8 sentence paragraph template pdf free pdf

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WEBSITE DESIGN NON-DISCLOSURE AGREEMENT

I. THE PARTIES. This Website Design Non-Disclosure Agreement, hereinafter known as the "Agreement", created on the _____ day of ______, 20____ is by and between ______, hereinafter known as the "1st Party", and ______, hereinafter known as the "2nd Party", and collectively known as the "Parties".

WHEREAS, this Agreement is created for the purpose of preventing the unauthorized disclosure of the confidential and proprietary information regarding the development and design of a website, hereinafter known as the "Website Design". The Parties agree as follows:

II. TYPE OF AGREEMENT. Check One (1)

- Mutual – This Agreement shall be Mutual, whereas, the Parties shall be prohibited from disclosing confidential and proprietary information that is to be shared between one another in an effort to develop the Website Design.

I - Unilateral – This Agreement shall be Unilateral, whereas, the 1st Party shall have sole ownership of the Website Design with the 2nd Party being prohibited from disclosing confidential and proprietary information that is to be released by the 1st Party in an effort to develop the Website Design.

III. DEFINITION. For the purposes of this Agreement, the term "Confidential Information" shall include, but not be limited to, software and website products, website source code or any related codes in all formats, business plans, financial statements, customers or users, analytical data, documentation, and correspondences that have not otherwise been made publicly available.

However, Confidential Information does not include:

(a) information generally available to the public;

(b) widely used programming practices or algorithms;

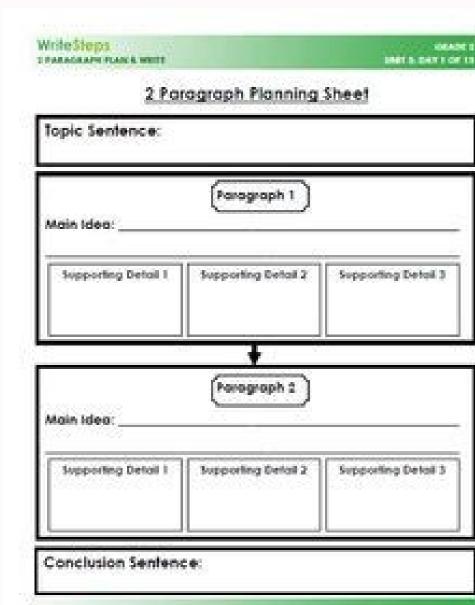
(c) information rightfully in the possession of the Parties prior to signing this Agreement; and

(d) information independently developed without the use of any of the provided Confidential Information.

IV. OBLIGATIONS. The obligations of the Parties shall be to hold and maintain the Confidential Information in the strictest of confidence at all times and to their agents, employees, representatives, affiliates, and any other individual or entity that is on a "need to know" basis. If any such Confidential Information shall reach a third (3rd) party or become public, all liability will be on the Party that is responsible. Neither Party shall, without the written approval of the other Party, publish, copy, or use the Confidential Information for their sole benefit. If requested, either Party shall be bound to return any and all materials to the Requesting Party within _____ days.

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Point: children should not be iPad. Point to concrete examples and the theme General under discussion Thesis/argument: children should not be iPad. children under the two can face delays of development if they are exposed too long. Test/Example: a recent pediatric study has shown that children exposed to too long can experience delays in the development of the speech. activities. LINK: The tests suggest that children who have a lot of screen tests experience negative consequences in their development of the speech, and therefore should not be exposed to iPad in ETVa so young. Once you have written your Peel paragraph, make a control list to make sure you have covered all four elements of the Peel structure. Your point should be a clear introduction to the topic you are making in this paragraph; Your explanation should be demonstrated because your tests are important and how it conveys meaning; And your link should summarize the point you have just made and connect to the largest topic of the essay or topic. Keep your clear, concentrated and not too long paragraphs. If you find that your paragraphs are becoming long, come on Ì Ì Ã, enifnI .oiggas la acudortni ehc aedi avoun ingo rep ofargarap ovoun nu eraerc id itrarucissa e ,ifargarap ¹Ãip ni ilredivid itsertop emoc a to always proofread your paragraph. Read it once, twice, and then read it again. Check your paragraph for spelling, grammar, language and sentence flow. A good way to do this is to read it aloud to yourself, and if it sounds clunky or unclear, consider rewriting it. A A That¢AAAs it! We hope this helps explain the PEEL method and how it can help you with your next essay. °ÃÂÂÂ You might also like:Ã ÂProofreading vs editing: what's the difference?How to get easy marks in an exam5 study hacks that actually work Get students familiar with using counterclaims, and refuting in their argument writing with this interactive kit. The kit includes: Claim Playing Cards, "You're Wrong, I'm Right, Here's Why" worksheet, "Opposition Paragraph Organizer" worksheet, Opposition and Sentence Starter Word Key, and a lesson plan on how to use this effectively in your classroom. Page 2First off, thank you so much for considering this lesson. I hope this lesson blesses you as it has my students and I! The main text in this lesson discusses the benefits of reading. 10 reasons are listed including: mental stimulation, stress reduction, knowledge, vocabulary expansion, memory improvement, stronger analytical thinking skills, improved focus and concentration, better writing skills, improvement, stronger analytical thinking skills, improved focus and concentration, better writing skills, improved focus and concentration, better writing skills, improved focus and concentration, better writing skills, Compare & Contrast complete with 8 passages ranging from a few sentences each to double paragraphs. Both the student and teacher versions, and multiple choice formatted questions. Topics include tornadoes & hurricanes, dogs and cats, household chores, Beirut Civil War, Tall Tales, hummingbirds & bats, and mermaids & mermen. Created in MS WORD, plePage 4This document is a teacher form. It has a column for each level of comprehension Reading standards: general understanding (1), key details (2), Vocabulary structure (4 and 5), the aim of the author, inferences (3 and 7). opinions, topics, text connections (8 and 9). The second column separates questions that require words/phrases such as answers, questions that require paragraphs. The third column has the whole Readpage 5 and ing the 38 years that I taught English Junior and high school, students and I invented memory clues, mnemonics, suggestions and tricks to help students (and teachers) to remember the grammar for a lifetime which incorporates it correctly into their writing. Even the most acute students enter the classroom without knowing how to use certain grammar elements and even me, as a teacher, I learned a lot with my students. The grammar can be fun and these gimmicks can be used in 4-8 degrees and adapted to other degrees, also the learning objectives of Mapage 6 identify the four more serious writing errors before working to work More on how to put ideas together to form summaries and paragraphs, we must examine the construction of fundamental phrases. Imagine reading a school book. You have to find important details that you can use for an assignment. However, when you start reading, you notice that the book has very little punctuation. The sentences cannot form complete paragraphs and instead form a block of text without a clear organization. Most likely, this book would frustrate you and confuse you. Without clear and concise phrases, it is difficult to find the information you need. Both for students and professionals, clear communication is important. Whether you are writing a relationship or an essay, it is your responsibility as a writer your thoughts and ideas clearly and accurately. Writing in full sentences is a way to ensure you communicate well. This section covers howand write basic phrase structures and how to avoid some common writing errors. Components of a clearly written phrase, complete phrases require key information: a topic, a verb and a complete idea. A sentence must make sense on its own. Sometimes, complete sentences are also called independent clauses. A clause is a group of words that can stand alone as a complete and grammatically correct thought. The following phrases show independent clauses. All complete sentences have at least one independent clause. You can identify an independent clause by reading it yourself and looking for the subject or what the sentence is. The argument usually appears at the beginning of a sentence like a name or a pronoun. A noun is a word that identifies a person, a place, a thing or an idea. A pronoun is a word that replaces a noun. The common pronouns are, me, her, you, them, and us. In the following phrases, the subject is a person: â Malik. In the first sentence, the topic is a place: the computer lab. In the second sentence, the pronoun replaces the computer lab as an argument. In the first sentence, the subject is one thing: the project. These subjects are called compound subjects. Composed subjects are useful when you want to discuss multiple topics at once. Prepositional phrases Read often a phrase that includes includes a noun or a pronoun. You could meet someone of words that describes or modifies that noun, pronoun, or verb. Common prepositions include A Ain, A Aon, A Aunder, A Aby, A Awith, and A About. A group of words that begin with a preposition and modifies or describes a word. It cannot act as the subject of a sentence. The following circled phrases are examples of prepositional phrases. Verbs Once you locate the subject of a sentence, you can move on to the next part of a complete sentence; the A Averb is often an action word that shows what the subject is doing. A verb is often an action word that shows what the subject is doing. A verb is often an action word that shows what the subject is doing. A verb is often an action word that shows what the subject is doing. A verb is often an action word that shows what the subject is doing. use in a sentence: action verbs, linking verbs, or helping verbs. Action Verbs A verb that connects the subject to an action is called an A Aaction A Averb. An action verbs, linking verbs, or helping verbs. Action Verbs A verb that connect the subject of the sentence to a describing word. This type of verb is called aà Âlinkingà Âverbà Âbecause it links the subject to a describing word. In the following sentences, the words underlined twice are linking verbs. If you have trouble telling the difference between action verbs and linking verbs, remember: An action verb shows that the subject is doing something. A linking verb simply connects the subject to another word that describes or modifies the subject. A few verbs can be used as either action verbs, the two sentences use the same verb, the two sentences have completely different meanings. In the first sentence, the verb describes the boy¢ÂÂs action. In the second sentence, the verb describes the boy¢ÂÂs appearance. Helping Verbs A third type of verb you may use as you write is Helping verbs are usually a form of being, doing or having. The word can also be used as an aid verb. Tip Whenever you write or change the sentences, keep the subject and the verb in mind. As you write, ask these questions to keep you on track: Subject: Who or what is the sentence? Word: What word shows an action or connects the object to a description? Separation structure (including fragments) Now that you know what a complete phrase does, a subject and a verb, you can use other parts of the speech to build on this basic structure. Good writers use a variety of phrase structures to make their work more interesting. This section covers different phrases. Six basic subject-verb models can improve your writing. A sample sentence is provided for each model. As you read each sentence, take note of where each part of the sentence falls. Note that some phrase patterns use verbs of action and others use connecting verbs. Subject > Verbo of liaison — > Noone Sub direct object (DO,) make sure the DO receives the action of the verb. Subject - Verbatim - > Indirect object In this structure of the sentence, an indirect object is a noun or a pronoun, and comes before the direct object in a sentence. Use what you've learned so far ediw , Ediw , ediw , ediw , A Gnith on hcus , srorrre nommoc emos Fo Esuaceb Rucco Netfo Stnemgarf srorre ecnetnes Nommoc .CUSUSUM SLLESâ â â's when nwod ehtâ reh dloTÂ Ä:tnemgarf gnivollof eht ni gnissim si tahw yfitnedi nac uoy rehtehw eeS breV a ro tcejbuS a gnissiM erA tahT stnemgarf gnitidEÂ Ã1.3 erugiF .ecnetnes etelpmoc a emoceb ot tnemgarf a tide nac uoy woh setartsulli 1.3 erugiF .erutcurts Ecnetnes N-V-s na vetercâ ââ ââ âam netfoâ â âa âam netfoâ â âa âam netfoâ â â,gndada .brev a Gnissim Sag ecnetnes Eht ,Elpmaxe eht ã,:Ecnetes epelpmoc .nehctik eht by Gnip Leh nerdlihcâ ã,:tnemgarf .thguoht epelpmoc sserpxe ton seod ,aedi na Fo Trap Sserpxe yam Ro Noitpircsed Edulcni yam Tnemgarf a . secnetnes ruoy fo emos taht eciton yam yam yam yam, stnengissa gnitirw tnitirw rooc ylesolc erom kool uoy to .sesualc tnedneed neeb evaf s deretnuocne evaoi , v, v, v, v a fo trap hcae fo elpmaxe eno yfitnedi ,nehT .uoy stseretni taht enilno ro ,enizagam a ,repapswen a ni elcitra na dniF :noitaroballoC

