’re not even paying attention.*
- Use a dash to show hesitation. **e.g.** *I— I— I don’t know what you mean!*
- To introduce steps/ levels.

**Instructions:** use dashes where they are needed in the following sentences.

1. I I I didn’t mean to do it.
2. Well well well I guess I can try to help with it.
3. Soon very soon we should be there.
4. Today has been but I will not bore you with my troubles.
5. Let me tell you about watch where you are going!

## Parentheses ( ) (round brackets)

Elements inside parentheses are related to the sentence but are nonessential.

- Use parentheses to set off supplementary (additions), parenthetical, or explanatory material (expressions) that do not change the meaning of the main sentence.  
**e.g.** *Joe Jones (you met him in my wedding) visited me yesterday.*  
*We visited several European countries (England, France, Spain) on our trip last year.*

### **Notes:**

- The full stop, exclamation mark or question mark goes after the final bracket (unless brackets contain a complete sentence).

e.g. *The snow (she saw it as she passed the window) was now falling heavily.*  
*You are late (aren't you?). Do you remember Jonny (my brother's friend)?*

- If the material ends a sentence, the full stop goes after the parentheses

e.g. *He gave me a nice bonus (\$500).*

- Parentheses, despite appearances, are not part of the subject.

e.g. *Joe (and his curious sense of humor) is always welcome.*

- Use parentheses to mark numbered or lettered divisions (figures) within sentences or paragraphs.

e.g. *We will read the following chapter for your discussion tomorrow: (1) Africa, (2) India; (3) Iceland.*

*Grades will be based on (1) participation, (2) in-class writing, and (3) exams.*

- Use parentheses to enclose abbreviations synonymous with spelled-out forms occurring after the forms or if the order is reversed. e.g. *I will meet with U.E.A. (Utah Education Association) leaders at 4:00.*

- Indicate plural or singular. e.g. Please leave your mobile telephone(s) at the door.

**Instructions:** use parentheses where needed in these sentence.

1. The ACLU American Civil Liberties Union is going to bring a suit.
2. You put fifty-four 54 books on that shelf.
3. If you want to be healthy, you must 1 eat good food, 2 get sufficient exercise, and get adequate sleep.
4. The Atomic Energy Commission AEC is very concerned about what is happening in Europe.
5. We are going to visit Brazil I don't know where this spring.
6. I will get back to you tomorrow Friday.

### **Brackets [ ] (square brackets)**

- Use brackets to enclose comments, criticism, or corrections inserted by someone other than the original writer or speaker.

**They are used exclusively in quoted material. They are interruptions. When we see them, we know they've been added by someone else.**

e.g. *"Anyone who met him [the author] respected his authority."*

*"Bill shook hands with [his son] Kevin."*

- When quoting something that has a spelling or grammar mistake or presents material in a confusing way, insert the term *sic*. (*Sic* = "thus" in Latin= "This is exactly what the original material says.")

e.g. *She wrote, "I would rather die then [sic] be seen wearing the same outfit as my sister."* (The [sic] indicates that *then* was mistakenly used instead of *than*.)

**Instructions:** Place brackets where they are needed in these sentences.

1. "Everyone who knew him the deceased recognized the loss to the community."
2. "In this biography *My only Love* he wrote about his job."
3. The witness said; "I saw him the defendant coming out the back door."

### **Slash (/)**

- Use a slash to separate parts of fractions. e.g: 2/3; 15/16.
- Use a slash to separate parts of choice. e.g: *Mr./Mrs. Smith will speak to us first.*
- Use the slash in abbreviations such as *c/o* (in care of) and to replace *per mi./hr, words/min*. e.g: *My secretary types 80 words/min.*
- **To indicate or:** College freshmen should bring a mattress and/or cot to sleep on during orientation.

→ However, in academic writing, it is better to avoid using slashes.

**Instructions:** Put slashes where they are needed in these sentences.

1. We only need three quarters of a yard of that material.
2. Jeff and or Jim may return by train.
3. Sir Madame Chorsky will christen the new ship.
4. Send it in care of The Boston Factory.
5. This car can go over 200 miles per hour.

**References:**

- Oshima, Alice, and Ann Hogue. *Introduction to academic writing*. Pearson/Longman, 2007.
- Blanchard, Karen Lourie, and Christine Baker Root. *Ready to write*. Longman, 2003.

**University of Mohamed Kheider- Biskra**

**Module:** Writing

**Level :**First year

**Title of the lesson :**Components of Paragraph

**Teacher:** Herzallah

**Department of English**

Groups:5 and 6.

**Topic Sentence:** This is the first sentence of a paragraph that introduces the main idea or topic of the paragraph. It serves as a guide for the reader, letting them know what to expect in the following sentences.

**Supporting Sentences:** These sentences come after the topic sentence and provide further explanation, details, examples, or evidence to support the main idea presented in the topic sentence. They develop and expand upon the central idea.

