

Unit 1

Sentences to Paragraphs

Objectives

By the end of this chapter students will be able to:

- identify the structure of a paragraph
- write the topic sentence, the supporting sentences and the concluding sentence
- evaluate a paragraph for its unity and coherence

Part one

STRUCTURE OF A PARAGRAPH

WHAT IS THE PARAGRAPH?

- A group of sentences that develop one main idea. A paragraph is made up of three components: the topic sentence, the supporting sentences, and the concluding sentence.



WHAT IS THE TOPIC SENTENCE?

- The first sentence in a paragraph.
- Introduce the topic and the main idea of the paragraph (controlling idea).
 - *Example: **Convenience foods** are easy to prepare.*

Topic

Controlling idea



WHAT ARE SUPPORTING SENTENCES?

- Provide supporting points that explain the controlling idea.
- Provide details that explain each supporting point.



WHAT IS THE CONCLUDING SENTENCE?

- The last sentence in a paragraph
- Restates the controlling idea and summarizes the supporting points



Part two

**PRACTICE WRITING THE TOPIC SENTENCE,
THE SUPPORTING SENTENCES
AND THE CONCLUDING SENTENCE**

PRACTICE WRITING THE TOPIC SENTENCE

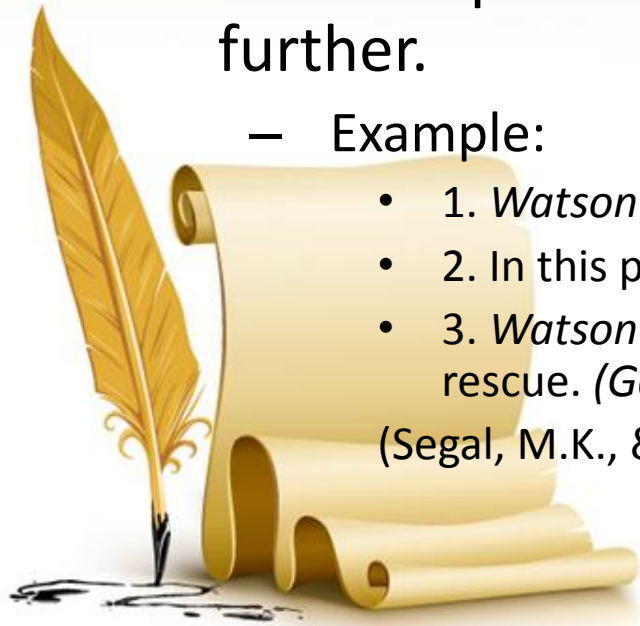
Two important points that you have to remember when you write a topic sentence:

1. A topic sentence should be neither too general nor too specific. If it is too general, the readers cannot know exactly what the paragraph is going to discuss about. If it is too specific, the writer may have nothing to say further.

– Example:

- 1. *Watson and the Shark* is a good painting. (*Too general*)
- 2. In this painting there are some men in a boat. (*Too specific*)
- 3. *Watson and the Shark*, by John Singleton Copley, shows a dramatic rescue. (*Good*)

(Segal, M.K., & Pavlik, C., 1997, p.19)



PRACTICE WRITING THE TOPIC SENTENCE

Two important points that you have to remember when you write a topic sentence:

2. You shouldn't include too many unrelated ideas in your topic sentence because your paragraph will not have unity.

- Example: Dalat city is famous for its temperate climate, its tourist attractions, and its friendly people.



Choose the best topic sentence for each controlling idea.

1. **Topic: Clubs at university**

Controlling idea: There are three types of clubs at university.

Topic sentences:

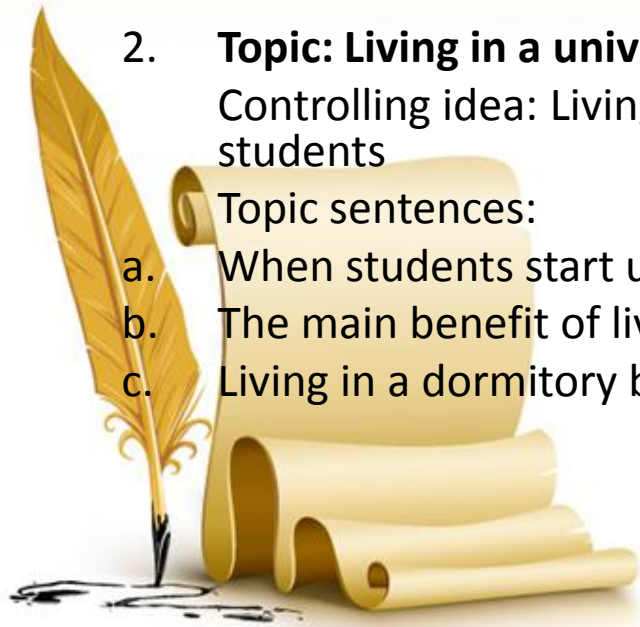
- a. Universities usually have many sport clubs
- b. University clubs can be classified into three types.
- c. Many university students enjoy club activities after their classes are over.

2. **Topic: Living in a university dormitory**

Controlling idea: Living in a university dormitory has many benefits for university students

Topic sentences:

- a. When students start university, some of them move into a dormitory.
- b. The main benefit of living in a dormitory is free air conditioning.
- c. Living in a dormitory brings a number of benefits to university students.



PRACTICE WRITING THE SUPPORTING SENTENCES

- Supporting sentences are like the foundation of a paragraph. Good supporting sentences explain the topic sentence by giving reasons, examples, facts, statistic, and quotations. They often answer questions: who? what? where? when? why?, how?...



PRACTICE WRITING THE SUPPORTING SENTENCES

- Example:

explanation: The family moved from the village to the capital for economic reasons.

description: She lived in a lonely, three-story castle surrounded by forest.

reasons: Lan finally quit her job because of the stressful working.

facts: More than ten percent of the university's student population is international.

examples: Oranges and grapefruits grow in Mekong delta.