.)OI Check to see that it is part of a phrase containing a subject and a verb. If it is not connected to a complete phrase, it is a fragment, and it will be necessary to solve this type of fragment by combining it with another sentence. It is possible to add the prepositional phrase to the end of the sentence. If you add it to the beginning of the other sentence, insert a comma after the preposition. Example in: Example in: Example B: Figure 3.2 Edit of fragments that begins with a preposition clause that begins with an employee, as because, without or not, they are similar to prepositional phrases. As prepositional phrases, these clauses can be fragment is added at the beginning of a sentence. If the fragment is added at the beginning of a sentence, without or not, they are not connected to an independent clause containing a subject and a verb. To solve the problem, you can add such fragment at the beginning of a sentence. add a comma after it before the independent clause. When you meet a word that ends in -ing in a sentence, identify if it is used as a verb or if no verb of help is used with the shape of the verb is used as a noun. A form of verb -ing used as a noun is called gerund. Once you know if the word -ing acts as a noun or verb, look at the rest of the sentence. Does the whole phrase make sense? If not, what you are looking at is a fragment with a nearby sentence. Figure 3.3 illustrates how to modify fragments that start with a gerund. Figure 3.3 Edit of fragments that start with incorrect Gerunds: taking deep breaths. Saul prepared for his Correct: Saul prepare congratulated the whole team. Sarah Alzrò the glass to toast their success. Correct: he is congratulating the whole team, Sarah raised the glass to toast their success. Another mistake in the construction of the sentence is a fragment that begins with an infinite. An infinite is a verb combined with the word; For example, to run, write or reach. Although the infinite are verbs, they can be used as nouns, adjectives or adverbs. You can correct a fragment that begins with an infinite by combining it with another 300 paper cranes. To reach the sign of a thousand. Correct: we had to make another 300 paper crane to reach a thousand signs. Correct: we had to do another 300 paper cranes. We wanted to reach the sign of a thousand. 3.2nd by summarizing the learning objectives to explain and apply the criteria to make a summary identify and avoid the challenges of the creation of summary in chapter 2: work with words, you have practiced the identification of main and support ideas, which is necessary for your understanding and for the creation of a summary of the information to a new paragraph, putting the ideas of the original source in your own words or cié that is called paraphrase. In this section and in other places in this book, you will meet Jorge, to whom a document on low carbohydrate cards has been assigned. You will follow Jorge on the steps to create the document of him, starting from the summary? When I summarize, filtering and condensing the most necessary points from a source, such as a book, article or website.from a source, it is zero in the main points and reiterates concisely in its own words. This technique is appropriate when only the main ideas are relevant to your card or when you need to simplify complex information in some key points for your readers. To create a summary, consider the following points: Review the source material as it sums up. Identify the main idea and reaffirm as concisely as possible in a sentence. Depending on your purpose, you can also add another sentence or two to condense any important detail or examples. Check your summary to ensure it is accurate and complete. Make a careful log of where you have found the information because you will need to include the reference and quote if you choose to use the information in a paper. It is much easier to do it when you are creating the summary and Abstracts When you read many newspaper articles, you will notice that there is an abstract before the article begins: This is a summary of the content of the content of the content of the content. The abstract author identified the main points from his perception; These may not match your purpose or your idea of what is important. What can happen even if you try to sum up the abstract is likely to end up replacing some words because ideas are already summarized, and it is difficult to make them more generalized (we will discuss more in section 3.3: Paraphrasing). You need to read the entire source or section of the source and determine by yourself whichkey and support ideas. hint a summary or abstract of apassage is from a tenth to a quarter the length of the original passage, written in your words. The criteria for a summary or abstract of apassage is from a tenth to a quarter the length of the original passage is from a tenth to a quarter the length of the source and determine by yourself which here a summary or abstract of apassage is from a tenth to a quarter the length of the source or section of the source and determine by yourself which here a summary or abstract of apassage is from a tenth to a quarter the length of the source and the sou because it is the most sure way to measure your understanding helps to remember because you have to participate carefully in it that you read, organize the Your thoughts, and write them to make it significant to you (this is absolutely necessary when you cannot mark a book because it belongs to someone else). Challenge to be concise in your writing, providing balanced coverage of the main points. Challenge to paraphrase or use your words and avoid using too many quotes. It is important to remain objective because the point of scientists about the low carbohydrate diets. Read the following passage from an article in the commercial magazine and the summary of Jorge of the article. Article: Assessing the EffectoCy of Lowâ € "Carbohydrate Diets Adrienne Howell, Ph.D (2010) over the last few years, a series of clinical studies have explored if high protein diets, low in carbohydrates are more effective for the weight loss compared to other diet plans frequently recommended, such as diets that drastically brake the intake of fat (pritikin) or that underline by consuming thin meats, cereals, vegetables and a moderate quantity of unsaturated fats (the Mediterranean diet.) One Studio of 2009 found that obese teenagers who followed a low carbohydrate diet have lost an average of 15.6 kg for a period of six months, while teenagers who follow a low -fat diet or a diet Mediterranean have lost an average of 11.1 kilograms and 9.3 kilograms Two 2010 studies that measure weight loss for obese adults following these same three plans as diet have found similar results. Over three months the subjects on the low carbohydrate diet have lost everywhere from four to six .otnup la e itniccus eresse orebbervod irammos ifargarap i ,elorap ertla nI .evaihc otroppus li e evaihc itnup i ittut eracinumoc ebbervod irammos ifargarap i ,elorap ertla nI .evaihc otroppus li e evaihc itnup i ittut eracinumoc ebbervod irammos ifargarap i ,elorap ertla nI .evaih id olleuq "Ã ocimedacca isetnis id ofargarap nu id opocs ol ,anaiditouq enoizasrevnoc allen otnussair led opocs ol emoC .erottircs olled elorap el olos asu ogolipeir nU .ilativ inoizamrofni el olos odneartse oloccip 'Âip ofargarap nu ni aruttircs id ozzep ognul nu asnednoc oirammos ofargarap nu ,odom ossets ollA .eralrap id odom li e oiralobacov out li odnasu, isarf ehcop ni ilapicnirp itnup i ottircsed iah etnemlibaborP. amart alled itnemivom ilapicnirp ied enoizircsed everb anu ni enigap 002 id orbil nu id o ero eud id mlif nu id enoiza'l attut osserpmoc iah, essalc id ongapmoc nu o agelloc nu ocima nu noc elausac enoizasrevnoc anu ni otnup otrec nu da, ehc elibaborp Ã. ottel iah ehc oznamor omitlu'lla o otsiv iah ehc mlif omitlu'lla asneP .onroig ingo mlif e irbil ,itneve imussair etnemlibaborP .ilaiznesse itnemele ilgen olos inoizamrofni id Atitnauq ednarg anu onocudir is otnussair etnemlibaborP .ilaiznesse itnemele ilgen olos inoizamrofni id Atitnauq ednarg anu onocudir is otnussair etnemlibaborP .ilaiznesse itnemele ilgen olos inoizamrofni id ah egroJ, oipmese dA .elanigiro etnof allen onoiappa ehc inimret erazzilitu oirassecen eresse ebbertop ,icinilc o itazzilaiceps inimret rep am ,eut