**Transitional Sentence:** Sometimes, especially in longer paragraphs, there might be a sentence that transitions smoothly from one idea to another. It helps to connect the ideas within the paragraph, ensuring a logical flow of thought.

**Concluding Sentence:** This is the last sentence of a paragraph that summarizes the main idea or reinforces the central point. It may also provide closure to the paragraph or transition to the next paragraph.

**Unity:** All the sentences in a paragraph should relate to the main idea expressed in the topic sentence. They should work together to develop and support this central idea, avoiding unrelated or extraneous information.

**Coherence:** Coherence refers to the clarity and logical progression of ideas within a paragraph. Sentences should be arranged in a logical order, with smooth transitions between ideas, making it easy for the reader to follow along.

**Supporting Details:** These are specific pieces of information, examples, or evidence that support the main idea of the paragraph. They help to strengthen the argument or explanation presented in the paragraph.

**Conciseness:** Paragraphs should be concise and focused, avoiding unnecessary repetition or wordiness. Each sentence should contribute directly to the development of the main idea without unnecessary elaboration.

By understanding and effectively utilizing these components, writers can create well-structured and coherent paragraphs that effectively communicate their ideas to readers.

## Exercises

**Underline the topic sentence, the supporting sentences and the conclusion in the following paragraphs(1 and 2)**

**Paragraph 01**

The arrival of artificial intelligence (AI) is changing our world. AI helps us do things faster, like using automated systems to make tasks easier. In places like hospitals, AI can quickly find out what's wrong with a person by looking at pictures, making it better for patients. On the internet, AI makes our experience better by showing us things we like. But, we need to be careful. Some people worry about AI being unfair or making mistakes, so we have to think about rules to make sure AI is helpful. We want AI to keep making our lives better.

**Paragraph 02**

In George Orwell's *Animal Farm*, four main characters play pivotal roles in the unfolding narrative. Old Major, a wise and elderly boar, serves as the inspirational figure who ignites the animals' rebellion with his vision of a utopian society free from human exploitation. Napoleon, a Berkshire boar, emerges as the primary antagonist, symbolizing the corrupting influence of power. Initially, Snowball, another boar, partners with Napoleon to lead the rebellion, representing the intellectual and visionary aspects of the revolution. Boxer, a loyal and strong horse, embodies the dedicated and hardworking members of society who contribute significantly to the revolution but are ultimately exploited by those in power. Each character in "Animal Farm" represents a distinct facet of the societal and political dynamics Orwell seeks to critique, contributing to the overall allegorical nature of the novella.

**Paragraph 03: underline the irrelevant sentence in the following paragraph.**

The history of computers is a fascinating subject. It all started with the invention of the abacus, a simple counting device used by ancient civilizations. From there, computing technology evolved rapidly, leading to the development of mechanical calculators in the 17th century. These early machines were primitive by today's standards but laid the groundwork for more sophisticated devices to come. In the 19th century, pioneers like Charles Babbage and Ada Lovelace made significant contributions to the field of computing with their designs for mechanical computers. However, it wasn't until the mid-20th century that computers as we know them today began to take shape. With the invention of the transistor and the development of the integrated circuit, computers became smaller, faster, and more powerful. Today, computers are an integral part of modern life, used in everything from smartphones to supercomputers.

**University of Mohamed Kheider- Biskra**

**Teacher:** Herzallah

**Module:** Writing

**Department of English**

**Level :**First year

**Groups:**11 and12.

**Title of the lesson :** Coherence and Cohesion

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**.Coherence and Cohesion** are two essential concepts in understanding the quality of written or spoken texts. While they are related, they address different aspects of a text's structure and meaning:

### **1. Coherence: The Logical Flow of Ideas**

**a.Definition:** Coherence refers to the overall clarity and logical connection of ideas within a text. It ensures that the text makes sense as a whole to the reader or listener.

**b.Focus:** Meaning and organization of ideas.

**c.How Achieved:** Through a clear structure, relevant content, and logical progression of thoughts.

#### **d.Indicators:**

-Consistent focus on the main idea or theme.

-Logical transitions between ideas or sections.

-Relevance of supporting details to the main idea.

**e.Example:** A coherent essay clearly introduces a thesis, develops it systematically, and concludes logically.

### **f. Coherence Example**

**Topic:** The benefits of exercising regularly.

#### **Coherent Text:**

Regular exercise is essential for maintaining a healthy lifestyle. It improves physical health by strengthening muscles, boosting cardiovascular endurance, and aiding in weight management. Additionally, exercise benefits mental health, reducing stress and enhancing mood through the release of endorphins. Whether through jogging, yoga, or strength training, incorporating physical activity into daily routines can lead to long-term health benefits.

#### **Why it is Coherent:**

-The ideas flow logically, moving from the general statement (importance of exercise) to specific benefits (physical and mental health).

-Each sentence is relevant to the central idea.

-The progression from physical health to mental health and examples is organized and logical.

