

# Writing Training

## Lesson5\_conclusion1

In the last lesson we talked about reasoning and evidence, so before we move on to the next section, let me add a few things and summarise.

We mentioned reasoning as a process of explaining exactly what your thesis means, and explaining how evidence and thesis are related. In this process, there are several different patterns, the thesis→reasoning→evidence being the most common one we mentioned last time and the one that is most clear in the examination process. It is not the order of these three important parts that is important, but the connection between them that is important.

We have also mentioned the definition of evidence and its role. Thanks to the definition of evidence, we can collect evidence in a wide range of ways: data, stories, texts, audio-visual or paper-based, electronic, etc. And we can collect it in many different ways: experiments, interviews, questionnaires, quotations, etc. The important thing is how to use it, or how to combine it with clever reasoning, to make your thesis more convincing.

In addition to reason, we have a common method of argument: explain, which means tell how or why something has happened. In everyday life, perhaps we think of this as a juxtaposition to reasoning, but in the critical essay, it is applied as evidence to support the thesis. Evidence is applied as evidence to support the thesis.

Let's sort out all the parts that have been covered so far in the body part.

First of all, to structure the body part, it is necessary to first identify the main argument. There is no limit to where the main argument can be made, but in the exam we generally recommend writing it at the end of the first paragraph to make it more visible and easier to capture. The body part, on the other hand, is to argue for the main argument. Usually, we will choose other sub-arguments related to the central argument as the core of the string of body part. In arguing for each sub-theme, we usually write the sub-theme at the beginning of the paragraph, followed by a sentence used for reasoning, and then argue with various logically relevant evidence. The position of the thesis can be changed and the type of evidence can be varied. The core of the argument is that it is logically self-contained.

Now that we have basically finished the body part, it is up to you to make the connections between the elements and the paragraphs. There are no exercises in this conclusion, so you can choose from the questions in the first four lessons, or expand on topics you have written about before.