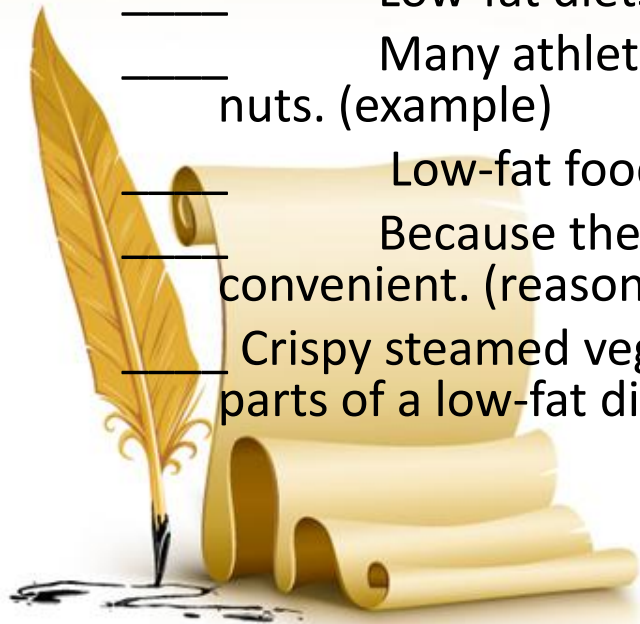
Match each supporting sentence with the correct topic sentence.

TS1: Low-fat diets are an excellent way to stay healthy and trim.

TS2: High-protein diets are favored by athletes and competitors.

Supporting sentences:

- TS2 These foods help build muscles and increase stamina. (fact)
- _____ They are preferred by the general public because they help with weight reduction. (reason)
- _____ Low-fat diets are recommended by most physicians. (facts)
- _____ Many athletes eat high-protein foods such as meat, beans, and nuts. (example)
- _____ Low-fat foods include fruits, vegetables, and pasta. (example)
- _____ Because they are easy to find in stores, low-fat foods are convenient. (reason)
- _____ Crispy steamed vegetables, grilled fish, meat, and chicken are all tasty parts of a low-fat diet. (description)

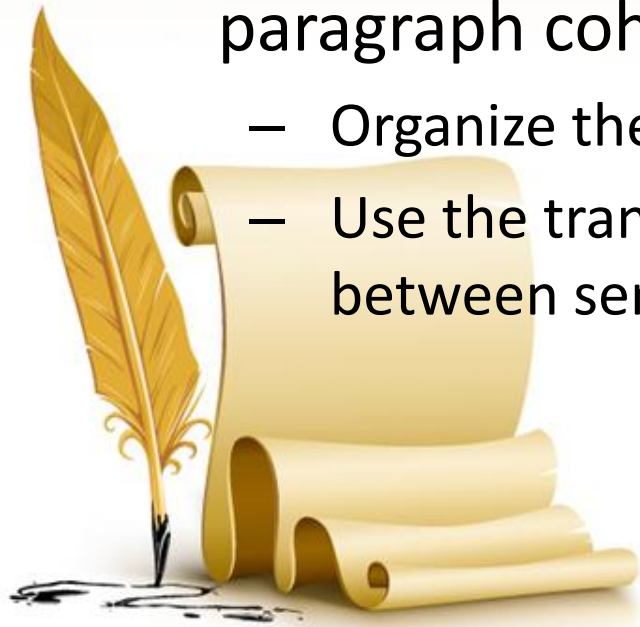


Part three

COHERENCE AND UNITY

COHERENCE

- **Coherence** literally means "to stick together."
Coherence in writing means that all the ideas in a paragraph flow smoothly from one sentence to the next sentence. That makes the readers understand the writer's thought easily. There are ways to make the paragraph coherent:
 - Organize the supporting sentences in a logical order
 - Use the transitional expressions to show the relationship between sentences



COHERENCE

- The common orders are:
 - **Time order:** Details are listed as they occur in time.
 - **Space order:** This is used in description. When you describe, you should choose one direction and maintain it (from far to near or near to far, from right to left or left to right, from the top to bottom or vice versa, from inside to outside or vice versa)
 - **Emphatic order:** This is used when your ideas are not equal in weight. You have 02 ways to present your ideas: from the most importance to the least importance or from the least importance to the most importance. However, the most important idea is often left to the end to make a greater impact to the readers.



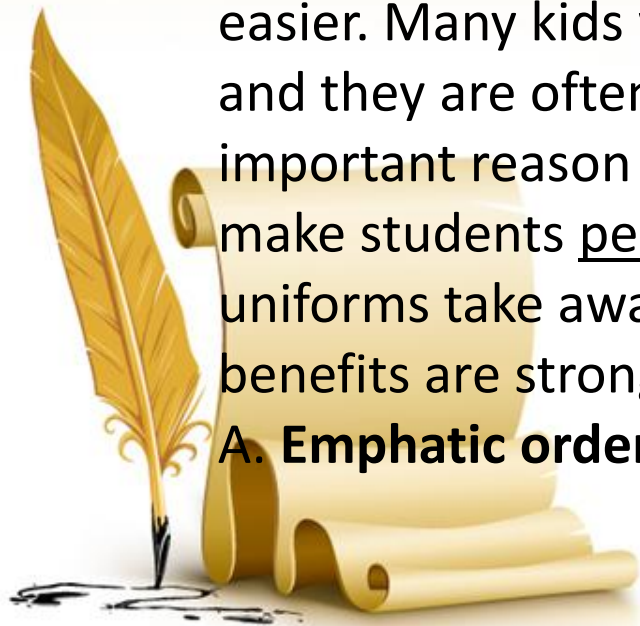
Read the paragraphs and decide the kinds of order the writer used to write.

School Uniform Should Receive an A+

- School uniform should be mandatory for all students for a number of reasons. First, they make everyone equal. In this way, the "rich" kids are on the same level as the poor ones. In addition, getting ready for school can be much faster and easier. Many kids waste time choosing what to wear to school, and they are often unhappy with their final choices. The most important reason is that some studies shows that school uniforms make students perform better. Many people might say that uniforms take away from personal freedom, but I believe the benefits are stronger than the drawbacks.

A. **Emphatic order**

B. **Time order**



UNITY

- **Unity** is a very important characteristic of good paragraph writing. Paragraph unity means that one paragraph is about **ONLY ONE** main topic. If your paragraph contains a sentence or some sentences that are **NOT** related to the main topic (irrelevant sentences), then it does not have a unity.