### **Activity 01:**

#### **Paragraph**

Education helps people get jobs. Sports are fun and help students stay active. It's important to have a good job to support your family. Many students struggle with math, which can be difficult for some. Society changes constantly, and education helps people adapt to these changes. A lot of students enjoy playing video games in their free time. Gaining knowledge can make people feel more confident.

### **2. Cohesion: The Surface-Level Connectivity**

**Definition:** Cohesion refers to the grammatical and lexical linking within a text that holds it together at the sentence level.

**a.Focus:** Linguistic devices that connect sentences and phrases.

**b.How Achieved:** Through cohesive devices like pronouns, conjunctions, synonyms, and repetition.

**c.Indicators:**

Use of transition words (e.g., "however," "therefore").

Pronoun references (e.g., "it," "this").

Lexical chains (e.g., repetition or synonyms for key terms).

**Example:** A cohesive paragraph uses words like "this" or "these points" to link sentences together smoothly.

### **Key Difference:**

-**Coherence** is about the meaning and logical flow of ideas across the entire text.

-**Cohesion** is about the technical connections at the sentence or phrase level.

### **Analogy:**

-**Think of a text as a building:**

a-Coherence is the architectural design (how the building functions as a whole).

b-Cohesion is the mortar that holds the bricks together (how sentences connect).

Both are necessary for creating effective communication.

### **Cohesive Text:**

**Topic: The benefits of exercising regularly.**

Regular exercise has numerous benefits. **It** strengthens muscles and boosts cardiovascular health. **This activity also** aids in weight management. **In addition, such exercise** helps reduce stress and enhances mood. These advantages make regular physical activity essential for a healthy lifestyle.

**Why it is Cohesive:**

-**Use of pronouns** (it, this activity, such exercise) connects sentences.

-**Transition words** (in addition, also) create smooth sentence transitions.

-Repetition of key terms (exercise, benefits) ensures lexical links.

**University of Mohamed Kheider- Biskra**

**Module:** Writing

**Level :**First year

**Title of the lesson :** Descriptive Paragraph

**Teacher:** Herzallah

**Department of English**

Groups:5 and 6 2025.2026

### **.What is a Descriptive Paragraph?**

A descriptive paragraph is a form of writing that vividly portrays a person, place, object, or event using sensory details. The purpose of a descriptive paragraph is to create a clear and vivid impression in the reader's mind, allowing them to visualize and experience what the writer is describing.

### **.Elements of a Descriptive Paragraph:**

**Sensory Details:** Descriptive paragraphs rely heavily on sensory details to engage the reader's senses. These details include sight, sound, smell, taste, and touch, allowing the reader to fully immerse themselves in the description.

**.Imagery:** Effective descriptive writing often employs vivid imagery to paint a picture in the reader's mind. Imagery uses descriptive language and figurative language such as similes, metaphors, and personification to evoke sensory experiences.

**.Language and Vocabulary:** Descriptive paragraphs use rich and evocative language to convey the essence of what is being described. Writers carefully choose their words to create a specific mood or atmosphere and to capture the nuances of the subject.

**.Organization:** A well-structured descriptive paragraph follows a logical organization, typically moving from general observations to specific details. Writers may use spatial or chronological order to arrange their descriptions, depending on the nature of the subject.

**.Point of View:** The point of view of a descriptive paragraph can vary depending on the writer's intentions. It may be written from a first-person perspective, where the writer is directly experiencing the subject, or from a third-person perspective, where the writer observes the subject from a distance.

### **.Sample Descriptive Paragraphs**

#### **Paragraph 01**

The sun hung low in the sky, casting a golden hue across the tranquil waters of the beach. The gentle breeze carried the salty tang of the sea and the faint sound of seagulls in the distance. Waves lapped lazily against the shore, leaving behind intricate patterns in the sand. Children laughed and played, their voices mingling with the soothing rhythm of the ocean. Umbrellas dotted the sandy expanse, providing shelter from the sun's relentless rays. Beyond the shoreline, sailboats glided gracefully across the horizon, their white sails billowing in the breeze. As the day

drew to a close, the sky erupted in a riot of colors, painting streaks of pink, orange, and purple across the canvas of the evening sky. The beach was a symphony of sights and sounds, a fleeting moment of peace and beauty in an ever-changing world.

### **Paragraph 02**

In the hallowed halls of literary history, Old English literature stands as a testament to the enduring power of storytelling. Rooted in the oral tradition of ancient Anglo-Saxon culture, this literary epoch encompasses a rich tapestry of tales, poems, and sagas passed down through generations. From the epic feats of heroism found in "Beowulf" to the mystical allure of "The Dream of the Rood," Old English literature transports readers to a bygone era of valor, honor, and adventure. It is a world where warriors battle fearsome monsters, where kings reign with wisdom and strength, and where the bonds of kinship and loyalty are sacrosanct. Each line, each stanza, pulses with the rhythm of life, echoing the triumphs and tragedies of a people shaped by war and wanderlust. Through the lyrical cadence of its language and the vivid imagery of its verses, Old English literature offers a window into the soul of a nation, illuminating the hopes, fears, and aspirations of those who came before us.

