

(1) a fourth way to achieve coherence is

to arrange your sentences in some kind of **logical order**.

(2) Some common kinds of logical order in English are

chronological order, logical division of ideas, and comparison/contrast

1-Chronological order is order by time—a sequence of events or **(3)** steps in a process.

2- In logical division of ideas, a topic is divided into parts, and each **(4)** part is discussed separately.

3- In a comparison/contrast paragraph, the similarities and/or differences between two or more items are discussed.

. You achieve coherence by (5)

repeating key nouns. .a

using consistent pronouns. .b

using transition signals. .c

arranging your ideas in some kind of logical order. .d

4. There are different types of transition signals. Each type is ;

punctuated differently.

(6) you support your ideas and opinions with

facts, statistics, quotations, and similar kinds of information.

(7) Opinions are;

subjective statements based on a person's beliefs or attitudes.

(8) Opinions are not acceptable as;

support. It is certainly acceptable to express opinions in academic writing.

(9) if you express an opinion, you must support it with;

facts.

(10) Facts are

objective statements of truths.

(11) Sometimes even facts need;

proof.

(12) You have to use specific supporting details to;

prove that these statements are true facts.

(13) Kinds of specific supporting details include

examples, statistics, and quotations.

(14) three ways to insert outside information into your own writing:

You can quote it, (2) you can summarize it, or (3) you can paraphrase it.

(15) Plagiarism is;

using someone else's words or ideas as if they were your own, When you use information from an outside source without acknowledging that source, you are guilty of plagiarism and it is a serious offense.

(16) When you use information from an outside source without acknowledging that source, you are;

guilty of plagiarism

(17) One way to avoid plagiarism is;

to always put quotation marks around words that you copy exactly.

(18) You do not need to use quotation marks if you;

change the words.

(19) You are also guilty of plagiarism if you fail to;

cite the source of outside information—words or ideas—that you use.

(20) To cite a source means;

to tell where you got the information.

Citing a source is a two-step process. (21)

Insert a short reference in parentheses at the end of .i
each piece of borrowed information. This short
reference is called an in-text citation.

Prepare a list describing all your sources completely. .ii
This list is titled "Works Cited" and appears as the last
page of your paper.

(22) . Reporting verbs can appear;

before, in the middle of, or after borrowed information

(23) . The reporting phrase according to;

usually appears before or after but not in the middle.

(24) Reporting verbs can be used either with or without the;

subordinator .

(25) Reporting verbs can be;

in any tense. However, be aware that a past tense reporting verb may
cause changes in verbs, pronouns, and time expressions in an indirect
quotation. Including the source of the borrowed information with the

reporting expression gives authority to your writing because it;

lets your reader know immediately that your information is from a
credible source.

(26) In indirect quotations, the speaker's or writer's words are reported indirectly, without quotation marks. For this reason, indirect quotations are;

sometimes called reported speech.

(27) Indirect quotations are introduced by;

the same reporting verbs used for direct quotations, and the word that is often added for clarity.

(28) The tense of verbs in indirect quotations is

affected by the tense of the reporting verb.

(29) When the reporting verb is simple present, present perfect, or future, the verb tense in the quotation;

does not change.

1. When the reporting phrase is according to, the verb tense;

does not change.

(30) When the quoted information is a fact or a general truth, the verb tense in the quotation ;

does not change.

(31) statistics are;

good supporting details. Study the graph and then read the paragraph that uses data from it.

(32) An essay is;

a piece of writing several paragraphs long. It is about one topic, just as a paragraph is.

(33) the topic of an essay is;

too complex to discuss in one paragraph, you need to divide it into several paragraphs. , one for each major point.

(34) you need to tie the paragraphs together by;

adding an introduction and a conclusion

(35) Writing an essay is no more difficult than writing a paragraph except that ;

an essay is longer.

(36) An essay introduction consists of two parts:

(37) a few general statements to ;

attract your reader's attention

(38) thesis statement to;

state the main idea of the essay.

(39) A thesis statement for an essay is;

like a topic sentence for a paragraph: It names the specific topic and gives the reader a general idea of the contents of the essay.

(40) The body consists of

one or more paragraphs.

(41) Each paragraph develops a

subdivision of the topic,

(42) number of paragraphs in the body will vary with the number of subdivisions or subtopics.

The conclusion, like the concluding;

sentence in a paragraph, is a summary or review of the main points discussed in the body.