Read the paragraph and cross out the irrelevant sentences

Smoking cigarettes can be an expensive habit. ~~Smoking is hazardous to your health.~~ Considering that the average price per pack of cigarettes is 75 cents, people smoke two packs of cigarettes a day spend \$1.50 per day on their habit. At the end of one year, these smokers have spent at least \$547.50. ~~Several years ago, a medical study clearly showed the link of nicotine found in cigarettes with the development of cancer.~~ However, the price of cigarettes is not the only expense cigarette smokers incur. Since cigarette smoke has an offensive odor clothing, stuffed furniture, and carpet, smokers often find that these items must be cleaned more frequently than nonsmokers do. Although it is difficult to estimate the cost of this additional expense, one can see that this hidden expense does contribute to making smoking an expensive habit.



Unit 2

Descriptive Paragraphs

Objectives

By the end of this chapter, you will be able to write paragraphs to describe:

- *Things (a house, a car, a mobile phone...)*
- *People (a friend, an important person in your life...)*
- *Places (your hometown, a tourist destination...)*

KEYS TO WRITING GOOD DESCRIPTIONS

- *Using space order to organize ideas in your descriptions*
- *Using a lot of descriptive details*



STEPS TO WRITE A DESCRIPTIVE PARAGRAPH

- 1. Brainstorming vocabulary

spacious roomy tiny dark square sterile
dim airy rectangular cold welcoming stark large
round bright peaceful comfortable dingy
cramped dangerous modern huge private
inconvenient quite shabby relaxing
sombre gloomy crowded elegant luxurious
noisy safe dangerous expensive

Note down under three headings the different words you could use to describe your room

Size & shape: Large , rectangular ...

Light: Bright ...

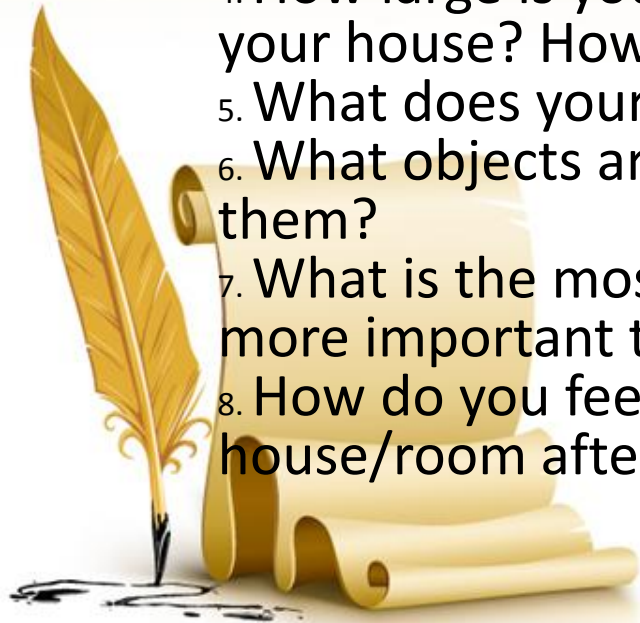
Overall impression: sterile ...

2. Freewriting

In 10 minutes, write as much as you possibly can on a topic (your room or your house). Write whatever comes into your head and don't worry about your neatness and correctness.

Asking yourself 'WH'-QUESTIONS

1. What is your overall impression of your house/room?
2. When was your house built? How long have you been living in your house?
3. Where is your house located? Where is your room (in your house)?
4. How large is your house/room? How many rooms are there in your house? How is each room ?
5. What does your room look like?
6. What objects are there in each room? Can you describe them?
7. What is the most important room in your house? Why is it more important than others?
8. How do you feel whenever you come back to your house/room after a working day?



3. Making an outline

Topic sentence

Topic:

General feeling about the topic (controlling idea)

.....

Supporting sentences

Background information:

.....

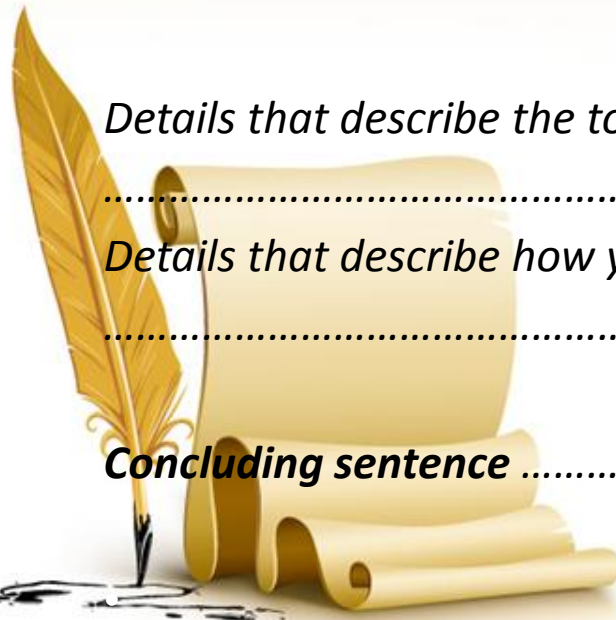
Details that describe the topic:

.....

Details that describe how you feel about the topic:

.....

Concluding sentence



LANGUAGE FOCUS

Using adjectives in descriptive paragraphs

Adjectives are words that describe nouns. Writers use adjectives to give the readers a more complete picture of the people, places and things they want to describe.

An adjective comes before a noun. If the noun is singular, use *a/an* before the adjective.

EX: There is an **antique** piano in the corner of the living room.

A **big** supermarket is opposite to my house.

An adjective can come after linking verbs (e.g. *be, seem, look, smell, taste, sound.*). When two adjectives come after *be*, separate them with *and*.

EX: The cookies smell **delicious**.

My father's expression is **wise** and **serious**.

Nouns can also function as adjectives. In the following example, the first noun describes the second noun.

EX: a **rose** garden, a **shoe** store, some **tennis** balls, the **Japanese** students

Proper adjectives (adjectives referring to nationalities, languages, geographic places, and so on) are capitalized.

EX: a **Spanish** class, **Asian** languages, **American** holidays

A compound adjective is two or more words that function together as one word. A compound adjective often has a hyphen between its parts.