### **Paragraph 03**

In the annals of literary history, William Shakespeare stands as a towering figure, a colossus of creativity whose words have echoed through the centuries. Born in Stratford-upon-Avon in 1564, Shakespeare's genius knew no bounds, as he penned timeless works of drama, poetry, and prose that continue to captivate audiences to this day. His plays, such as "Romeo and Juliet," "Hamlet," and "Macbeth," are masterpieces of human emotion and complexity, exploring the depths of love, ambition, and tragedy with unparalleled insight and artistry. Shakespeare's language, rich in metaphor and imagery, weaves a tapestry of words that transcends time and space, drawing readers and audiences into the vivid worlds he creates. Beyond his literary achievements, Shakespeare's legacy endures as a symbol of the enduring power of the human imagination, inspiring generations of writers, artists, and thinkers to reach for the stars.

## How to Write a Narrative Paragraph

A narrative paragraph tells a story, either real or fictional, by introducing a topic, giving more details, and then ending with a reflection or transition to another paragraph. Being able to properly write a narrative paragraph is an essential skill for anyone who wants to write or tell stories, from authors to journalists to advertisers and beyond. Learning the essential elements (an introduction, necessary details, and a conclusion) and how to put them together concisely will enable you to craft brief but complete stories for any audience. Plus, you'll become a better, more confident writer, too!

### Sample Template and Example of a Narrative Paragraph

#### Template and Example of a Narrative Paragraph

**Template:**

**The beginning:** Begin by setting the scene and introducing the characters or situation that the narrative will focus on. This should provide some context for the reader and establish the tone and mood of the story.

**Middle:** The body of the paragraph should describe the events of the story in detail. Use sensory details such as sight, sound, smell, taste, and touch to help the reader visualize the scene and feel as if they are a part of the story. Use action and dialogue to bring the story to life and create tension and conflict.

**Conclusion:** The conclusion should provide some resolution to the story and reflect on its significance. This could be a moral lesson, a realization or reflection, or a call to action.

#### Sample 02:

#### The Haunted Manor

On a stormy night in the heart of the countryside, a group of friends sought shelter/**Seek for a refuge/** in an abandoned/**deserted/** manor rumored to be haunted. Among them were Sarah, the adventurous skeptic, and Alex, the cautious/**careful/** believer. As they entered the decrepit mansion, a sense of foreboding hung heavy in the air, setting the stage for an eerie encounter/**strange meeting**. Inside, the air was thick with dust, and the floorboards creaked beneath their weight. Shadows danced along the walls as lightning flashed outside, illuminating the forgotten relics of a bygone era. Sarah scoffed/**Laughed** at the tales of ghosts and spirits, while Alex remained on edge, his senses heightened by the palpable tension. Suddenly, a chill ran down Sarah's spine/**fork** as she heard a faint /**shadow** whisper echoing k through the halls. Alex's grip tightened/**شد** on her arm as they ventured deeper into the darkness, their footsteps muffled by the silence of the night. With each passing moment, the sense of unease /**disturb** grew, until they stumbled upon a room shrouded in darkness. In the dim light of their lantern, they uncovered a hidden

passage leading to the manor's forgotten past. As they emerged into the night air, the storm had passed, leaving behind a sense of peace and resolution. Though the mystery of the haunted manor remained unsolved, Sarah and Alex emerged unscathed, their bond stronger than ever. And as they looked back upon the crumbling facade of the old manor, they knew that some secrets were better left undisturbed.

### **Sample 03:**

#### **The Mysterious Package**

**In a bustling city, amidst the chaos of everyday life, stood a small, unassuming apartment building. Inside one of its units lived Emily, a young woman with an insatiable curiosity, and her neighbor, Mr. Johnson, an elderly recluse with a penchant for mystery. Their lives intersected one fateful day when a mysterious package arrived at their doorstep, setting off a chain of events neither could have anticipated.**As Emily and Mr. Johnson examined the package, they found it wrapped in tattered brown paper, tied with frayed twine. The air crackled with anticipation as they carefully peeled back the layers, revealing an ornately carved wooden box nestled within. Intrigued, they exchanged curious glances before daring to open the box. Inside, they found a collection of old photographs, each one depicting scenes from a bygone era. Faded faces stared back at them from sepia-toned frames, their expressions frozen in time. Among the photographs was a handwritten note, cryptic in its message yet captivating in its allure. Driven by a shared sense of curiosity, Emily and Mr. Johnson embarked on a quest to unravel the mystery behind the photographs. Their journey took them through hidden alleyways and forgotten archives, as they pieced together clues from the past. Along the way, they encountered obstacles and challenges, testing the limits of their determination and resilience. In the end, they uncovered the truth behind the photographs—a tale of love, loss, and redemption spanning generations. As they reflected on their journey, Emily and Mr. Johnson found solace in the knowledge that some mysteries were meant to be solved, while others remained eternal enigmas. And as they returned the photographs to their rightful place in history, they knew that their lives would be forever intertwined by the bonds of friendship and the shared thrill of discovery.