(43) An essay has;

unity and coherence

(44) Transition signals and the repetition of key nouns;

link the paragraphs into a cohesive whole.

(45) The introductory paragraph of the model essay is

a funnel introduction.

(46) This introduction is so called because it is shaped

like a funnel-wide at the top and narrow at the bottom.

(47) It begins with;

one or two very general sentences about the topic.

(48) Each subsequent sentence becomes;

increasingly focused on the topic until the last sentence, which states very specifically what the essay will be about.

(49) The thesis statement is the most important sentence in the introduction.;

It states the specific topic of the essay.

(50) Sometimes a thesis statement lists the subtopics that will be ;

discussed in the body.

(51) Sometimes a thesis statement also indicates the pattern of ;

organization that the essay will follow.

(52) The body paragraphs in an essay are;

like the supporting sentences in a paragraph.

(53) They are the place to;

develop your topic and prove your points

You should organize body paragraphs according to;

some sort of pattern, such as chronological order or comparison/contrast.

(54) A basic pattern for essays is; logical division of ideas.

Logical division is;

an appropriate pattern for explaining causes, reasons, types, lands, qualities, methods, advantages, and disadvantages.

(55) The thesis statement of a logical division essay often;

indicates the number of subtopics.

(56) The thesis statement may even name ;

the specific subtopics:

Paired conjunctions (both . . . and, not only . . . but also);

are an especially effective way to list two subtopics.

(57) A colon (:) is often useful before;

lists of two, three, or more subtopics in a thesis statement.

(58) The conclusion is the final paragraph in an essay. It has three purposes;

- i. It signals the end of the essay. To do so, begin your conclusion with a transition signal.
- ii. It reminds your reader of your main points, which you can do in one of two ways: You can
 - b. summarize your subtopics.
 - c. paraphrase your thesis.

(59) Because an essay is long;

, it is important to organize and plan before you begin to write

(60) . An outline not only organizes your thoughts, but it also;

keeps you on track once you begin to write.

(61) **Roman numerals I, II, and III** number the major sections of an essay (introduction, body, conclusion)

(62) **Capital letters A, B, C, D, and so on** label the body paragraphs. **Arabic numerals 1,2,3,4, and so on** number the subpoints in each paragraph.

(63) **Small letters a, b, c, d, and so on** label the specific supporting details.

(64) Chronos is;

a **Greek word meaning time.**

(65) Chronological order is;

a way of organizing ideas in the order of their occurrence in time.

(66) Chronological order has all sorts of uses. We use it to;

tell stories, to relate historical events, and to write

biographies and autobiographies. We also use it to explain

processes and procedures.

a. Chronological order signal words are especially important in;

b. process essay.

(67) Using chronological order to organize an essay means;

putting the ideas in order or sequence by occurrence in time.

(68) Use chronological order for narrative essays ;

(stories, history, biography, and autobiography)

(69) for process essays;

(how to do or make something).

(70) You can organize a cause/effect essay in two main ways:

"block" organization and "chain" organization.

(71) In block organization,;

you first discuss all the causes as a block (in one, two, three, or more paragraphs, depending on the number of causes)

. Then you discuss all the effects together as a block. You can discuss either causes or effects first. Of course, you can also discuss only causes or only effects.

(72) In block organization,;

a short paragraph often separates one major section from another major section.

(73) This paragraph is called;

a transition paragraph. Its purpose is to conclude one section and introduce another section.

(74) You do not always have to write a transition paragraph, but it is helpful when;

your topic is long and complex.

(75) Essays that discuss mainly (or only) causes or mainly (or only) effects might have a;

transition paragraph between blocks of different kinds of causes or between blocks of different kinds of effects.

(76) Chain organization usually works better than block organization when the;

causes and effects are too closely linked to be separated.

a. A chain pattern is usually easier if;

the causes and effects are very closely interrelated. You might use a chain pattern to write about the causes of a particular disease or phenomenon in nature such as a thunderstorm or a rainbow.

b. The block pattern is usually easier with larger, complex topics such as;
global warming or homelessness.

c. In block organization, the causes (or reasons) are grouped together in
one block,

the effects (or results) are grouped together in
another block.

There may be a transition paragraph between;
blocks.

d. In chain organization, the causes and effects are too closely linked to
be separated. One cause leads to an effect, which is;

the cause of the next effect.