EX: a **part - time** job, a **three-storey** house, **two-year-old** child

LANGUAGE FOCUS

Using prepositions/prepositional phrases of place

IN

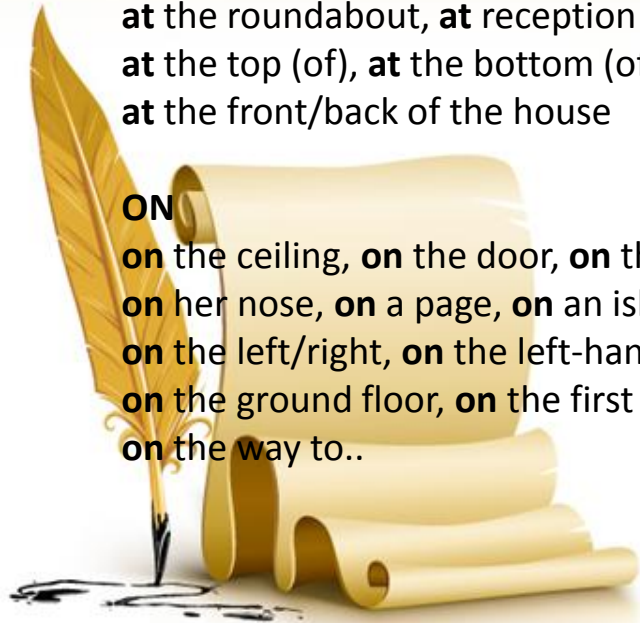
in a building, **in** a room, **in** a box, **in** a line, **in** a row, **in** a queue
in a garden, **in** the city center, **in** a town, **in** the countryside
in a pool, **in** the sea, **in** a river, **in** the sky, **in** the world
in an office, **in** bed, **in** a department
in a book, **in** a picture, **in** a photograph, **in** a letter

AT

at the bus stop, **at** the door, **at** the window
at the roundabout, **at** reception
at the top (of), **at** the bottom (of), **at** the end (of)
at the front/back of the house

ON

on the ceiling, **on** the door, **on** the table, **on** the floor
on her nose, **on** a page, **on** an island, **on** a river, **on** the coast
on the left/right, **on** the left-hand side/right-hand side
on the ground floor, **on** the first floor, **on** the second floor
on the way to..



LANGUAGE FOCUS

- **IN & AT**

There were a lot of people **in the shop**. It was very crowded.

Go along this road, then turn left **at the shop**.

There is a TV **in the corner** of the living room.

The garden is **at the back** of the house.

I was sitting **in the back** of the car when we crashed.

- **AT & ON**

There is somebody **at the door**. Shall I go and see who it is?

There is a notice **on the door**. It says '*Do not disturb*'.

There is a post box **at/on the corner** of the street.

I signed my name **on the back** of the photograph.

We were **at the back** (*of the cinema*), so we couldn't see very well.



4. DRAFTING

Use your brainstorming vocabulary, what to write in speed writing and outline to write your first draft on a separate piece of paper. While writing, pay attention to your use of descriptive adjectives and prepositions/ prepositional phrases to describe the positions of things in your house/room.



5. REVISING

When you have finished your first draft, check it for mistakes, using the checklist below.

Editor's Checklist

Put a check (✓) as appropriate

- 1. Does the paragraph have a topic sentence that introduces the thing you will describe and your overall impression about it?
- 2. Did you include background information about the thing you are describing?
- 3. Did you include descriptive details about how the thing looks, smells, tastes, sounds, feels?
- 4. Did you use space order to organize descriptive details in your paragraph?
- 5. Did you use specific words as part of your description?
- 6. Did you use adjectives as part of your description?
- 7. Are adjectives correctly used? (Refer to the rules on page 3)
- 8. Did you use prepositions/prepositional phrases of place in your description?
- 9. Are prepositions /prepositional phrases of place correctly used? (*Refer to the rules on page 4*)
- 10. Does the paragraph have a concluding sentence that restates the idea in the topic sentence?

Topics for further writing practice

Writing a descriptive paragraph on one of the following topics.

- A person that you admire (outside your family)
- A meaningful/useful thing that you own
- Your favorite place to spend your summer vacation



Unit 3

Example Paragraphs

Objectives

By the end of this chapter, you will be able to write an example paragraph that gives examples so that the reader clearly understands the writer's ideas about a topic.

KEYS TO WRITING GOOD EXAMPLE PARAGRAPHS

- Using Examples as Supporting Details
- Using the simple present tense to express habits and routines
- Subject – verb agreement



STEPS TO WRITE AN EXAMPLE PARAGRAPH

1. Brainstorming vocabulary

Read the following lists of adjectives. Add any new words you can think of. Use your dictionary for help. Circle four or five adjectives that you would use to describe yourself.

- | | | | | | | |
|---------------|-------------|--------------|-------------|--------------|-------------|------------|
| Active | adventurous | aggressive | ambitious | artistic | athletic | bad-temper |
| Bossy | brave | broadminded | careless | cheerful | clever | confident |
| Conservative | coward | dependable | dishonest | disorganized | easy-going | |
| Extrovert | | friendly | generous | gentle | introvert | immature |
| Impolite | | independable | intelligent | hard-working | | |
| honest | helpful | | | | | |
| kind-hearted | lazy | lively | loyal | mature | modest | |
| narrow-minded | | nice | obstinate | optimistic | outgoing | patient |
| Pessimistic | pleasant | polite | practical | reliable | responsible | |
| selfish | | | | | | |



2. Free writing

On a separate piece of paper, write about why each adjective (you have circled) describes you. Don't worry about making mistakes.



3. Brainstorming ideas:

Review your freewriting exercise. Then choose one adjective from your freewriting exercise that you would like to write about. Use that adjective to complete the sentence below. This will be your topic sentence.

I am a/an _____ person.

Complete questions 1 and 2 below with the same adjective. Then write your answers to the questions.

1. What experiences have you had that show you are a/an ____ person?

.....

2. What activities do you often do that show you are a/an ____ person?

.....



4. WRITE AN OUTLINE

Topic sentence

I am a/an _____ person.