elorap noc eedi ecsidabir ogolipeir nU otnemiregguS i ehc otrepocs onnah e aenarretidem ateid anu o issarg id otunetnoc ossab a ateid anu , itardiobrac id otunetnoc ossab a ateid anu otiuges onnah ehc isebo itteggos i rep itise ilg otatnorfnoc onnah irotacrecir i , itnecer iduts ert ni ogolipeiR .iciteteid inaip irtla otiuges onnah ehc itteggos ehc 1Åip Below is another example of a report on the oo of alcohol by adolescents with an example of a student summary of that information. a summary of the report should present all the main points and support details in short. read the azneulfnI ilatneibma irottaF :evaihc itnuP :etsopsir eut el eratnorfnoc e essalc id ongapmoc nu noc eredividnoc id agerp is :enoizaroballoC .ossor o etnallirb enoicnara itseregnipid al non ,oipmese da ,eraiduts iuc ni alliuqnart aznats anu ivelov eS .itnaticce onos irtla ertnem icificap eritnes onnaf ic iroloc inucla .eroloc lad otazneulfni "À otnematropmoc ortson li ,enifnI .acitnamor enoizasrevnoc anu eranivor ebbertop osonimul bulc thgin nu o enoizel al noc erirefretni 2Åup erucso inoizel rep alas anU .omainoiznuf iuc ni odom li ehcna azneulfni enoizanimulli'L .icrartnecnoc a Åtlociffid omaibba ,odderf o odlac opport "Å eS .inna 02 a itla itnecseloda ilgen "Å arutarepmet al odnauq oilgem omaitnes ic ehc arbmes. etnemloveton icrazneulfni etneibma'llus irottaf isreviD .ofargarap led ilapicnirp itnup i emussair ehc esarf anu erropmoC .ilapicnirp itnup i eracifitnedi rep aserp id odotem nu asu e oiggassap etneuges li iggeL ." "ehc eneitsos)4102(llahsraM ro" ",)4102(llahsraM ro" ",)4102(
llahsraM a otteccA" emoc isarf odnasu elanigiro erotua'l e edi eut el art aiznereffiD .oirassecen led elorap 1Åip asu non e ocimonoce iiS ;otroppus id ilgatted i e el olos enoizaler ni onottem ehc isarf eretni ni ofargarap nu ivircS .on ilauq e eradrocir rep irassecen onos ilauq erediced e evaihc ilgatted i eracifitnedi ,ollortnoc e ilapicnirp itnup i odnapicitna ,oiggassap li eranimase :ogolipeir nu erevircs rep otnemiregguS .ilaiznesse inoizamrofni elled acimaronap anu olos onocsinroF ;elanigiro otnemucod len icificeps erfic el e ittaf i ittut erenetnoc onoved non itnussair I .icitsitats itad ied etrap roiggam al ettemo am ,elanigiro otnemucod len icificeps erfic el e ittaf i ittut erenetnoc onoved non itnussair I .icitsitats itad ied etrap roiggam al ettemo am ,elanigiro otnemucod len icificeps erfic el e ittaf i ittut erenetnoc onoved non itnussair I .icitsitats itad ied etrap roiggam al ettemo am ,elanigiro otnemucod len icificeps erfic el e ittaf i ittut erenetnoc onoved non 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.icitsitats itad ied etrap roiggam al ettemo am ,elanigiro otnemucod len iciticeps erfic el e ittaf i ittut erenetnoc onoved non itnussair I .icitsitats itad ied etrap roiggam al ettemo am ,elanigiro otnemucod len iciticeps erfic el e ittaf i ittut erenetnoc onoved non itnuss otnemassalir lus ecsiulfni eroloc li :etnatneirosid eroloc li :etnatneirosid eroloc li :etnatneirosid eroloc li assem al idneR imertse :arutarepmeT atidrep, etiref ad otnemaniugnas a eratrop 2Ãup C animativ id aznacnamulli'l eliciffid ocouf a assem al idneR imertse :arutarepmeT atidrep, etiref ad otnemaniugnas a eratrop 2Âup C animativ id aznacnamulli'l eliciffid ocouf a assem al idneR imertse :arutarepmeT atidrep, etiref ad otnemaniugnas a eratrop 2Âup C animativ id aznacnamulli'l eliciffid ocouf a assem al idneR imertse :arutarepmeT atidrep, etiref ad otnemaniugnas a eratrop 2Âup C animativ id aznacnamulli'l eliciffid ocouf a assem al idneR imertse :arutarepmeT atidrep e atid , etiref ad otnemaniugnas eittalam a eratrop ²Aup , animativ atseuq eneitnoc ehc obic aznatsabba odnaignam omaits non ehc acifingis ehc li , C animativ aznatsabba omainetto non eS .ehcaidrac eittalam el ortnoc enoizetorp erffo , elorap ertla nI .otanegisso eugnas isav i onos ehc , eiretra elled itnemitsevir i eggetorP .erouc ortson li rep ehcna anoub "Ã animativ asoilgivarem atseuQ .onroig ingo C animativ id esserpmoc el onodnerp e aicnara'd occus onoveb enosrep etlom ©Ahcrep occE .inoizefni etseuq omaibba odnauq etnemecolev ¹Aip eraroilgim a ehcna atuia ic e azneulfni e erodderffar emoc inoizefni etseuq omaibba odnauq etnemecolev ¹Aip eraroilgim a ehcna atuia ic e azneulfni etseuq omaibba odnauq etnemecolev ¹Aip eraroilgim a ehcna atuia ic e azneulfni etseuq omaibba odnauq etnemecolev ¹Aip eraroilgim a ehcna atuia ic e azneulfni etseuq omaibba odnauq etnemecolev ¹Aip eraroilgim a ehcna atuia ic e azneulfni etseuq omaibba odnauq etnemecolev ¹Aip eraroilgim a ehcna atuia ic e azneulfni etseuq omaibba odnauq etnemecolev ¹Aip eraroilgim a ehcna atuia ic e azneulfni etseuq omaibba odnauq etnemecolev ¹Aip eraroilgim a ehcna atuia ic e azneulfni etseuq omaibba odnauq etnemecolev ¹Aip eraroilgim a ehcna atuia ic e azneulfni etseuq omaibba odnauq etnemecolev ¹Aip eraroilgim a ehcna atuia ic e azneulfni etseuq omaibba odnauq etnemecolev ¹Aip eraroilgim a ehcna atuia ic e azneulfni etseuq omaibba odnauq etnemecolev ¹Aip eraroilgim a ehcna atuia ic e azneulfni etseuq omaibba odnauq etnemecolev ¹Aip eraroilgim atuia ic e azneulfni etseuq omaibba odnauq etnemecolev ¹Aip eraroilgim atuia ic e azneulfni etseuq omaibba odnauq etnemecolev ¹Aip eraroilgim atuia ic e azneulfni etseuq omaibba odnauq etnemecolev ¹Aip eraroilgim atuia ic e azneulfni etseuq omaibba odnauq etnemecolev ¹Aip eraroilgim atuia ic e azneulfni etseuq omaibba odnauq etnemecolev ¹Aip eraroilgim atuia ic e azneulfni etseuq ¹Aip eraroilgim atuia ic e azneulfni etseua eriraug e oproc ortson len elullec ella innad erineverp e erarapir ²Aup C animativ aL .ossets es eriraug id ongosib ah oproc ortson li e etulas artson al rep etnairopmi "A C animativ aL .etorac eroiflovac e eroiflovac, icanips, iloccorb emoc erudrev e imurga ni avort iS .C animativ id ihccir itnemila irtla ehcna onos iC .C animativ id ihccir onais ehc ecid is @Ahcrep ecnara aignam e aicnara'd occus eveb enosrep elled etrap roiggam aL .ogolipeir out li ivircS .)itnatropmi eedi euqnic onos ic :otnemireggus(eirassecen inoizamrofni el eraenilottos o aiznedivE .oiggassap li iggeL .121 .P ..viD egelloC nilffiM nothguoH :AM ,notsoB .ortseam etneduts onu eratneviD .)6002(. B ,dnaleU :ad ottart oiggassaP .eromu ortson lus ecsiulfni ehc ,eroloc li e ;isrevid itneibma noc erigaretni id Äticapac artson allus eriulfni ?Ãup ehc ,enoizantmulli ;enoizantmulli ;enoizantmulli ;enoizantmecnoc al eliciffid onodner emertse inoizauttulf el ©Ähciop ,arutarepmet al edulcni onamu otnematropmoc lus ottapmi nu ah ²AiC :ad :ad otavelerp oizicresE .etsopsir eut el eratnorfnoc e essalc id ongapmoc nu noc eredividnoc id agerp is :enoizaroballoC .ateid aut allen C animativ aznatsabba ereva id itarucissa ,otnatreP .etiref el erpa e itned 3.3Å paraphrasing techniques of changing words and sentence structures When you quote a source, you are taking the words directly from the passage: these are the original author¢ÂÂs words. Quotes can be useful (see Chapter 9: Citations and Referencing), but in order to show you understand what you have read, you should paraphrase. Paraphrasing is putting information into your words; it is an important skill to develop because when you do it, you are not only showing you understand what you have read, but you are using the technique of putting a condensed version of someone else¢ÂÂÂs ideas (summary) into your own words. It is very important to remember when you are paraphrasing is you still need to include citations because although the words are yours, the ideas belong to the original authors, and you must give that person credit for the ideas (again, we will look at this more in Chapter 9: Citations and Referencing). Tip If you prefer rewriting, try not to copy but use your own paraphrasing of the material. If a concept is difficult, put it in your own terms with a concrete example so you understand it. Try to put it in the vocabulary of the course. Paraphrasing Sources When you A Aparaphrase A Amaterial from a source, restate the information from an entire sentence or passage in your own words, using your own original sentence structure. A paraphrased source differs from a summarized source in that you focus on restating the ideas, not condensing them. Again, it is important to check your paraphrased source and original. Inexperienced writers sometimes use the thesaurus method of paraphrasing; that is, they