

السنة الثالثة ليسانس

الدكتورة بليل وداد

الفوج 2

"مقياس" تطبيقي في اللغة الاجنبية

الدرس الثاني

Samples of paragraphs' types

Paragraph of Comparison and contrast

In our daily life, we often try to make ideas clearer by relating them to one another. This could be seen in the following daily activities. Before deciding which university to attend, people read college catalogs, find information or talk to other people. To understand the nature of language learning easily, it is sometimes compared to the process of learning to swim. To see the competitive advantages of a new cell phone, its features could be contrasted to the older ones we have been familiar with. Before giving their votes in a general election, intelligent people always contrast the qualities of the candidates. Based on these activities it is clear that relationship comparison and contrast are two analysis methods used by people in daily lives. By means of comparison, people examine how two or more things are similar; by means of contrast people looks at how two or more things are different. In other words, *comparison* is used when we focus on similarities, and *contrast* when we focus on differences.

Look at the following example, in which the writer contrasts the potential capabilities of girls and boys.

Differences between the potential of girls' and boys' could be observed since their childhood. Female infants speak sooner, have larger vocabularies, and rarely demonstrate speech defects. (Stuttering, for instance, occurs almost exclusively among boys.) Girls exceed boys in language abilities, and this early linguistic bias often prevails throughout life. Girls read sooner, learn foreign languages more easily, and, as a result, are more likely to enter occupations involving language mastery. Boys, in contrast, show an early visual superiority. They are also clumsier, performing poorly at something like arranging a row of beads, but excel at other activities calling on total body coordination. Their attentional mechanisms are also different. A boy will react to an inanimate object as quickly as he will to a person. A male baby will often ignore the mother and babble to a blinking light, fixate on a geometric figure, and at a later point, manipulate it and attempt to take it apart. (From: Scarry & Scarry, 2011: 433)

In the following example, the writer compares the atmosphere of the earth to a window.

The atmosphere of Earth acts like any window in serving two very important functions: to let light in and to permit us to look out and to guard Earth from dangerous or uncomfortable things. A normal glazed window lets us keep our house warm by keeping out cold air. In such a way, the Earth's atmospheric window helps to keep our planet to a comfortable temperature by holding back radiated heat and protecting us from dangerous levels of ultraviolet light. Just like a window which prevents rain, dirt, and unwelcome insects and animals from coming in, scientists have discovered that space is full of a great many very dangerous things against which our atmosphere guards us. (**Adapted from: Brandon & Brandon, 2011: 289**).

Approaches to Ordering Material

The first paragraph sample above is a contrastive paragraph, that is, a paragraph which discusses the differences between potential capabilities of girls and boys. Notice how the ideas in this paragraph are organized. The writer starts with the topic sentence. After that, he presents only the first subtopic (potential capabilities of girls) and their specific details. Finally, he focuses on the second subtopic (potential capabilities of boys) and their supporting specific details. Such way of ordering materials, in which a subtopic and its supporting details are presented fully before dealing with another subtopic and its supporting details is called the *block method*.

The other method for ordering material in a paragraph of comparison or contrast is known as the *point-by-point method*. In this approach, the writer compares or contrasts point 1 of subtopic 1 to point 1 of subtopic 2. Then he compares or contrasts point 2 of subtopic 1 to point 2 of subtopic 2. He proceeds until he has covered all the points. This method is used in the second paragraph sample above. The writer begins with the topic sentence. Then he shows how the atmosphere, like a glazed window, lets light in, permits us to look out and guards Earth from dangerous or uncomfortable things. After that he explains that the atmosphere guards Earth against many very dangerous things from the space, like a window prevents rain, dirt, and unwelcome insects and animals from coming in to the house.

Visually, the outline of the *point-by-point method* and the *block method* could be compared as follow.