Supporting sentences

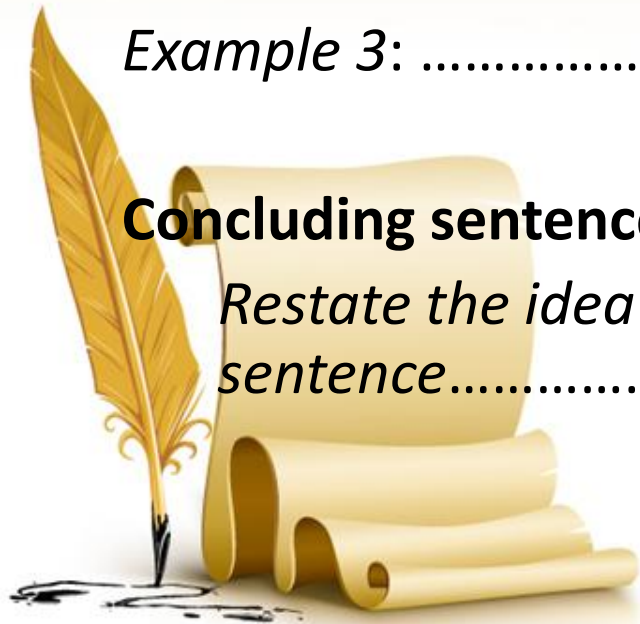
Example 1:

Example 2:

Example 3:

Concluding sentence

Restate the idea in the topic sentence.....



LANGUAGE FOCUS

Using Examples as Supporting Details

Effective examples have the following features:

- They are specific.
- They relate clearly to the controlling idea.
- They do not simply restate the topic sentence.

• *Read the following topic sentence:*

• My mother is a good neighbor.

• **Topic:** My mother

• **Controlling idea:** is a good neighbor.

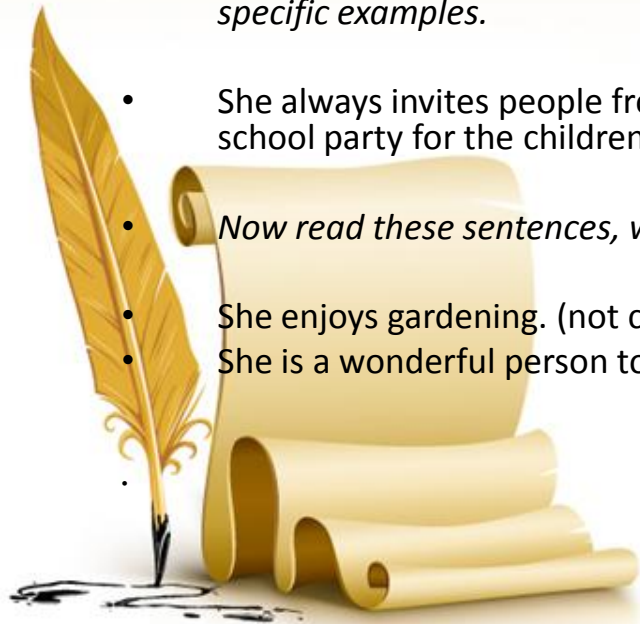
• *Now read the following supporting sentences. They both support the controlling idea by giving concrete, specific examples.*

• She always invites people from our neighborhood over for dinner. Every year she hosts a back –to-school party for the children on our block.

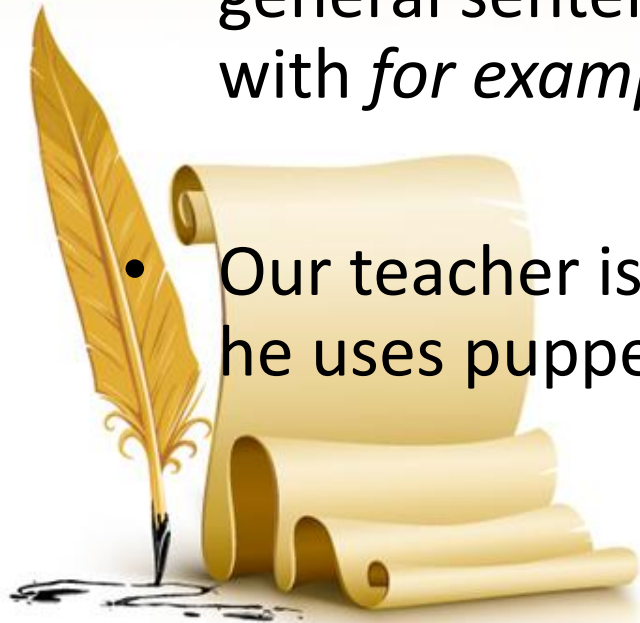
• *Now read these sentences, which are not effective examples.*

• She enjoys gardening. (not clearly related to the controlling idea)

• She is a wonderful person to live around. (restates the controlling idea)



- An example often begins with phrase ***For example***, or ***For instance***, followed by a comma.
- He likes to stay in shape. **For example**, he runs six miles everyday before work.
- Sometimes writers use a semi colon to connect a general sentence with a specific example beginning with *for example*, or *for instance*.
- Our teacher is entertaining; for instance, sometimes he uses puppets to teach grammar.

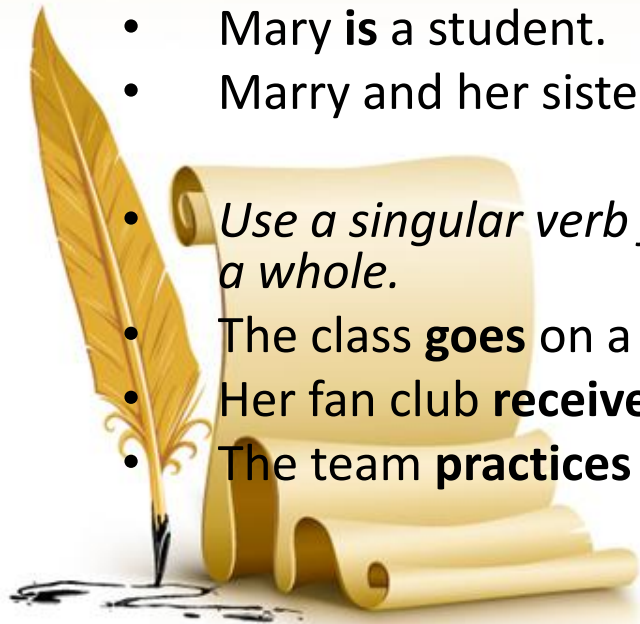


Using the Simple Present

- *Use the simple present tense to express habits and routines.*
- I always defend my opinions.
- She does not change my mind easily.
- My best friend reads a book every week.
- These children often go to bed early.

Subject and Verb Agreement

- *A verb must agree in number with its subject.*
- Mary **is** a student.
- Marry and her sister **live** in Las Vegas.
- *Use a singular verb following a group noun when it is about the group as a whole.*
- The class **goes** on a field trip every month.
- Her fan club **receives** at least 100 letters a week.
- The team **practices** at the stadium each morning.