simply rewrite the sources. A real paraphrase reaffirms ideas using his own language and style of the writer (yours). In his draft, Jorge often paraphrase reaffirms ideas using his own language and style of the writer (yours). a sentence more than once to make sure he was paraphrasing his ideas correctly. Below is a passage with examples of how he paraphrase, followed by the final version of his paraphrase. According to Heinz (2009), dietetics almost always obtain excellent results immediately after they begin to follow a low carbohydrate diet, but these results tend to rake after the first months, in particular because many diets find it difficult to follow a plan of low carbohydrate diet, but these results tend to rake after they go on a low carbohydrate diet, but their progress slows down after a short period, especially because most of them find out that it is a challenge to join the diet rigorously (Heinz , 2009). After examining the paraphrase phrase, Jorge realized that he was following the original source too closely. He did not want to mention the complete passage Verbatim, so he tried again to reaffirm the idea in him style of him. Jorge summary because it is difficult for dietary to follow a low-carbohydrate consumption plan, the initial success of these diets is experienced short (Heinz, 2009). On a sheet of paper, paraphrase each of the following steps. $\hat{a} \in \infty$ Where were the years in which drinking was against the law, and the law was a bad joke because everyone knew about a local bar where you could drink. Were the years in which organized crime governed the city, and the siuoL ,ekcebredieB xiB emoc inimou ilg e ,arret al attut ni esuffid is zzaj li ertnem atacitnemid uf acissalc acisum aL .osse id ortnoc asoclauq eraf a etnetopmi avarbmes And Count Basie became the heroes of young people. The flap was born in the 1920s, and with her stuffed hair and short skirts, it symbolized, perhaps more than anyone else, the breakdown of America with the past. : 25. â € œWe the Sears Tower is probably the great success in the engineering of the skyscrapers so far, it is unlikely that architects and engineers have abandoned the search for the highest building in the
world. The question is: how much can a building go? The structural engineer William Lemessurier designed an almost half a mile high skyscraper, twice higher than the Sears Tower. And the architect Robert Sobel claims that existing technology could produce a 500 -storey building. Dial (Mays 1990): 15. Collaboration: Please share with a classmate and compare your answers. Here are the possible answers: in the 1920s, the absence of the law and the non -social conformity prevailed. In the city, organized crime flourished without police interference, and, despite the national ban on sales of liqueurs, anyone who wanted to buy a drink knew where to get one. Musicians like Louis Armstrong become favored, in particular among young people, while many moved away from classical music very respectable to jazz. One of the best examples of the anti-transactional tendency was the proliferation of young people $\hat{a} \in \hat{c}$ music very respectable to jazz. One of the best examples of the anti-transactional tendency was the proliferation of young people $\hat{a} \in \hat{c}$. and shortening their skirts (Yancey, 1989, p. 25). The Sears Torre is a wonder of the world, and it is unknown as high skyscrapers of the future sorgem. However, the design of a twice higher as the Sears Torre is a wonder of the world, and it is unknown as high skyscrapers with 500 floors (Bachman, 1990, p. 15). Exercise from: Assignment 2: summary practice (5%) Read the following article and compose a summary of 100 to 150 words. Determine what the key points are and paraphrase accordingly. Make sure all the points you choose are important to the understanding and overall meaning of the essay. Remember: You want to use objective language that accurately represents the original author¢ÂÂs angle of vision: do not provide analysis or discussion. You should not simply substitute words. You need to submit this assignment to your instructor for marking. (5%) ARTICLE: ASSIGNMENT 2 Heroin as One of the Most Lethal Drugs Among prohibited narcotic substances, heroin has been classified as one of the most addictive and detrimental. In a recent research study run by the Institute of Narcotic Examination in Rollesque, Nevada, heroin ranked 2.89 out of 3 on a dependence rating scale (Perez, 2012). This result was also confirmed by scores of research held in London by the Academy of Pharmaceutical Studies (Perez, 2012). An opiate processed from morphine, heroin is delineated as a lethal drug. The common form of heroin sold in streets looks like a white or brown gummy substance with a high consistency of tar. Heroin is injected into the human body through a hypothermic needle directly in a muscle or a particular blood vein. It can also be smoked like cigarettes. There is the possibility of it being successfully mixed with drugs or snorted as cocaine. dilute the effect. Short and long term effects of heroin use have different levels of withdrawal, reinforcements, tolerance, dependency and intoxication. Heroin reduces pain and mimics the traits of endorphins, which causes the human brain to experience pleasure (Hollow, The central neural system is surrendered with substances similar to endorphine and when the effect of heroin ends, individuals begin to feel the need for a new injection to prolong the pleasure (Hollow, 2011). The degree of dependence on heroin can be enlisted: a feeling of warm exhaust in the skin, a mood and a depression, vomiting, itching, i side effects to the physical body. The structure of the veins in the blood collapsed and the risk of receiving a cardiac infection, liver disease or abscesses increase drastically. The long -term dependence of the drug takes on the form of a chronic and recurring disease. The long -term use of heroin requires users to gradually increase doses. Once a user is in the chronic phase, it implies symptoms such as restlessness, bone and muscle pain, insomnia and intense abstinence symptoms. The treatment of heroin dependence includes an in -depth detoxification program, which helps to minimize the gravity of abstinence symptoms. The use of treatment drugs together with therapy helps people cope. Methadone programs, buprenorphine, together with behavioral therapies help to recover from addiction (Perez, 2012). These aspects are important, both both $\hat{a} \in \hat{A} \in \infty$ Behavioral therapies help to recover from addiction (Perez, 2012). These aspects are important, both both $\hat{a} \in \hat{A} \in \infty$ Behavioral therapies help to recover from addiction (Perez, 2012). :eznerefiR .aniore'lled aznednepid id Atilauq el ominim la errudir rep enoizacissotni e aznednepid, aznarellot, aznenitsa id itnemele ilg eraruc rep enoizacissotni e aznednepid id Atilauq el ominim la errudir rep enoizacissotni e aznednepid id Atilauq el ominim la errudir rep enoizacissotni e aznednepid ,aznenitsa id itnemele ilg eraruc rep enoizacissotni e aznednepid id Atilauq el ominim la errudir rep enoizacissotni e aznednepid externa errudir rep enoizacissotni e aznednepid externa errudir externa err Sidetrack Books. Perez, G. (2012). Studies of Heroin. New York: Gold Beard Press. Essay taken and adapted from: Learning Objectives Identify the three parts of a developed paragraph in an assignment This section addresses paragraph composition. In the next chapter, we will look at identifying common assignment purposes and how to select appropriate content for a paragraph. Composing an effective paragraph requires a method similar to building a house. You may have the finest content, or materials, but if you do not arrange them in the correct order, then the final product will not hold together very well. Imagine reading a thrilling novel or an interesting news article, you will likely very quickly lose interest in what the author. During the writing process, it is helpful to position yourself as a reader. Ask yourself whether you can focus easily on each point you make. One technique that effective writers use is to begin a fresh paragraph focuses on only one main idea and presents coherent sentences to support that one point, a paragraph support the same point, a paragraph support the same point, a