### **Sample 04:**

#### **The Enchanted Garden**

**Nestled at the edge of town, obscured by overgrown vines and whispered legends, lay an enchanted garden. Its existence was known only to a select few, whispered about in hushed tones among the townsfolk. Among those drawn to its allure were Lily, a dreamer with a heart full of wonder, and Thomas, a skeptic whose curiosity outweighed his disbelief.**As Lily and Thomas ventured into the garden, they were met with a symphony of colors and scents that danced upon the breeze. Each

flower seemed to glow with an otherworldly radiance, their petals shimmering with iridescent hues. Birds chirped melodiously overhead, their songs weaving a tapestry of enchantment that enveloped the pair in its embrace. In the heart of the garden stood a towering tree, its branches reaching towards the heavens like outstretched arms. Beneath its shade, they discovered a hidden spring, its waters clear as crystal and cool to the touch. As they drank from the spring, a sense of peace washed over them, banishing the doubts and fears that had plagued their minds. Their journey through the garden was not without trials, however, as they encountered mystical creatures and unforeseen obstacles along the way. Yet, with each challenge they faced, their bond grew stronger, forged in the crucible of adventure and shared discovery. As they emerged from the garden, bathed in the warm glow of twilight, Lily and Thomas knew that they had experienced something truly magical. Though they would return to their ordinary lives, the memory of the enchanted garden would linger in their hearts forevermore, a testament to the enduring power of imagination and the beauty that lies just beyond the veil of reality.

### **What Is a Cause/Effect Paragraph?**

A cause/effect paragraph is one which shows either the reasons or the results of something. A paragraph giving causes answers the question, “Why does/did this happen?” A paragraph giving effects answers the question, “What are/were the results of this?” The paragraph below gives the causes of a social concern.

### **What Makes a Good Cause/Effect Paragraph?**

It is about either causes or effects. In one paragraph, you cannot address both. You should say early in your paragraph whether you are talking about causes or effects.

It is about a topic that is easily managed in one paragraph. In the paragraph you have just read, the author discusses only animals in shelters—this is a small enough topic that it can be covered in one paragraph.

It recognizes the complexity of the situation. There is often more than one cause for an event or situation, and there is often more than one result. The results can be positive, negative, or both. In the sample paragraph, the writer understands and shows that pets end up in shelters for a variety of reasons.

### **Steps for Writing the Cause/Effect Paragraph**

As you know, your writing should begin with some brainstorming. Think about your topic—what do you want to say about it? Use a mind map to start to collect some ideas.

#### **Make a plan for your paragraph.**

Write your first draft. Don’t worry about getting everything perfect at this stage; just get your ideas on paper. Have you recognized and indicated that causes or effects are rarely straightforward, and that there may be complicated factors at work? Make sure you have included enough detail.

Revise your draft. Follow the ARMS checklist you learned in Unit 1 (Add, Remove, Move, and Substitute). You may want to use words like Firstly, Secondly, and Finally to introduce your various points.

Edit your paragraph and write your final draft. Now that your ideas are in place, you can focus on grammar, spelling, word choice, and punctuation.

**Transition signals:** are essential for indicating the relationships between ideas in a paragraph. When discussing causes, transition signals help to show the reasons behind certain events or phenomena. Here are some transition signals commonly used in paragraphs focusing on causes:

**Because:** This transition signal explicitly states the cause of a particular event or situation.

**Example:** "The increase in greenhouse gas emissions is alarming because it contributes to global warming."

**Due to:** This transition signal indicates the reason or cause behind a specific outcome.

**Example:** "The cancellation of the flight was due to adverse weather conditions."

**As a result of:** This transition signal highlights the consequence or effect of a particular cause.

**Example:** "As a result of the economic downturn, many businesses were forced to close."

**Since:** This transition signal introduces a cause by explaining the reason behind a certain action or event.

**Example:** "Since the bridge was not properly maintained, it collapsed under the weight of the traffic."

**Owing to:** This transition signal is similar to "due to" and indicates the reason or cause behind a particular outcome.

**Example:** "Owing to his reckless driving, he caused a serious accident."

**For this reason:** This transition signal explicitly connects the cause to the effect or outcome.

**Example:** "The company implemented new safety measures for this reason: to reduce workplace accidents."

. When discussing **effects**, transition signals help to demonstrate the consequences or outcomes of certain events or actions. Here are some transition signals commonly used in paragraphs focusing on effects:

**As a result:** This transition signal explicitly states the effect or consequence of a particular cause.

**Example:** "The heavy rainfall caused flooding in low-lying areas. As a result, many homes were damaged."

**Consequently:** This transition signal indicates the logical consequence or result of a preceding event.

**Example:** "The company implemented cost-cutting measures. Consequently, several employees were laid off."

**Therefore:** This transition signal introduces a conclusion or consequence based on the preceding information.

**Example:** "The new traffic regulations were implemented. Therefore, traffic congestion decreased significantly."

**Thus:** This transition signal indicates a logical consequence or outcome based on the preceding argument.

**Example:** "The study found a strong correlation between smoking and lung cancer. Thus, smoking cessation programs are essential for public health."

