The image features a white background with several realistic water droplets of varying sizes. Some droplets are in the top-left corner, some in the top-right, and a cluster is in the bottom-right. The droplets have highlights and shadows, giving them a three-dimensional appearance.


Bringing it all  
together in a  
paragraph

# TEAR-Body Paragraphs

- T - Topic Sentence
- E - Evidence
- A - Analysis
- R - Realization

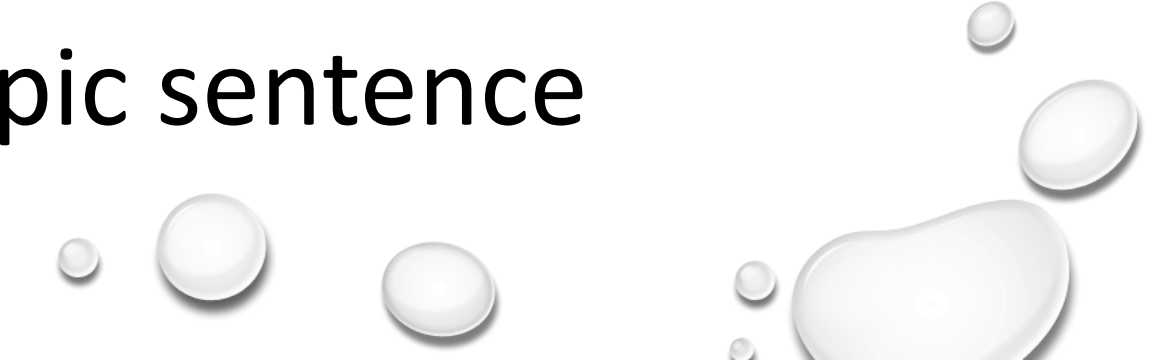


# T - Topic Sentence

- The first sentence of the paragraph
  - Clearly States main idea, relating to the thesis
  - addresses the prompt
  - argues element of thesis (in a paper)
  - Content based, not summary
- 




# E-Evidence

- **supports** the main idea
  - **Introduce evidence** with context
    - (do not summarize!)
  - **Quote facts** that prove topic sentence
- 



# • A - Analysis

- Explains **significance/relevance**: How does the evidence support the topic sentence.
  - **Why** the preceding evidence is important
  - Uses **clear & critical** language
  - What **new understanding** about the topic does your evidence and analysis provide?
- 

# R-Realization/resolution/restatement

- Gives **closure** to the paragraph by **summing up** the importance of the **evidence**
- **Relates** what is discussed in the paragraph, **back to the topic sentence & thesis**
- Uses **conclusion words**

MODEL: Describe the different leadership skills

• of Snowball and Napoleon:

• T: Snowball and Napoleon lead in very different ways. E: Napoleon seems to always want to take things forcefully, while Snowball is more relaxed and efficient. Quote or specific text evidence. A & R: Their differences in leadership styles brings significant confrontation and a struggle for power because they cannot agree on how the farm should be run. The fight for power eventually leads Snowball to being run off the farm through the force of Napoleon.

# Transition words

- Transition words are used to link words, phrases or sentences
- Assist readers to progress from one idea to the next
- Help build up coherent relationships within the text




# Conclusion words

- *generally speaking*
- *in the final analysis*
- *all things considered*
- *as shown above*
- *in the long run*
- *given these points*
- *as has been noted*
- *in a word*
- *for the most part*
- *after all*
- *in fact*
- *in summary*
- *in conclusion*
- *in short*
- *in brief*
- *in essence*
- *to summarize*
- *on balance*
- *altogether*
- *overall*
- *ordinarily*
- *usually*
- *by and large*
- *to sum up*
- *on the whole*
- *in any event*
- *in either case*
- *all in all*
- *definitely*
- *ultimately*



# • TRANSITION WORDS OF ADDITION

- As well as
  - And
  - Too
  - Furthermore
  - Also
  - In addition to
  - Not only
  - Or
- 



# • TRANSITION WORDS OF ILLUSTRATION

- Such as
  - In this case
  - For one thing
  - For instance
  - For example
- In the case of
  - Illustrated by
  - As an example





# TRANSITION WORDS OF CAUSE AND EFFECT

- Therefore
  - So
  - Because
  - Thus
  - Hence
  - Due to
  - As a result
  - consequently
- 

# TRANSITION WORDS OF COMPARISON

- As / ...as
- As if
- Equally
- Similarly
- Like
- In the same way
- Comparable
- In like manner

# TRANSITION WORDS OF CONTRAST

- But
- However
- On the other hand
- Otherwise
- Unlike
- Conversely
- At the same time
- In spite of

# TRANSITION WORDS OF EMPHASIS

- Especially
- Also
- In particular
- Furthermore
- In addition
- Indeed
- Of course
- certainly


# TRANSITION WORDS OF ORDER

- First/firstly
- Second/secondly
- Third/thirdly
- Finally
- At that time
- Previously
- before






# TRANSITION WORDS OF SUMMARY

- In conclusion
  - To summarise
  - Altogether
  - In short
  - To sum up
- In summary
  - Briefly
  - To conclude
- 




# TRANSITION WORDS OF TIME & SEQUENCE

- Later
  - After
  - Before
  - Then
  - Soon
  - Finally
  - First, second...
- 



# • WORD CHOICE

- **Specific words:** **Precise** words from a narrower scope
  - **General words:** All-inclusive words from a broader scope
- 

# DO NOT USE THESE VAGUE WORDS

- **They**
- **It**
- **Stuff**
- **Thing**
- **Alot**
- **And etc.**
- **Anywhere**
- **Could of**
- **This**

# GENERAL VS. SPECIFIC

- She said, “I don’t want you to go.”
- She murmured, “I don’t want you to go.”

*Which is general and which is specific?*

# Use a Dictionary & Thesaurus

- Always use a dictionary to confirm the meaning of any word about which you are unsure.
- Utilize a thesaurus during the drafting stages to find powerful words that replace general & commonly used words