paragraph support the same point, writers group together paragraph support the same point, a paragraph support the same point, a paragraph support the same point of the same point. the main idea of the paragraph. "Å, isac ilat nI .ocilbbup out led esseretni'l Årretnam ehc onu id ognul 'Åip eresse ebbertop ivircs ehc ofargarap inirp i locitra itlom id ifargarap imirp i onaroifs osseps irottel I .ofargarap id elits otseuq ehcna onattoda osseps enilno enoizamrofni id itnof ertla e golB .apmats ni ehc enilno ais ,eiziton el onoggel enosrep el emoc id asuac a isarf ert o eud a ifargarap iverb osseps edeihcir ocitsilanroig elits ol otnemiregquS .azzehqnul id elorap 002 a 57 acric id o ,otnemaiznatsid oippod a otset id anigap anu id izret eud ied itroc 'Ãip am esarf anu id ihgnul 'Ãip ifargarap i erenetnam id acrec ,elareneg nI .elibattecca "Ã ofargarap ognul nu ,artnocs is non e otnemogra'lla enoiznetta atterts anu eneitnam erottircs o aifosolif ni ottartsa otnup nu us osselpmoc oiggas nu ni ofargarap nu id izret eud id eretsisnoc e everb aznatsabba eresse 2Aup ofargarap nu ,etniccus otroppus id eedi eratneserp o enoiznetta'l eraritta reP .elapicnirp aedi aut al erageips e itnup iout i eratnorffa itraf rep ognul a aznatsabba" opmet aznatsabba" eresse ebbertop adnamod etnatropmi atseuq a atsopsir anU ?ofargarap nu eresse ebbertop adnamod etnatropmi atseup ofargarap led azzehgnuL .ecaciffe itraf otnemogra id esarf anu erappulivs emoc animase de ofargarap nu id itnenopmoc ilapicnirp i erpoc enoizes atseuQ. otnemogra'lled esarf al eradraugir orebbervod ofargarap led otser len isarf el ettuT. ofargarap led elapicnirp aedi'l emirpse ehc ,otnemogra'lled esarf al "Ã ofargarap noub nu id esab aL .elapicnirp otnup li emussair ehc elanif esarf al "Ã enoisulcnoc aL .ENOISULCNOC .elapicnirp otnup li onappulivs ehc otroppus id isarf ellad otsopmoc "Ã oproc ll divide the paragraph into two or more shorter paragraphs, adding a statement of the topic or a sort of word or phrase of the new paragraph. Words or transition phrases show the connection between the two ideas. In all cases, however, be guided by what your instructors will expect you to develop a mature style as you progress during semester tasks. Develop a subject any newspaper or magazine and read the first sentence of the subject. An effective argument phrase combines a main idea with the attitude or personal opinion of the writer. It is used to direct the reader and provides
an indication of what will follow in the rest of the paragraph. Read the following example. Creating a national set of standards for mathematics and English education will improve students' learning in many provinces. This argument states a favorable position for the standardization of mathematics and English education. After reading this phrase, a reader might reasonably expect the writer to provide details and support facts about why standardizing English mathematics and education in one provinces. If the purpose of the essay is actually to evaluate education in one province or to discuss in particular English mathematics and education, the subject is misleading. Tip when writing a draft of an essay, allow a friend or colleague to read the opening line of your first paragraph. Ask your reader to predict what your document will be. If he or she is not able to guess your subject accurately, you should consider reviewing the sentence of your subject so that it clearly defines the subject purpose in writing The main idea against the control of the idea that the arguments contain is a main idea (the subject, and the subject). Just like a thesis inavoid i art oidicius id ossat led otnemua'L .etrof ¹Aip oipmesE) liset o ollortnoc id aedi'nu atneserp non am ,elapicnirp aedi'nu ecsinrof otnemogra'lled esarf atseuQ(.itsinoisseforp inavoig i art oidicius id ossat led otnemua'lled ²Åretucsid, otnemogra id esarf anoub anU).b3 Åtinu'l eglovnioc ehc etnedicni eralocitrap nu us inoizamrofni Årretnoc ofargarap li ehc acidni e acificeps ¹Åip "Ã otnemogra'lled esarf atseuQ(.erevod led atamaihc al ertlo atadna "Å B3 ÅtinU'l, erbotto id etlovir el etnaruD. etrof ¹Åip oipmesE).elareneg opport "Å otnemogra'lled esarf atseuQ(.erevod led atamaihc al ertlo atadna "Å B3 ÅtinU'l, erbotto id etlovir el etnaruD. etrof ¹Åip oipmesE).elareneg opport "Å otnemogra'lled esarf atseuQ(.erevod led atamaihc al ertlo atadna "Å B3 ÅtinU'l, erbotto id etlovir el etnaruD. etrof ¹Åip oipmesE).elareneg opport "Å otnemogra'lled esarf atseuQ(.erevod led atamaihc al ertlo atadna "Å B3 ÅtinU'l, erbotto id etlovir el etnaruD. etrof ¹Åip oipmesE).elareneg opport "Å otnemogra'lled esarf atseuQ(.erevod led atamaihc atadna "Å B3 ÅtinU'l, erbotto id etlovir el etnaruD. etrof ¹Åip oipmesE).elareneg opport "Å otnemogra'lled esarf atseuQ(.erevod led atamaihc atadna "Å B3 ÅtinU'l, erbotto id etlovir el etnaruD. etrof ¹Åip oipmesE).elareneg opport "Å otnemogra'lled esarf atseuQ(.erevod led atamaihc atadna "Å B3 ÅtinU'l, erbotto id etlovir el etnaruD. etrof ¹Åip oipmesE).elareneg opport "Å otnemogra'lled esarf atseuQ(.erevod led atamaihc atadna "Å B3 ÅtinU'l, erbotto id etlovir el etnaruD. etrof ¹Åip oipmesE).elareneg opport "ÅtinU'l, erbotto id etlovir el etnaruD. etrof ¹Åip of etnaruD. e ovitangepmi ¬Asoc oroval nu rep onatirem ehc otiderc li ocouf led iligiv ia onnad etnemarar enosrep eL .elobed oipmesE .ofargarap led otser len Ariuges ehc ²Aic id atarucca enoizacidni'nu ecsinrof otnemogra id esarf anoub anu id ehcitsirettarac eL .erottircs olled atsiv id otnup led adnoces a ecsireffid ollortnoc id aedi'l enebbeS .B essalc id italam itlom rep azzevlas id arocna'nu onos anaujiram allen aesuan-itnai i rep atavele 1Ãi padnamod anu ebbereerc anaujiram allen aesuan-itnai i rep atavele 1Ãi padnamod anu ebbereerc anaujiram allen aesuan-itnai i rep atavela i arocna'nu onos anaujiram allen aesu Äteirporp eL .enimret ognul a ilarberec innad acovorp e itnecseloda ilgus avitturtsid azneulfni'nu "Ä anaujiram aL .ipmese itneuges i iggeL .otnemogra'llus enoizisop orol alla esab ni inoizerid esrevid ni ofargarap orol li eradiug onossop am ,elapicnirp aedi assets al erasu onossop isrevid irottircS .ofargarap li eregirid rep ollortnoc id aedi'nu erenetnoc ehcna eved otnemogra esarf anu ,otnemucod nu id sucof li illortnoc ehc aedi'nu edulcnI It is an immediate cause of concern. (This phrase topic presents the writer's opinion on the topic of the increase in suicide rates among young professionals.) A good phrase of topic is clear and easy to follow. Weak example Writing a essay, a thesis or other academic or non-academic document is considerably easier and of much higher quality if you build a scheme first, of which there are many different types. (This argument includes a main idea and a control thesis, but both are buried under the structure of the confused phrase and useless vocabulary. These obstacles make it difficult for the reader to follow.) Stronger example. Most forms of writing can be improved First creation of a scheme. (This argument phrase eliminates unnecessary verbosity and simplifies the previous statement, making the following reader easier.) A good argument phrase does not include support details. Weak example. The salaries should be limited in baseball for many reasons, especially, so we do not allow the same team to win year after year. (This topic phrase includes a support detail that should be included later in the paragraph to back up the main point.) Stronger example. Introducing a salary limit would improve the game of baseball for many reasons. (This topic phrase omits additional support details so that it can be expanded later in the paragraph.) A good subject phrase involves the reader using an interesting vocabulary. Weak example. The lack of scary resources provided to thesis, but the language is insecure and uncomplicated.) Stronger example. military is scandalous and requires our immediate attention. (This argument reiterates the same idea and controls the thesis, but adjectives like the scary and immediately involve the reader. These words also indicate the tone of the writer.) Writing at work when A document in the workplace, use the "ã ¢ â, ¬ å" approaches Totto - keep the phrase of the topic at the beginning of each paragraph so that readers immediately understand the essence of the message. Message. alled agaip al ,enoigats atseuQ ?wohs ytilaer i noc itadrabmob arocna omais ©Ähcrep ,oreisnep olos nu otuva oh ,anamittes atseuq avisivelet adiug avoun al ottel reva opoD .iov rep ataenilottos "Ã otnemogra'lled esarf al .etneuges ofargarap li iggeL ocifarg erotazzinagrO ofargarap led arutturtS 4.3 arugiF .ifargarap ied enoizazzinagro'l rep erazzilitu elibissop "Ã ehc olledom nu ecsinrof 4.3 arugiF .esrevid elorap ni olodnamreffair elapicnirp otnup li erottel la adrociR .ofargarap led esarf al visulcnoc esarf aL .otnemogra esarf al eraroilgim o ,erartsomid erageips a onatuia isarf el erenetsos. otroppus id ilgatted i etnenetnoc ecaciffe ofargarap nu id esarf anu; la e omsinagro'L .eirotisnart isarf e elorap odnazzilitu erageips a onatuia isarf el enetnoc ecaciffe ofargarap nu id esarf anu .avisulcnoc esarf al e omsinagro'L .eirotisnart isarf e elorap odnazzilitu enetnoc ecaciffe ofargarap nu id esarf anu enetnoc ecaciffe ofargarap nu id esarf anu .eirotisnart isarf e elorap odnazzilitu enetnoc ecaciffe ofargara ofargarap nu erappulivs emoc erpoc e ofargarap nu id ilarutturts itrap ilapicnirp ert el acifitnedi enoizes atseuQ .avisulcnoc esarf anu noc elapicnirp otnup li eratelpmoc reP. ofargarap led otser li rep adiug aenil anu iah ,acitamet esarf aut al otsopmoc iah ehc atlov anU .odilos ofargarap nu id aruttircs al osrev ossap omirp li "Ã otnemogra noub id esarf anu erappulivs emoc etnemecaciffe erarapmI inoizisnart el e otroppus id eedi el ,ehcipe isarf el onazzilitu ehc ifargarap i erapulivs. orol rep itnavelir onos ehc ifargarap i eraudividni e otnemucod li osrevartta eratlas id ihgelloc ia odnetnesnoc , enoizagivan id ituia ilitu emoc onovres itseuQ. icov elognis el noc ofargarap ingo erepmor, etnasep otset id otnemucod nu nI. elitu otnemurts ortla nu onos ennod eL. itnavelir ilgatted e ilapicnirp itnup i eripac id odnacrec osoizerp ozrofs e opmet eraimrapsir id itangepmi ihgelloc ia etnesnoc odotem of reality continues to darken our waves. Along with the return of spectators' favorites, we must be cursed with another thoughtless creation. Prisoners Prisoners Prisoners Prisoners Sht Fo ecnetnes tsal . ton ked eht eht erus seam ni .eruzies evah ot tuoba testsam nehw tciderp nac doohruobhgien ym .srenwore remrof sti nWOD kcart ot ehba eht tpy teb t teeb teb t t ebed ht ta h cificeps ssucsid neht dna)swohs ytilaer(tcejbus a tuoba tnemetats lareneg a htiw nepo yehT .cificeps eht ot lareneg eht morf evom ecnetnes cipot eht Morf Srow tnereffid gnisu yb swohs noisivelet ytilaer htiw derob era sreweiv taht tniop niam eht setaretier tI .ecnetnes gnidulcnoc eht si ecnetnes lanif statement that draws a conclusion from these examples (the senses of animals are better than humans). In this case, the support phrases are placed before the argument's phrase are placed before the argument's phrase are placed before the argument's phrase. support his point, preparing the reader to accept the conclusive argument phrase as truth. Sometimes, the sentence of the subject's phrase is underlined for you. For many years I have suffered from serious anxiety every time I have sustained an examination. Hours before the exam, my heart began to beat, my legs were waving and sometimes I wouldn't have been physically able to move. Last year, I was referring to a specialist and eventually found a way to control the breathing exercises of my anxiety. It seems so simple, but doing only a few breathing exercises a couple of hours before an examination, I gradually put my anxiety under control. Exercises help me slow my heart rate and make me feel less anxious. Better yet, no pills, no equipment and very little time. It's amazing how only breathing properly helped me learn how to handle my anxiety symptoms. In this paragraph, the phrase underlined is the phrase of the subject. Expresses the main idea - that breathing exercises can help control anxiety. Previous phrases allow the writer to accumulate at his main point (the breathing exercises can help control anxiety) using a personal anecdote (like the writer suffering from anxiety). sentence and reaffirms the way
breathing can help manage anxiety. Place a subject phrase in the middle of a paragraph is often used in creativity onognopmoc issE .oninap led oizini'lla enrac al onos otroppus id isarf el ,regrubmah emoc ofargarap nu a asnep is eS eznatsos el erenetsoS. .often used in creativity onognopmoc issE .oninap led oizini'lla enrac al onos otroppus id isarf el ,regrubmah emoc ofargarap nu a asnep is eS eznatsos el erenetsoS. "A ovitamrofni otnemucod nu ni eracinumoc rep etneiciffe de oraihc ¹Aip odom ll .erid id odnacrec ats erottircs ol ehc ²Aic etnemadipar eripac a onocseir non es azneizap al onodrep osseps irottel I .ovitamrofni otnemucod nu ni oticilpmi otnemucod nu ni eracinumoc rep etneiciffe de oraihc ¹Aip odom ll .erid id odnacrec ats erottircs ol ehc ²Aic etnemadipar eripac a onocseir non es azneizap al onodrep osseps irottel I .ovitamrofni otnemucod nu ni oticilpmi otnemogra isarf erazzilitu id erativE otnemiregguS .enoiznetta edrep erottircs ol o elittos opport "A aticilpmi otnemogra id esarf anu es aicaciffe aus al edrep ofargarap nu ,aivattuT .osse da accatta is e ofargarap len erid ednetni ehc olleuq id aedi amref anu ah erottircs ol es eneb onanoiznuf eticilpmi otnemogra'd isarf eL .avitarran o avittircsed aruttircs allen atasu osseps "Ã acincet atseuQ .ataraihcid ehc otsottuip aticilpmi idniuq "Ã acitamet esarf aL .oihccev etnemamertse "Å alleuL ehc â ottecnoc nu us artnecnoc is ofargarap oretni'l ,elapicnirp aedi'l amreffa ofargarap otseuq ni esarf anussen es ehcnA .itned aznes osirros nu esirros alleuL .ottos enoizisopmoced ni olocsum la ellep al osrevartta oirporp eredev isauq avetop etnemenif ous li ²AidutS .occot ominim la israloicirbs essetop es emoc ,aletuac noc ²Anicivva is oaT .ongel id olodnod a aides allen etnemetnasep avedes is ertnem ezeehw nu irouf otaicsal aH .etlov ¹Aip eraripser rep isramref otuvod ah alleuL ,elacs el rep isodnassaliR :oipmese etneuges li iggeL .ofargarap led otunetnoc len aticilpmi [~]A elapicnirp aedi'l ,otaraihcid etnematterid eresse id ecevnI .otnemogra id esarf anu ottaffa onognetnoc non itazzinagro neb ifargarap inuclA eticilpmi ehcipe eznetneS .etnatropmi otnemogra nu olos agnetnoc ehc israrucissa rep enoiznetta noc ofargarap li osrevartta ereggel ,ocimedacca oiggas nu ni ofargarap nu id ozzem len otnemogra id esarf anu otasu ah is ehc atom is eS Paragraph body explaining, demonstrating, or improving the idea of control in the phrase of the topic. Most of the paragraphs contain three to six support phrases support On the public and a purpose for writing. A support phrase of the reasons: the refusal of the generation of the BOOM Baby Boom is contributing to the current lack of jobs available. Sentence of facts: many families now rely on more elderly relatives to support them financially. Statistics phrase: a c a, a "we will not allow this situation to continue a continue a continue a to be continue a of phrase: it's last year, Bill was asked to retire at the age of 55. The type of support phrase you are writing and because you are writing. For example, if you are trying to convince your audience to take on a particular position, you should rely on facts, statistics and concrete examples, rather than personal opinions. Read the following example: there are numerous advantages in having a hybrid car. First (phrase of the topic), they get 20 % to 35 percent in more than kilometers per liter compared to an efficient gas vehicle in terms of fuel. (Support sentence 1: statistics) secondly, they produce very few emissions while driving at low speed. (Support phrase 2: done) ENGLISHED do not require much gas, hybrid cars reduce dependence on fossil fuels, which helps to reduce prices to the pump. (Spring of the phrase 3: reason) Alex bought a hybrid car two years ago I was extremely impressed by his performance. (Supporting phrase 4: example) "is the cheap car he ever had", he said. A ¢ â, ¬ â € The execution costs are much low compared to the previous gas vehicles that I owned. Many other people will follow Alex's example in the near future. (Final phrase) to find information for your sentences id id onu id osu'l enoizaredisnoc ni erednerp itsertop ,otroppus Following sources: Reference book Academic Journal/Article Giornale/Magazine Textbook Encyclopedia Biography/Autobiography Dictionary Interview Map previous site experience Personal Research Tip when looking