5. Drafting

- Review your outline. Then write the first draft of an example paragraph about yourself. Try to make your examples more specific and use the simple present tense when writing about your habits and routines.



6. Revising

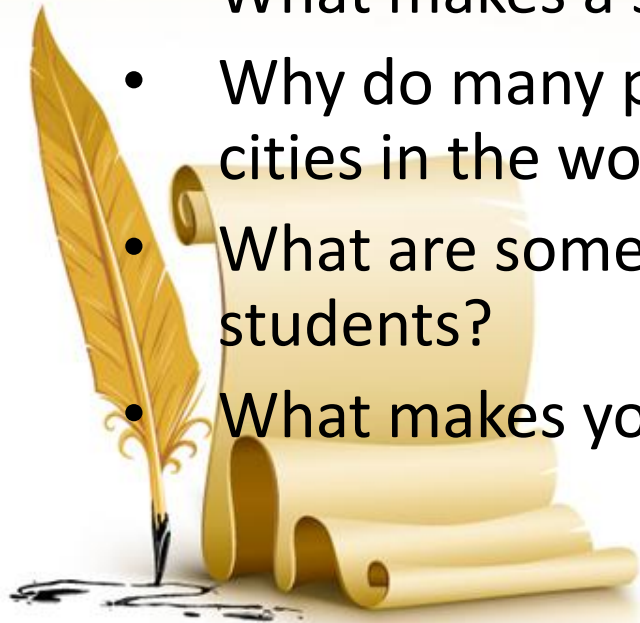
- When you have finished your first draft, check it for mistakes, using the checklist below. Make any changes if necessary.
 - 1. Does the topic sentence introduce the topic and contain a controlling idea?
 - 2. Does the paragraph include specific examples to help the reader understand your point of view?
 - 3. Do the supporting sentences or examples support the topic and controlling idea?
 - 4. Does the paragraph have a concluding sentence that restates the topic?
 - 5. Did you use the present tense verbs correctly?
 - 6. Do all the subjects and verbs agree?
 - 7. Did you capitalize the first letter of each sentence and put end punctuation at the end?



Topics for Further Writing Practice

Write an example paragraph on one of the following topics:

- What characteristics must a good teacher of English have?
- What makes a successful salesperson?
- Why do many people say: “Singapore is one of the best cities in the world to live in and visit”?
- What are some appropriate part-time jobs for university students?
- What makes you happy?



Unit 4

Process Paragraphs

Objectives

By the end of this chapter, you will be able to write “how to” paragraphs (e.g. how to do something, and how to make something)

KEYS TO WRITING GOOD PROCESS PARAGRAPHS

- *Using time order words /signals*
- *Using imperative*
- *Using modals of advice, necessity, and prohibition*



STEPS TO WRITE PROCESS PARAGRAPH

1. *Brainstorming ideas:*

- Think of some tasks and activities that you do often. Write them down. Then select one of two that are processes that require steps. Finally, put a check next to those activities that might be good topics for a process paragraph.



Time	Tasks and Activities
Morning	
Afternoon	
Evening	
Weekends	

2. *Free writing:*

- Write for ten minutes on one of the tasks. Don't worry about making mistakes.
- Check if what you have written can answer the following questions:
 - What is the task?
 - Why is it important?
 - How many steps do you need to follow when performing the task?
 - Are steps comprehensive, clearly directed or describe in details?
 - Is it easy for readers/other people to perform the task after reading your paragraph?



3. Writing an outline

Topic sentence:

Supporting sentences:

- *Background information:*

.....

- Step 1:

.....

- Step 2:

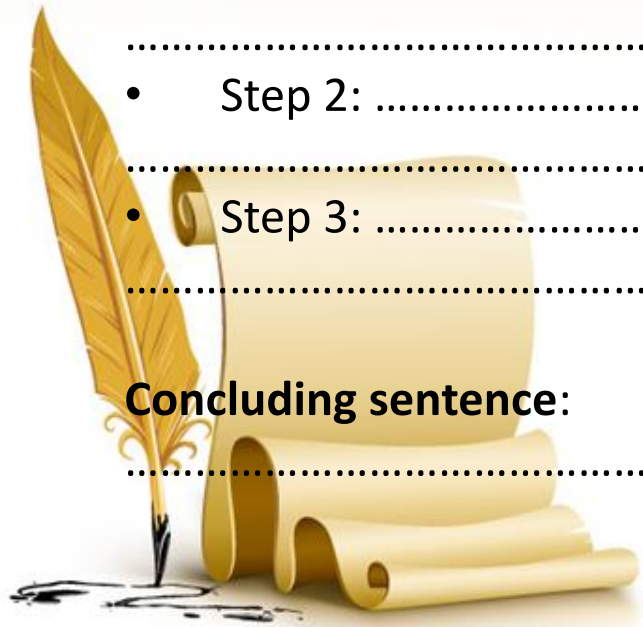
.....

- Step 3:

.....

Concluding sentence:

.....



LANGUAGE FOCUS

- **Using Time Order Words to identify the Sequence of Steps**

*Time word words tell the order of steps in a process. You can use **first** and **second** to indicate the first two steps in a process. Use **next**, **then**, **later** or **after that** to add more steps. **Finally** marks the last step in the process.*

First, make a list.

Second, select your clothes.

Next, place your shoes in the corners.

Then arrange your clothes in neat layers.

Later, add last minute items such as medications.

After that, roll the clothes to avoid wrinkles.

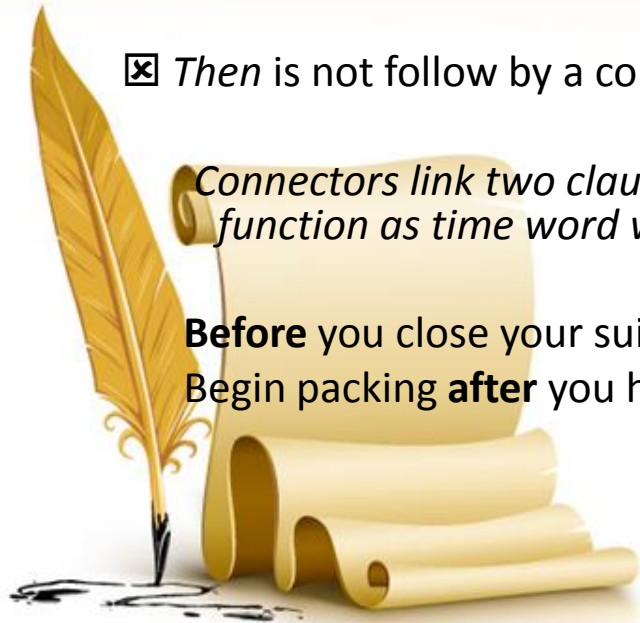
Finally, check your list for any forgotten items.