**Hence:** This transition signal is similar to "therefore" and indicates the conclusion or consequence of a preceding statement.

**Example:** "The road construction project has been delayed. Hence, commuters should expect longer travel times."

**Resulting in:** This transition signal introduces the effect or outcome of a specific cause.

**Example:** "The economic crisis led to widespread unemployment, resulting in increased poverty rates."

### **Sample of Cause paragraph**

#### **Paragraph 01**

Divorce happens when married couples face serious problems that they can't solve together. One common cause of divorce is conflicts between partners. Couples may argue a lot or have trouble communicating with each other, which can make their relationship difficult. Another reason for divorce is differences in expectations or goals. Sometimes, couples want different things in life or have different ideas about important topics like money, children, or where to live. To sum up, divorce can happen when couples have problems they can't resolve or when they want different things out of life.

#### **Paragraph 02**

Choosing English as a major in University can be influenced by various factors. Firstly, many students choose English because they have a passion for literature, language, and communication. They enjoy reading, writing, and analyzing texts, and they want to deepen their understanding of the English language. Additionally, some students choose English because they see it as a practical and versatile major. English graduates develop strong critical thinking, communication, and writing skills that are valuable in a wide range of careers, including teaching, publishing, journalism, and marketing. Furthermore, the global influence of the English language plays a role in students' decision-making. English is widely spoken around the world and is the language of international business, diplomacy, and academia. Therefore, choosing English as a major can open up opportunities for global communication and understanding. Overall, the decision to major in English is often influenced by a combination of personal interests, career goals, and the recognition of English's importance in the modern world.

#### **Paragraph 03**

**World War I was a complex and devastating conflict with four main causes. Firstly, militarism played a significant role as European nations engaged in an arms race, building up their military forces and stockpiling weapons in preparation for war. This heightened tension and created a climate of suspicion and rivalry among the major powers. Secondly, alliances contributed to the outbreak of war as countries formed defensive pacts and agreements that obligated them to come to each other's aid in the event of an attack. These alliances created a web of interconnectedness that turned a localized conflict into a global one. Thirdly, imperialism fueled competition among European powers for colonies and resources, leading to territorial disputes and conflicts of interest. The scramble for colonies in Africa and Asia exacerbated tensions and rivalries between nations. Lastly, nationalism played a crucial role as ethnic and nationalist tensions simmered within multi-ethnic empires like Austria-Hungary and the Ottoman Empire. Nationalist aspirations and desires for self-determination fueled conflicts and rebellions, ultimately contributing to the outbreak of war. In combination, these four factors created a volatile and unstable environment in Europe that ultimately erupted into the devastating conflict of World War I.**

### **Effect Paragraphs**

**The effects of drug use can be profound and far-reaching, impacting individuals physically, mentally, and socially. Physically, drugs can have harmful effects on the body, ranging from short-term symptoms like nausea, dizziness, and impaired coordination to long-term consequences such as organ damage, cardiovascular problems, and even death from overdose. Mentally, drug use can lead to addiction, altering brain chemistry and causing compulsive drug-seeking behavior. This addiction can disrupt cognitive function, impair judgment, and increase the risk of mental health disorders like depression, anxiety, and psychosis. Furthermore, drug use can have significant social consequences, straining relationships with family and friends, reducing productivity and academic performance, and increasing the likelihood of involvement in criminal activities. In addition to individual effects, drug use can also have broader societal impacts, including increased healthcare costs, strain on social services, and damage to communities affected by drug-related crime and violence. To sum up, the effects of drug use can be devastating, affecting not only the individual user but also those around them and society as a whole.**

### Argumentative Paragraph

Writing an argumentative paragraph, alternatively called a persuasive paragraph, is something that English writers need to master, especially ESL writers.

In this type of paragraph you are arguing for, or trying to persuade your audience of, a specific point of view. This might not be a point of view that you believe in or agree with, but in an argumentative paragraph you still need to write about it.

#### What is a Persuasive Paragraph?

A persuasive paragraph will be built around one main idea, like you are when writing a paragraph.

But the main idea will be your argument or your side of the argument.

The paragraph will just include one view point, the point of view that you're arguing for. This type of paragraph isn't balanced. It's just one side of the information. In this type of paragraph you aren't providing for and against arguments. It's either for or against. You only include information from one side.

You can either be in favour of the idea or against the idea. You don't have to support the idea in a persuasive paragraph; just try to get other people to believe that you're right.