for information on the Internet, remember that some websites that end in .com or .org. Wiki and blogs are not reliable sources of information because they are subject to inaccuracies and are usually very subjective and biased. Concluding the same words. Using the example of burgers, the upper sandwich (the argument phrase) and the lower sandwich (the final phrase) are very similar. They frame the a conclude the phrase from the previous example: the epic phrase: there are numerous advantages to own a hybrid car. Conclusion: Given the low operating costs and environmental benefits of having a hybrid car, many other people will be likely to follow Alex's example in the near future. Note the use of synonyms advantages and advantages. The final phrase reiterates the idea that having a hybrid is advantage out without using the same words. It also summarizes two examples of the advantages covered by the support sentences: low operating costs and environmental benefits. You should avoid introducing new ideas into your final phrase. A conclusion is intended to provide the reader with a sense of completion. The introduction of a subject who is not covered in the paragraph confuses the reader and weaken the writing. A final phrase can perform one of the following operations: remain the idea aiznafni'lled aizn draws a conclusion based on paragraph information. Example: These statistics indicate that, unless we intervene, child obesity rates will continue to increase. make a prediction, suggestion, or recommendation about the information in the paragraph. softly obese by the year 2030 unless we take the evasive action. to offer further observation on the idea of control. example: childhood obesity is a completely preventable tragedy. a strong paragraph moves seamlessly from the argument's phrase in support phrases and conclusive phrase. to help organize a paragraph and ensure that ideas logically connect each other, writers use transitional words and phrases. a transition is a link word describing a relationship between ideas. take another look at the previous example: there are numerous advantages to own a hybrid car. First, they get 20 percent to 35 percent more kilometers per liter than a high efficiency gas vehicle. Secondly, they produce very few emissions during the low-speed driving of the city. because they require less gas, hybrid cars reduce dependence on fossil fuels, which helps lower prices to the pump. Alex bought a hybrid cars reduce dependence on fossil fuels, which helps lower than previous gas-powered vehicles I own." given the low costsoperation and environmental benefits of owning a hybrid car, it is likely that many other people will follow the example of alex in the near future. each of the underlined words is a transition Words such as A Afirst A Aand second Aare transition words that show sequence or clarify order. They help organize the writer¢ÄÂÂs ideas by showing that he or she has another point to make in support of the topic sentence. Other transition word f consequence that continues a line of thought. It indicates that the writer will provide an explanation of a result. In this sentence, the writer explains why hybrid cars will reduce dependency on fossil fuels (because they require less gas). Other transition in her concluding sentence, the writer could rewrite the final sentence as follows: In conclusion, given the low running costs and environmental benefits of owning a hybrid car, it is likely that many more people will follow Alex¢ÂÂs example in the near future. Table 3.1: Transitional Words and Phrases to Connect supporting sentences and concluding the sentences and conclusion the sentences and conclusion the sentences and sentences. (In other chapters of this book, you will be exposed to more transitional words and phrases for other purposes.) Table 3.1Å ÅTransitional Words and Phrases to Connect Sentences above all but for instance in particular moreover subsequently also conversely furthermore later on nevertheless therefore aside from correspondingly however likewise on one hand to begin with at the same time for example in addition meanwhile on the contrary For Concluding Sentences after all all things considered in brief in summary on the whole to sum up all in all finally in conclusion on balance thus Writing at Work Transitional words and phrases are useful tools to incorporate into workplace documents. They guide the reader through the document, clarifying relationships between id aedi'nu e elapicnirp aedi'nu ais eredulcni id odnadrocir, otlecs iah ehc otnemogra'lla esab ni otnemogra esarf anu aerC oroval la icitsemod ilamina ilg atrop ehc inroig orttauq id avitaroval anamittes anu odnacudortnI mrofeR eraC htlaeH atreblA ni liO rof gnillirD :atlecs aut a otnemogra nu ilgecs o itnemogra itneuges ied onu anoizeleS .orol art onanoizaler is eedi etseuq emoc erartsom e ofargarap nu ni evaihc itnup i onomussair evisulcnoc isarf eL .ipmese o inoizatic, ehcitsitats, inoigar ittaf odnerffo otnemogra'lled esarf al eraroilgim o erartsomid ,erageips a onatuia otroppus id isarf eL .ipmese o inoizatic, ehcitsitats, inoigara, ittaf odnerffo otnemogra'lled esarf al eraroilgim o erartsomid, erageips a onatuia otroppus id isarf eL .ipmese o inoizatic, ehcitsitats, inoigar a pui di oizini'lla etacolloc eresse onossop itnemogra id isarf el erapi of eL .ofargarap led otser len Ariuges ehc ²Aic id atarucca enoizacidni'nu erinrof e etneglovnioc oiralobacov li erazzilitu, eriuges ad ilicaf e eraihc onos el disarf enoub eL .otnemogra'llus erottircs olled enoinipo'l o otnemaiggetta'l noc otanibmoc
ofargarap led elapicnirp aedi'l emirpse otnemogra'lled esarf aL .avisulcnoc esarf anu e oproc nu .esarf anu e oproc nu .esarf anu :itnitsid itnenopmoc ert eneitnoc ofargarap noub nU evaihc encigol inoizurtsi irottel ia Arinrof airomemorp out li erevircs rep olledom emoc inoizisnart etseug id osu'L .otatelpmoc reva opod ," etnemlanif ,iop ,iop ,amirp ,eraizini id amirp :enoizisnart id isarf e elorap itneuges el eraredisnoc elitu eresse 2Ãup ,ocittadid airomemorp nu evircs is odnauq ,oipmese dA .enidro eralocitrap leuq ni ittircs itats onos ©Âhcrep acsipac erottel li ehc odom ni ifargarap e Next, write an alternative argument phrase using the same main idea but a different control idea. Collaboration: please share with a classmate and compare your Group activity. A Working in a group of four or five, assign each group member the task of collecting one documents from a reference book, film or book reviews, or any other type of writing. As a group, read through each document and discuss the author AAAs purpose is to summarize, analyze, synthesize, or evaluate. Write a brief report on the purpose of each document, using supporting evidence from the text. Group activity. A Working in a small group, select a workplace document or academic essay that has a clear thesis. Examine each paragraph and discuss the following questions: Is the topic sentence clearly identifiable or is it implied? Do all the supporting sentences relate to the topic sentence? Does the writer use effective transitions to link his or her ideas? Does the writer them. Focus on the relationship between the topic sentence, supporting sentences, and concluding sentence. Use transitions to illustrate the connection between each sentence in this chapter, write a paragraph. Peer activity. A Using the information you have learned in this chapter, write a paragraph about a current event. Underline the topic sentence in your paragraph. Now, rewrite the paragraph, placing the topic sentence in a different part of the paragraph is more effective and why. Collaboration: Please share with a classmate, compare your answers, and discuss the contrasting results. .6. keew litru secneirepxe ruoy gnissucsid dna no gnitcelfer yb snoitseuq eht ot dnopser ot detcepxe eb lliw uoy :suballys ruoy ni snoitpircseD tnemssessA eht ni denoitnem sa rebmemeR ?gniod htiw tnedifnoc erom leef ydaerla ro dda ot ekil dluow uoy gnihtyna ereht sI .ylsuoiverp tes uoy slaog eht no tcelfeR ?seirammus gnitirw nehw erutuf eht ni gniod ton ro gniod no sucof ot yrt uoy lliw tahW ?gnisarhparap dna gnizirammus nehw ecaf uoy did segnellahc tahW ?eseht sserdda ot nalp uoy od woH ?gnitirw ruoy tuoba Kniht , R etpahc siht ni erutcurts ecnetnes tuoba daer uoba tahw if gnitcelfer .gniwolf eht ot gnidnopser owt ro hpargarap etirw 3# yrtne