☒ *Then* is not follow by a comma.

*Connectors link two clauses together. Connectors like **before** and **after** can also function as time word words when they link two steps in a process.*

Before you close your suitcase, check your list.

Begin packing **after** you have eliminated all unnecessary items.



- **Using Imperatives**

Use imperative sentences to give instructions, directions, or to tell steps in a process.

The verb in an imperative addresses the reader or listener directly.

The imperative use the base form of the verb.

An imperative sentence does not require a subject, but the subject *you* is always implied.

Hold the fishing rod gently in your right hand.

Be quiet or you may disturb the fish.

*For negative imperative, use **do not**.*

Do not let your finger get caught in the string.



- **Using Modals of Advice, Necessity, and Prohibition**

Should and must are modal verbs. You can use modals to express advice, necessity, and prohibition. Modal verbs come before the base form of the verb.

You **should eat** more vegetables.

You **must arrive** by eight o'clock.

- **Advice**

*In a process paragraph, use the modal **should** to offer advice, tips, and suggestions for being more successful.*

You **should** remove all jewelry before working with clay.

- **Necessity**

*Use the modal **must** to explain rules and laws that affect a process or to explain something that is absolutely necessary.*

You **must wear** protective headgear when you compete.

*Use **do not have to** to say that something is not necessary.*

You **do not have to pay** a fee to enter the museum.

- **Prohibition**

*In negative statements of prohibition, use **should** and **must** with **not** and the base form of the verb.*

You **should not** open the oven while the cake is baking.

You **must not** drink alcohol.

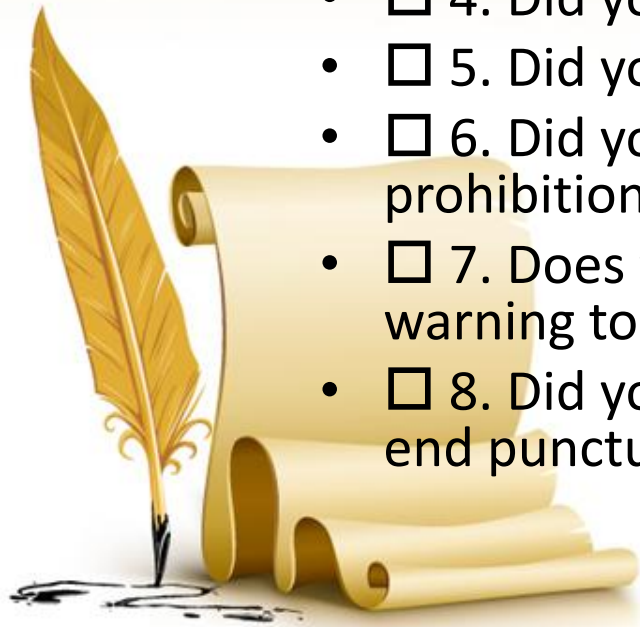
4. Drafting

- *Review your outline and write your first draft on a separate piece of paper. While writing, pay attention to your use of time order words to separate a sequence of steps, imperatives to give instructions or directions and modals to express advice, necessity, and prohibitions.*



5. Revising

- *When you have finished your first draft, check it for mistakes, using the checklist below:*
 - 1. Does the topic sentence tell what the task is?
 - 2. Does the topic sentence contain a controlling idea?
 - 3. Do the supporting sentences include a sequence of steps that give detailed information, background details, and the tools/things needed for the task?
 - 4. Did you use time order words to separate the steps?
 - 5. Did you use imperatives to give directions or instructions?
 - 6. Did you use modals to express advice, necessity, and prohibitions?
 - 7. Does the concluding sentence offer a suggestion or warning to help the reader do the task more easily?
 - 8. Did you capitalize the first letter of each sentence and put end punctuation at the end?



TOPICS FOR FURTHER WRITING PRACTICE

- *Writing a process paragraph on one of the following topics:*
 - How to find a house for rent in Ho Chi Minh City
 - How to buy a secondhand smart phone/laptop
 - How to lose/gain weight in a natural way
 - How to clean up after a party.
 - How to shop economically



Unit 5

Opinion Paragraphs

Objectives

By the end of this chapter, you will be able to write paragraph to:

- Find, select, and organize the reasons logically to protect your opinion
- Write an opinion paragraph

KEYS TO WRITING GOOD PROCESS PARAGRAPHS

- Using the order of importance to present your opinion
- Giving the reasons



WHAT IS AN OPINION PARAGRAPH?

- An opinion paragraph expresses the writer's opinion. The writer tries to persuade readers that his opinion is a good one.



STEPS TO WRITE AN OPINION PARAGRAPH

- **Topic:**
 - Do you agree or disagree with the following statement?
“It’s really a waste of time to come to the library. Nowadays, we can search all kinds of information by using the Internet.”
- 1. **Taking your position.**
 - Answer the question: Do you agree or disagree with the statement?



2. Brainstorming vocabularies:

After choosing your position (using the internet or going to the library to search for the information), you can note down the words (suggested words) or words of your own into three main reasons used to protect your position.

fast

a lot of information

many search engines

a lot of web pages

Save time

easy to store the information

save money

fun

a click of mouse

accessible anywhere

anytime

move a long distance to come to the

site

a lot of books

easy to check the reliability of the information

good atmosphere to study

exchange the

information

get help



reasons	vocabularies
Reason 1: Fast	
Reason 2:	
Reason 3:	



3. Free writing:

In 10 minutes, write as much as you possibly can on the position you choose. Write whatever comes to your head and do not worry about your neatness and correctness