The Point by Point Method

Topic Sentence: Comparison or Contrast between X and Y

A. Sub-topic 1: First Comparison or Contrast

1. point 1 of X
2. point 1 of Y

B. Sub-topic 2: Second Comparison or Contrast

1. point 2 of X
2. point 2 of Y

C. Sub-topic 3: Second Comparison or Contrast

1. point 3 of X

2. point 3 of Y

The Block Method

Topic: Comparison or Contrast between X and Y

A. Features of X

1. point 1 of X
2. point 2 of X
3. point 3 of X

B. Features of Y

1. point 1 of Y
2. point 2 of Y
3. point 3 of Y

Some writers believe that the *block method* works best for short paragraph, whereas the *point-by-point method* is often used in longer pieces of writing in which many points of comparison are made. This method helps the reader keep the comparison or contrast carefully in mind at each point.

The skill to use the two methods for ordering materials above is very essential to achieve coherence in a paragraph of comparison and contrast. Another thing that greatly contributes to comparison and contrast coherence is the careful use of transitions. The following transitions are useful to keep in mind when writing a comparison or contrast paragraph.

Transitions Commonly Used in Comparison:

- in the same way
- in a similar way
- and, also, in addition
- as well as
- both, neither
- each of
- just as...so
- similar to
- similarly
- like
- moreover
- too
- the same

Transitions Commonly Used in contrast:

- although
- whereas
- but
- however
- conversely
- on the other hand
- on the contrary
- in contrast
- while
- yet
- unlike
- different from
- in contrast with
- as opposed to

Observation :

Pay attention please the comparative paragraph in English is different from the comparative paragraph in the Arabic language

1. the comparative and the contrastive paragraph is one in which we have mainly differences and similarities in the same paragraph, in Arabic it is the same as

المقارنة

. اوجه التشابه
. اوجه الاختلاف
. اوجه التداخل

2. Comparative paragraph : is a paragraph in which we have only similarities

فقرة تحتوي على اوجه التشابه فقط

3. Contrastive paragraph : is a paragraph in which we have only differences

فقرة تحتوي على اوجه الاختلاف فقط

References

Brandon, Lee & Brandon. Kelly. 2011. *Paragraphs and Essays with Integrated Readings* (11th Ed.). Boston: Wadsworth Cengage Learning.

Parlindungan Pardede [Universitas Kristen Indonesia](http://www.ikn.ac.id)

Practice :

Read the following paragraphs and answer the questions:

1. Identify the kinds of these paragraphs
2. Identify the approach used for ordering materials
3. Identify the transitional words employed in each of them

Both Superman and Batman are heroes, but only one is truly a superhero, and taking into account their upbringing, motives, and criminal targets, that is Batman. Upbringing was not gentle for either. Superman came from Krypton, a planet that was about to self-destruct. His parents sent him as a baby on a spaceship to Earth. There he would be adopted by an ordinary farm family. His adoptive parents named him Clark Kent and reared him well. In the same generation, far away in Gotham, Bruce Wayne, the future Batman, was born to a contented, wealthy family. Tragically, his parents were killed in his presence during a mugging. He inherited the family wealth and was raised by his kindly butler. Those very different backgrounds provided Superman and Batman with powerful but different motives for fighting crime. Superman was programmed in his space capsule to know about the forces of good and evil on Earth and to fight the bad people. Unlike Superman, Batman learned from experience. Both have gone on to fight many bad people, but each one has a special enemy. For Superman, it is Lex Luthor, who has studied Superman and knows all about him, even his outstanding weakness—the mineral Kryptonite. For Batman, it is the Joker, who, as a wicked teenager, was the mugger-murderer of his parents. Many spectacular battles have ensued for both crime fighters, and one has reached the top in his profession. Superman offers overwhelming physical strength against crime, but Batman displays cunning and base passion. As he strikes fear in the hearts of the wicked, he's not just winning; he is getting even. Most people would cheer Superman on. However, they would identify more with Batman, and he is the superhero. **(From: Brandon & Brandon, 2011: 282-283).**

Like the early feminist movement, which grew out of the campaign to end slavery, the present day women's movement has been inspired and influenced by the black liberation struggle. The situation of women and blacks is similar in many ways. Just as blacks live in a world defined by whites, women live in a world defined by males. (The generic term of human being is "man"; "woman" means wife of man.) To be female or black is to be peculiar; whiteness and maleness are the norm. Newspapers do not have "men's pages," nor would anyone think of discussing the "man problem". Racial and sexual stereotypes also resemble each other: women, like blacks, are said to be childish, incapable of abstract reasoning, innately submissive, biologically suited for menial tasks, emotional, close to nature. **(From: McQuade and Atwan, 1980: 216-217)**