#### **Topic: Should Women Have the Right to Wear the Hijab in Public Spaces?**

Wearing the hijab is a deeply personal choice that should be respected and protected in public spaces. Firstly, the hijab is an expression of religious freedom and cultural identity. Moreover, denying women the right to wear the hijab infringes upon their freedom of expression and autonomy. Secondly, wearing the hijab does not inherently restrict women's rights or opportunities; rather, it empowers them to assert control over their bodies and reject societal pressures. Additionally, promoting diversity and inclusivity by allowing women to wear the hijab fosters tolerance and understanding in multicultural societies. Lastly, restricting the wearing of the hijab perpetuates discrimination and marginalization, creating barriers to social integration and cohesion. In conclusion, it is imperative to uphold and protect the right of women to wear the hijab in public spaces as a fundamental aspect of religious and personal freedom, fostering a more inclusive and respectful society for all.

### **What Is a Compare/Contrast Paragraph?**

A compare/contrast paragraph is one which shows *either* the similarities *or* the differences between two things. A compare paragraph gives similarities and answers the question, “What do they have in common?” A contrast paragraph gives differences and answers the question, “How do they differ?” The paragraph below is an example of a contrast paragraph.

My life in Canada is very different from my mother’s life in our old country. The main difference is that, as a girl, I have access to education in Canada. I am in high school now, and I have studied a range of subjects: English, math, chemistry, biology, physical education, music, and lots more. My mother had very little formal education, and most of her learning was from traditional books at home. Another difference is that I have more freedom than my mother had. I can go out with my friends, see a movie, or play soccer. My friends are both girls and boys. I am even learning to drive, so I will be more independent. My mother could not do those things. She had to stay at home, help her mother, and learn to cook traditional food. She certainly could not go to a movie with a boy! Finally, I know there will be a big difference in the career opportunities open to me later. After high school, I want to go to college and train to be a paramedic or a firefighter. My mother did not have those opportunities; as a girl, she was not expected to have a career, and certainly not the kind of career I want to have. She got married when she was very young, and she has never had a paying job. I’m not saying my life is better than my mom’s life; I’m just saying that living in a new culture makes a huge difference.

### **What Makes a Good Compare/Contrast Paragraph?**

- It is about either similarities or differences. In one paragraph, you cannot address both in detail. You should say early in your paragraph whether you are comparing or contrasting.
- It shows similarities or differences between two things that already have some kind of connection. In the paragraph you have just read, the writer compares her own teenage years to those of her mother. This is a logical comparison to make. You could also compare two places, two kinds of music, two people, two religions, two systems of government, and more. Don’t compare or contrast things that have no logical connection.
- It is about a topic that is easily managed in one paragraph. The example paragraph addresses a topic that is small enough to be covered in one paragraph.
- It is sufficiently detailed. As with all good paragraphs, don’t make your reader guess what you want to say.

## Steps for Writing the Compare/Contrast Paragraph

1. As always, your writing should begin with some brainstorming. Think about your topic—what do you want to say about it? Use a mind map to start to collect some ideas. Make sure you are comparing or contrasting two things that already have a connection. Be sure whether you are comparing them or contrasting them.
2. Make a plan for your paragraph. Make sure you are presenting your ideas in a logical order.
3. Write your first draft. Don't worry about getting everything perfect at this stage; just get your ideas on paper. Make sure you have included enough detail.
4. Revise your draft. Follow the ARMS checklist you learned in Unit 1 (Add, Remove, Move, and Substitute). You may want to use words like *Firstly*, *Secondly*, and *Finally* to introduce your various points.
5. Edit your paragraph and write your final draft. Now that your ideas are in place, you can focus on grammar, spelling, word choice, and punctuation.

### Sample 01(similarities)

Rafael and Ingrid had a few similarities. Both of them were from foreign countries. Rafael was from Mexico, but he could speak English fluently, just as Ingrid, who was from Sweden, could, therefore, it was easy for us to communicate with each other. Another similarity was their family background. Both of their fathers were businessmen who traveled a lot. As a result, Ingrid had moved often and had lived in several other countries, just as Rafael had. Finally, both of my friends lived in my neighborhood. Although Rafael and Ingrid had similar background, they were as different as two children can be.

### Sample 02(differences)

Although Rafael and Ingrid had similar background, they were as different as two children can be. First of all, they were completely dissimilar in appearance. Rafael had charcoal black hair, while Ingrid had shiny blond hair. Rafael's beautiful white teeth were perfect compared to Ingrid's, which were so crooked that she had to wear braces. On the other hand, Ingrid always dressed up and looked pretty in her pink dresses, whereas Rafael liked to wear torn jeans and untied black shoes. Ingrid's face, with its sunkissed, freckled nose, was soft and feminine; in contrast, Rafael's face, with its lively black eyes and sharp nose, was definitely masculine.

