**INFO SHEET #1: Grammatical Signals**

**Competency**

**MELC:** Use appropriate grammatical signals or expressions suitable to each pattern of idea development.

**Objectives**

After the end of the lessons, the learners are expected to be able to:

1. Distinguish the pattern of idea development.

2. Identify grammatical signals for each pattern of idea development and;

3. Use appropriate grammatical signals or expressions suitable to express patterns of idea development.

 **Key Information**

**Grammatical Signals**

Grammatical signals or expressions are writing devices that serve to maintain text coherence. They connect words and phrases and act like bridges between them to strengthen internal cohesion in writing. They also link sentences and paragraphs together smoothly so that they flow and there are no abrupt jumps or breaks between ideas. They are like signposts making it easier for the reader to follow ideas and carry over a thought from one sentence to another, from one paragraph to another, or between separate sentences, paragraphs, or topics. There are several types of grammatical signals suitable to each pattern of idea development. For this activity sheet, the focus is on general to specific and claim and counter claim.

**General to Specific**

General to specific pattern of idea development is the method of writing a composition that discusses the broad topic using specific details that supports the topic. This is sometimes called the deductive method.

The terms general refers to the general sentence of the paragraph. It is usually called topic or general idea. It is the key sentence in a paragraph because it names the subject and the controlling idea: the author's main idea, opinion, or feeling about the topic. The general idea is than supported by supporting details or specific ideas.

In a paragraph, there is only one general idea, which can be presented at the beginning or at the end of a paragraph. Then it is followed by one or more specific ideas that provide additional information or explanations about the main or general topic to support it.

The common grammatical expressions that indicate general to specific pattern of idea development include:

|  |  |  |
| --- | --- | --- |
| ***To show chronological order*** | ***To give more information*** | ***To give example*** |
| first, second, … | when | in addition to | besides | as an example | such as |
| then, next,  | as soon as  | moreover | and, also | for example | in this case |
| after, before,  | since | further | as well | for instance | similarly |
| while | lastly, finally | furthermore | again | like, likewise | to illustrate |



**Problem – Solution**

A problem-solution pattern of idea development divides information into two main sections, one that describes a problem and one that describes a solution. This pattern is typically used in persuasive writing, where the writer's general purpose is to convince the reader to support a certain course of action. The pattern is designed to compel the reader to make some kind of change in opinion or behavior by establishing that a problem exists, then providing a solution. In the problem section, the writer identifies different aspects of the problem being discussed and offers evidence of these problems. In the solution section, the writer identifies a potential solution and supports the effectiveness of this solution over others.

The table shows the common grammatical signals used to connect ideas in a problem-solution pattern.

|  |  |  |
| --- | --- | --- |
| **To show the cause/ effect of the problem** | **To introduce the problem** | **To suggest a solution** |
| since | so | problem | challenge | answer | to solve / resolve .. |
| because | as a result | need | issue, | propose | to address this |
| due to | consequently | dilemma | difficulty | suggest | proposed solution |
| that’s why | thus  | led to  | puzzle  | plan | in order to / for |
| when / if | therefore | a disadvantage |  | recommended  | so that  |



**Claim and Counterclaim**

A claim-counterclaim pattern of idea development refers to the structure of an argument where there is more than one side to a debate. In an argument, a **claim** is a statement or declaration of a belief, stance, or opinion. A **counterclaim** is a statement that provides an opposing or different belief, stance, or opinion

In a claim-counterclaim paragraphs, arguments are typically introduced using reporting verbs such as *show*, *argue* and *claim*. A writer may also use evidence to support their claim, using connectors such as *for instance* or *for example*.

To determine the relationship among claims and counterclaims, the following grammatical expressions are used.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| To Show Examples | for example for instance in this casein another case | on this occasionin this situationtake the case ofnamely | in other words together withto illustrate as an illustration to  | to clarifyto demonstrate that isspecificallyas follows:  |
| To Show Evidence | according to... (someone, research, or a study/fact)  | evidence shows  | the study reveals(the author) claims | the work of (someone) indicates |
| To Signal counterclaims  | whilealthough even thoughin contrast | but / yetdespiteotherwise however | on the one hand in contrastnotwithstandingnevertheless | on the other hand on the contrary Author X contradicts This is not to say that |



**Cause and Effect**

A cause-and-effect pattern of idea development that attempts to show how events are influenced by or caused by others. It describes how an action or event is caused by another event or action and the resulting consequences of that event or action. A **cause** is something or someone that creates an effect, brings about a result, has a consequence, or is the reason for a condition. An **effect** is a result, condition, or consequence brought about by something or someone.

The table shows the common grammatical signals used in a cause-and-effect pattern.

|  |  |
| --- | --- |
| **To indicate cause** | **To indicate effect** |
| because | if / when | caused by | as a result | so, then | thus, hence |
| due to | influenced by  | since | consequently | therefore | leads to |
| in order to | one reason is…  | as | resulting to | for this reason | effects of |



**Proposed Performance Tasks**

**Write Up!**

**Directions**: Think of any topic that interests you. Choose from the pattern of idea development on how your paragraph will flow. Make sure to incorporate grammatical signals.