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الدرس الثالث

The students have to make a small presentation about descriptive paragraph, Try to answer these questions while writing your report:

1. Definition of a descriptive paragraph
2. The importance of the five senses [touch -sight-smell - taste – hearing]

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الفوج 2

"مقياس" تطبيقي في اللغة الاجنبية

الدرس الرابع

Guide to write a basic essay

An essay can have many purposes, but the basic structure is the same; no matter what you may be writing, an essay to argue for a particular point of view or to explain the steps necessary to complete a task. Either way, your essay will have the same basic format.

1. Decide on your topic:

- a. **Topic has been assigned:** So here, think about the type of paper you are expected to produce, should it be general overview or a specific analysis of the topic.
- b. **Topic has not been assigned:** Define your purpose.

Brainstorm subjects of interest.

Evaluate each potential topic.

2. Prepare an outline or diagram of your ideas: The purpose of this is to put your ideas about the topic on paper in a moderately organized format.

3. Write your thesis statement: Now that you have decided at least tentatively what information you plan to present in your essay, you are ready to write your thesis statement, it tells your reader what the essay will be about, and what point you the author will be making. Your thesis

statement will have two parts: The first part states the topic; the second part states the point of the essay.

4. **Write the body:** The body is the important part of the essay in which the topic you have chosen must be explained, described, or argued. If you have four or five ideas in your outline you will have four or five paragraphs.
5. **Write the introduction:** The essay lacks only two parts ie two paragraphs: The introduction and the conclusion. Introduction should be designed to attract the reader's attention and give her or him an idea of the essay's focus.
6. **Write the conclusion:** The conclusion brings closure to the reader, summing up your points, or providing a final perspective or giving your point of view on the topic, all the conclusion needs is four or five strong sentences which do not need to follow any set of formula. Simply review the main points (being careful not to restate them exactly) or briefly describe your feeling about the topic, even an anecdote can end your essay in a useful way.
7. **Add the finishing touches:** You have now completed all the paragraphs of your essay. Before you can consider this a finished product, however, you must give thought to the formation of your paper:
 - a. **Check the order of your paragraphs:** introduction, body and conclusion.
 - b. **Check your writing:** No thing can substitute for revision of your work. Reviewing what you have done, you can Improve weak points that otherwise would be missed. Ask yourself:
 - Does it make logical sense?
 - Do the sentences flow smoothly from one to another?
 - Revise your grammar.

c. **Check the instructions for the assignment:** - Are your margins correct?

- Did you double-space your lines?

- Respect the order of dates.

Once you have checked your work and perfected your formatting.

Congratulations your essay is finished.

References:

1. English grammar rules and usage/writing/how to write an essay
2. English language teaching and texting guide simple guide to writing a basic essay part1
3. <https://klivingston.tripod.com/essay/>

Practice:

Activity 01:

Choose a subject and write an essay

Activity 02:

Write an essay about COVID-19

How to Write a Summary

A summary, is a brief restatement of a longer text in a fewer words than the original one. It is a piece of writing about another piece of writing; its purpose is to condense a long piece of writing into a concise summation of its meaning.

Writing a good summary demonstrates that you clearly understand a text...and that you can communicate that understanding to your readers. A summary can be tricky to write at first because it's tempting to include too much or too little information. But by following our easy 8-step method, you will be able to summarize texts quickly and successfully for any class or subject.

