



Tikrit University

College of Education for Women

English Department Subject : Writing in paragraph

1st year

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Free writing

Free writing is a kind of brainstorming where you write everything you can think of, quickly and without stopping. Free writing helps to improve your writing fluency, and gives you ideas for your writing.

a Write as much as possible for five or ten minutes.

. Don't worry about spelling, grammar, or punctuation

o If you make a mistake, just cross it out and continue writing.

. Write continuously, without stopping.

Remember that when you make a list or a word map, you write words or short phrases.

When you free write, you write sentences

paragraph can contain three different types of sentence:

a A topic sentence - tells the reader the topic and main idea of the paragraph.

a Supporting sentences _ develop, explain and give details about the idea of the topic.

a A concluding sentence - restates the topic sentence, summarizes the paragraph, makes a prediction, or gives advice or suggestions.

| 0 Below are sentences from a paragraph in the wrong order. Decide if the sentences are topic sentences (T), supporting sentences (S), or concluding sentences (c).

a. So, I bought a bike last week for €150 in a second-hand bike sale.

b. The colors are bright red, white and dark blue.

c. It's a great bike and I'm going to have a lot of fun on it.

d. Mountain bikes are really popular where I live. Everybody has one.

e..... The bike is one year old but looks new.

f. It looks like a bike you can ride on very rough mountain and over rocks.

| | Put the sentences above in a logical order. Then write the sentences into a paragraph on a separate sheet of paper. Give the paragraph a title.

Writing focus: Writing the Paragraphs

After you have chosen a topic and brainstormed ideas, it is time to write your paragraph.

- a Choose a topic sentence first.
- . Then write the supporting sentences.
- . Finish with a concluding sentence.
- . Give your paragraph a title.

But this is only the beginning! Good writers follow three steps to improve their writing.

They...

1. check their work.
2. show their work to someone else.
3. make any necessary additions and changes.

These steps can be repeated several times.

Positional meaning of the adverbs

After understanding the kinds of adverbs above, the paper can discuss and clarify the movement of adverbs and their meanings whether they occupy the initial, middle or final position in one sentence. In this regard, one sentence can give different meaning and different function according to the adverb movement which can be changed according to the structure of this sentence. That is why, the paper will take a sample then apply the suitable adverbs by change their positions from one place to another and taking into consideration the admitted syntactic structure and the permitted semantic meaning of each one. Let us see the number of the movements and the meanings in the following examples:

- 1- He longed to see his beloved passionately.(the way in which he longed for)
- 2- He passionately longed to see his beloved.(showing the maximizing of his passion)
- 3- Passionately, he longed to see his beloved.(connected with the feeling of subject)

Now let us to enter another adverb with one above to see what happen:

- 1- He only longed to see his beloved passionately.(he did not desire anything else just he yearned for his beloved at that time)
- 2- He passionately longed only to see his beloved.(he restricted his beloved to see no
- 3- Only passionately, he longed to see his beloved.(on feelings to add by him just passion)

By using passive voice, the meaning of course will be changed:

-She was longed to see passionately.

By using imperative structure, also the meaning will be changed:

-Please, close the door after your leaving.(request)

-Close the door after your leaving, please.(order)

Let see another examples of the change of the meaning with correlative movements of the adverbs:

-I went to the office on Monday.

-On Monday I went to the office.

Such options cannot be distinguished only by semantic analysis at the word and sentence level. In the terms of Quirk(1989), for example, the underlined element in both forms of the above sentences is a 'sentence adjunct', the position of which has 'relatively little importance for its formal or semantic effect.

After brainstorming ideas for a paragraph, you need to decide which ideas to use and the order you will write the ideas.

Ideas and sentences need to be ordered logically.

- . Sentences that are part of the same idea go together

- . Sentences can go in chronological (time) order.

- a Sentences can go in order of importance (see explanation below).

One way to organise your supporting sentences is to decide which ideas are most

important. Writers often put the most important ideas last in a paragraph, so the strongest

sentences are the last ones the reader sees. When you edit ideas in a list, you can number

them in order of importance

Remember

When brainstorming, ...

- a use a separate, whole sheet of paper

- a collect as many ideas as possible (don't stop writing).

- . don't worry if you don't like the ideas.

- a write short phrases or single words for lists and word maps, and sentences for free writing.

- a after you brainstorm, look at the relevant ideas and brainstorm again.

- a edit your brainstorming before you write your paragraph.