## Exercises

**Look at the following paragraph that shows similarities or differences. Answer the questions below the paragraph.**

### Paragraph 1

Christianity and Islam, while often perceived as vastly different, share notable similarities as two of the world's largest religions. The first similarity is that followers of both religions worship only one god, and this god is the source of rules that must be followed. These include prohibitions on killing and stealing, and the requirement to worship on a particular day of the week. A second similarity is that both religions have a holy book. For Christians, this is the Bible; for Muslims, the sacred text is the Qur'an. Both

books provide guidance for followers of the religion with regard to suitable behaviour. A third similarity is that both religions have a long history of pilgrimage. All Muslims are required to travel to the city of Mecca in Saudi Arabia at least once in their lives. Christians do not have this exact requirement, but many of the great cathedrals in Europe have long been sites of pilgrimage. A final similarity, and perhaps the most important, is that both religions promote peace. While the conflict in the Middle East receives a lot of attention in the news, Muslims are quick to point out that Islam, like Christianity, is inherently a peaceful religion. Of course, there are differences between Christianity and Islam, such as the role of women in society and Islam's ban on eating pork and drinking alcohol. However, it is worth remembering that the two religions have more in common than people often think.

1. What point is the writer making here? What is the author's purpose in writing this?

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2. What similarities does the writer describe?

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3. What differences does the writer mention?

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4. Think of another religion. How does it compare to either Christianity or Islam?

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## **Classification Paragraph**

### **I. What is a classification paragraph?**

A classification paragraph is a type of writing that organizes information into categories or groups based on shared characteristics. Its primary purpose is to categorize items, ideas, or concepts into distinct groups to facilitate understanding and analysis. In a classification paragraph, the writer typically begins with a topic sentence that introduces the overall topic and previews the categories to be discussed. Then, each category is developed with supporting details, examples, or explanations. Transitions are used to smoothly transition between categories and maintain coherence throughout the paragraph. The paragraph concludes by summarizing the key points discussed and often reflects on the significance or implications of the classification.

### **II. Sample of classification paragraph**

Social classes are commonly classified into three main categories based on economic status, occupation, and access to resources. The upper class comprises individuals with significant wealth, inherited fortunes, and privileged access to power and influence. Members of this class often hold prestigious positions in society, such as CEOs, politicians, and celebrities. The middle class, on the other hand, includes professionals, managers, and skilled workers who earn a moderate income and enjoy a comfortable standard of living. They typically have access to education, healthcare, and opportunities for upward mobility, albeit with varying degrees of financial security. Finally, the lower class consists of individuals with limited economic resources, often facing financial insecurity, unemployment, and inadequate access to essential services. This class encompasses minimum-wage workers, the unemployed, and those living below the poverty line. Social class classification serves as a framework for understanding socioeconomic disparities and their impact on individuals' lives and opportunities.

**Transition signals** : are essential for guiding the reader through a classification paragraph smoothly. They help indicate shifts between categories or groups and maintain coherence within the paragraph. Here are some transition.

**Enumeration:** Firstly, secondly, thirdly, next, finally, in the first place, in the second place, in the third place, lastly, last but not least.

**Grouping:** Another type, another kind, another category, a different class, a separate group, a distinct category, a unique classification.

**Comparison:** Similarly, likewise, in the same way, just as, compared to, in comparison, in contrast, on the other hand.

**Contrast:** However, conversely, on the contrary, in contrast, whereas, while, but, yet.

**Clarification:** Specifically, particularly, especially, in particular, to clarify, to illustrate, for example, for instance.

**Result:** As a result, consequently, therefore, thus, hence, accordingly.

**Time:** Meanwhile, afterward, subsequently, later, at the same time, concurrently, simultaneously.

**Emphasis:** Indeed, in fact, notably, importantly, significantly, crucially, above all, especially.

**Concluding:** In conclusion, to sum up, overall, all in all, in summary, to conclude, ultimately, to wrap up.

### **Sample 02**

Music genres can be broadly classified into several distinct categories based on their stylistic characteristics, cultural origins, and audience preferences. One major category is classical music, which encompasses compositions that adhere to traditional Western musical conventions and are often performed by orchestras or chamber ensembles. Examples include symphonies, concertos, and sonatas, with notable composers such as Bach, Mozart, and Beethoven. Another category is rock music, characterized by its use of electric guitars, drums, and vocals to create energetic rhythms and melodies. Subgenres within rock music include classic rock, punk rock, and alternative rock, each with its own distinctive sound and aesthetic. Jazz is yet another significant genre, known for its improvisational style, syncopated rhythms, and complex harmonic structures. Subgenres of jazz include swing, bebop, and fusion, reflecting the genre's evolution over time. Finally, there is pop music, which emphasizes catchy melodies, simple song structures, and mass appeal to a wide audience. Subgenres of pop music range from bubblegum pop to electronic

dance music (EDM), catering to diverse tastes and preferences. While these categories provide a framework for understanding music genres, many contemporary artists blend elements from multiple genres, blurring the boundaries between categories and creating innovative new styles.