1. **Divide...and conquer:** First off, skim the text you are going to summarize and divide it into sections. Focus on any headings and subheadings. Also look at any bold-faced terms and make sure you understand them before you read.
2. **Read:** Now that you've prepared, go ahead and read the selection. Read straight through. At this point, you don't need to stop to look up anything that gives you trouble—just get a feel for the author's tone, style, and main idea.
3. **Reread:** Rereading should be *active* reading. Underline topic sentences and key facts. Label areas that you want to refer to as you write your summary. Also label areas that should be avoided because the details—though they may be interesting—are too specific. Identify areas that you do not understand and try to clarify those points.
4. **One sentence at a time:** You should now have a firm grasp on the text you will be summarizing. In steps 1–3, you divided the piece into sections and located the author's main ideas and points. Now write down the main idea of each section in one well-developed sentence. Make sure that what you include in your sentences are key points, not minor details.
5. **Write a thesis statement:** This is the key to any well-written summary. Review the sentences you wrote in step 4. From them, you should be able to create a thesis statement that clearly communicates what the entire text was trying to achieve. If you find that you are not able to do this step, then you should go back and make sure your sentences actually addressed key points.
6. **Ready to write:** At this point, your first draft is virtually done. You can use the thesis statement as the introductory sentence of your summary, and your other sentences can make up the body. Make sure that they are in order. Add some transition words (*then, however, also, moreover*) that help with the overall structure

and flow of the summary. And once you are actually putting pen to paper (or fingers to keys!), remember these tips:

- Write in the present tense.
 - Make sure to include the author and title of the work.
 - Be concise: a summary should not be equal in length to the original text.
 - If you must use the words of the author, cite them.
 - Don't put your own opinions, ideas, or interpretations into the summary. The purpose of writing a summary is to accurately represent what the author wanted to say, not to provide a critique.
7. **Check for accuracy:** Reread your summary and make certain that you have accurately represented the author's ideas and key points. Make sure that you have correctly cited anything directly quoted from the text. Also check to make sure that your text does not contain your own commentary on the piece.
8. **Revise:** Once you are certain that your summary is accurate; you should (as with any piece of writing) revise it for style, grammar, and punctuation. If you have time, give your summary to someone else to read. This person should be able to understand the main text based on your summary alone. If he or she does not, you may have focused too much on one area of the piece and not enough on the author's main idea.

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1. Courses lumenlearning.com How to write a summary, English composition rhetorical.
 2. Depts.washington.edu.How to write a summary.
 3. Chapter 4: summarizing: The Author's Main Ideas. [Wac.colostate.edu](https://wac.colostate.edu); books
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Activities

Summarize in not more than 120 words, **the advantages and disadvantages of advertisements.**

We are bombarded by many advertisements every day. Vendors try all means and ways to gain our attention and sell us their products or services. Advertisements appear everywhere; on television programs, radios, in the papers, magazines, pamphlets and so on.

Advertisements are actually very useful though we sometimes feel annoyed when they interrupt our favorite television programs. They provide us with free information on the products and services. There are two types of advertisements. The informative advertisements are the ones which provide us with the details of the products or services. This information is especially useful if the product or service is new. For instance, when we need to buy a computer, advertisements describing the latest models and their different functions would be extremely helpful. However, only a minority of the advertisements are informative ones. Many of them belong to the second category -- the **persuasive** kind. These advertisements not only tell us more about the products, at the same time, they persuade customers to buy them by claiming that their products are superior to the **rivalry** ones. These claims may sometimes be untrue.

Besides being informative and persuasive, advertisements also help to subsidize the prices of magazines and newspapers. Our newspapers are sold at a low price of about one dollar, owing to the advertisements in the papers; otherwise, the price would have been higher.

While advertisements can be good helpers for shopping, they do have their shortcomings. Most advertisements aim to sell only. Faults of the products or services are usually hidden from the consumers. Hence, sometimes, we feel deceived if the product or service we bought does not turn out the way the advertisements claim to be.

Sometimes, advertisements by rival competitors can get very intensive, especially when there are many firms producing similar products. One common example is the washing powder. There are so many advertisements for the different brands that customers sometimes get confused over what they should buy. Furthermore, having more advertisements would mean that the production cost of the firm would be increased. These rises in cost are usually passed on to the consumers in the form of higher prices.

Hence, in conclusion, though I do **advocate** advertisements, I do not deny their flaws. Without them, we might have to buy things based on incomplete information or go

through more complicated ways before getting to know the products or services. On the other hand, too many advertisements also complicate our buying decisions. So I would say that we cannot live without advertisements but we must be careful how we live with them.