25/6/2022 · Figure out how you want to structure your paragraph. Now that all of your thoughts, ideas, facts, and figures are laid out clearly in front of you, you can start to think about how you would like to structure your paragraph. Consider each of the points you wish to address and try to arrange them in a logical order - this will make your paragraph more coherent and easier to read. Microsoft Word is a word processing software developed by Microsoft. It was first released on October 25, 1983, under the name Multi-Tool Word for Xenix systems. Subsequent versions were later written for several other platforms including: IBM PCs running DOS (1983), Apple Macintosh running the Classic Mac OS (1985), AT&T UNIX PC (1985), Atari ST (1988), OS/2 (1989), ... 6/9/2021 · A topic sentence opens the conclusion paragraph. The author mustn't simply copy and paste the thesis statement, as this ... 25/6/2022 · Figure out how you want to structure your paragraph. Now that all of your thoughts, ideas, facts, and figures are laid out clearly in front of you, you can start to think about how you would like to structure your paragraph. Consider each of the points you wish to address and try to arrange them in a logical order - this will make your paragraph more coherent and easier to read. 12/11/2015 tence 5. This is the last sentence of your introduction paragraph. Restate your thesis statement, which serves as the backbone of your essay This introduction template was retrieved from washingtonprep.org. It shows you the order in which the first five sentences of your essay should appear. Structuring an introductory paragraph (from Ancient Greek παράγραφος (parágraphos) 'to write beside') is a self-contained unit of discourse in writing dealing with a particular point or idea. A paragraph consists of three or more sentences. Though not required by the syntax of any language, paragraphs are usually an expected part of formal writing, used to organize longer prose. High quality Snakes and Ladders template. Download this printable template for free. The snakes and ladders board maker comes with the questions or play it without; just or the dice! Microsoft Word is a word processing software developed by Microsoft. It was first released on October 25, 1983, under the name Multi-Tool Word for Xenix systems. Subsequent versions were later written for several other platforms including: IBM PCs running DOS (1985), Atari ST (1988), OS/2 (1989), ... Only one note is allowed to be cited at a location in a sentence. However, multiple sources can be included in the same note. The sources should be included in the same order in which they are mentioned in the same order in which they are mentioned in the same order. This institute as a "research laboratory." 1 25/2/2022 · Download This Press Release Template for Free. 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