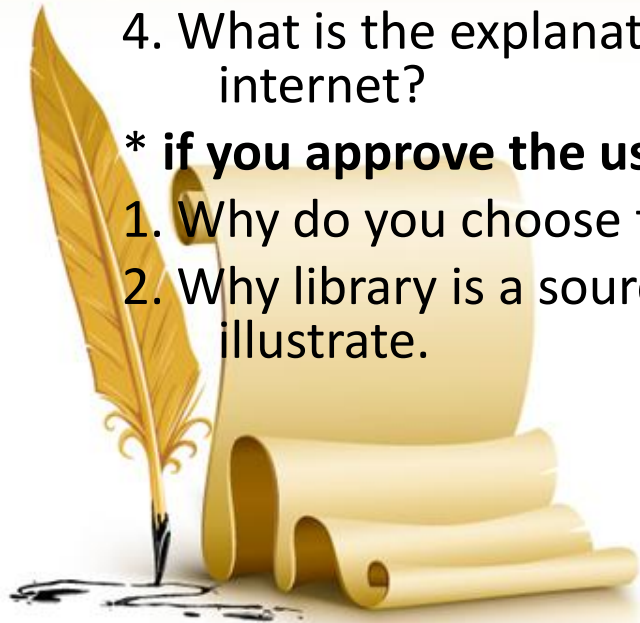
- You can ask and answer questions:

*** if you approve the use of the Internet**

1. Why do you choose the internet to search for the information?
2. Which gives you fast searching? The Internet or the library? Give the example to illustrate.
3. How searching the information by using the internet save time and money? Give the example to illustrate.
4. What is the explanation for the vast source of information on the internet?

*** if you approve the use of the library**

1. Why do you choose the library to search for the information?
2. Why library is a source of reliable information? Give the example to illustrate.



4. Reviewing freewriting exercise:

- Check if what you have written can answer the following questions:
 - What is your position, agree or disagree with the statement?
 - Why did you choose your position?
 - What is the explanation for your reasons?
 - Are there any examples to illustrate your reasons?
 - Are your reasons and explanation persuasive



5. Writing an outline

- **Topic sentence:**
- **Supporting sentences:**

Reason 1:

Explanation:.....

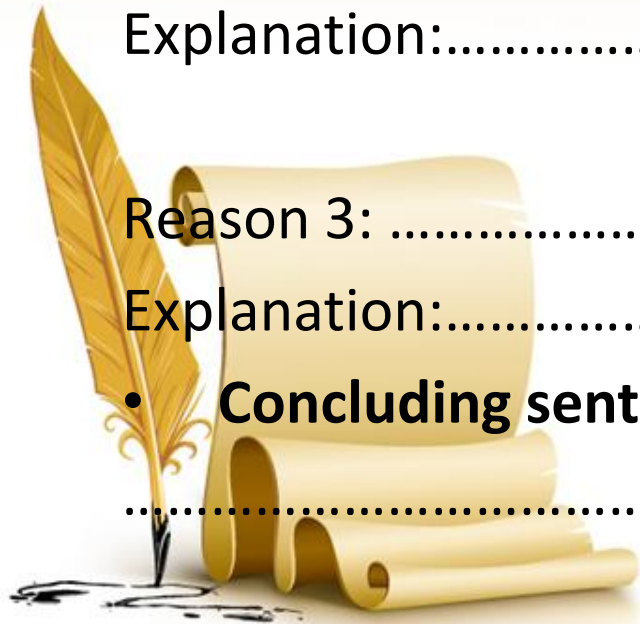
Reason 2:

Explanation:.....

Reason 3:

Explanation:.....

- **Concluding sentence:**
.....



WRITER'S NOTES

- **1. Facts and opinions**

- A fact is information that can be proved. It's always true.

- Example: I live in Ho Chi Minh city. It is the biggest city in the South of Vietnam.

- An opinion is what someone thinks or believes.

- Example: Ho Chi Minh city is a great city for people of all ages because there are many fun places to visit.



LANGUAGE FOCUS

- **Using Because of and Because**

Use Because of or Because to give reasons.

- Because of is followed by a noun phrase.

- Ex: People spend a lot of time outdoors **because of** the mild climate.

- Because is followed by a complete sentence.

- Ex: Tourists are attracted to the coast because the fishing is fantastic.

- Because of and Because can also appear before the statement. When they come before, use a comma.

- Ex: **Because of** the mild climate, people spend a lot of time outdoors.

Because the fishing is fantastic, tourists are attracted to the coast.



6. Drafting

Review your outline and write your first draft on a separate piece of paper. While writing, pay attention to your use of transitional words to signal the reason you are working on and the explanation for your reasons.



7. Revising

When you have finished your first draft, check it for mistakes, using the checklist below:

- 1. Does the paragraph have a topic sentence that expresses an opinion about the topic?
- 2. Does the paragraph include any facts to support the writer's opinion? What fact does it include?
- 3. Does the writer provide explanations that support the opinion?
- 4. Does the writer tell any experiences that support the opinion?
- 5. Does the writer need to provide more reasons to support the opinion? What kinds of reasons?
- 6. Does the paragraph have a concluding sentence that restates the writer's opinion and comments on it in some ways?



TOPIC FOR FURTHER WRITING

Do you agree or disagree with the following statement?

“Grades (marks) can encourage students to learn.”

Write a paragraph (at least 150 words) using specific reasons and examples to support your opinion.



Unit 6

Narrative paragraphs

Objectives

Students will be able to write a narrative paragraph that tells the readers a story that sets the background for an event, describes the event, and often comments on the event.

Keys to writing good example paragraphs

- Showing order of events in narration*
- Showing sensory and emotional details in narration*
- Using simple past and past continuous tense in narration*



STEPS TO WRITE A NARRATIVE PARAGRAPH

- Topic:
Write a narrative paragraph to tell us your first time at Open University
- Genre: narration
- Story of your



1. Brainstorming vocabulary

- Read the following lists of vocabularies.
- Add any new words you can think of.
- Use your dictionary for help.
- Circle words that you would use to describe your experience.



- large
- helpful
- kind-hearted
- experience
- blocks
- school yard
- register room
- lecturer
- campus
- tutors
- confident
- anxious
- confused
- classroom
- hall
- school gate

- newcomers
- the Dean
- motivated
- hurried
- wrong room
- crowded
- timetable
- lecture room
- old friend
- shy
- greeting
- introduce
- course orientation
- smiling face
- traffic jam
- strange accents
- speak English
- during the class

- time
- feel dizzy
- make friends
- fellow
- elevator
- tidy
- well-organized
-
-
-
-
-
-



2. Free writing

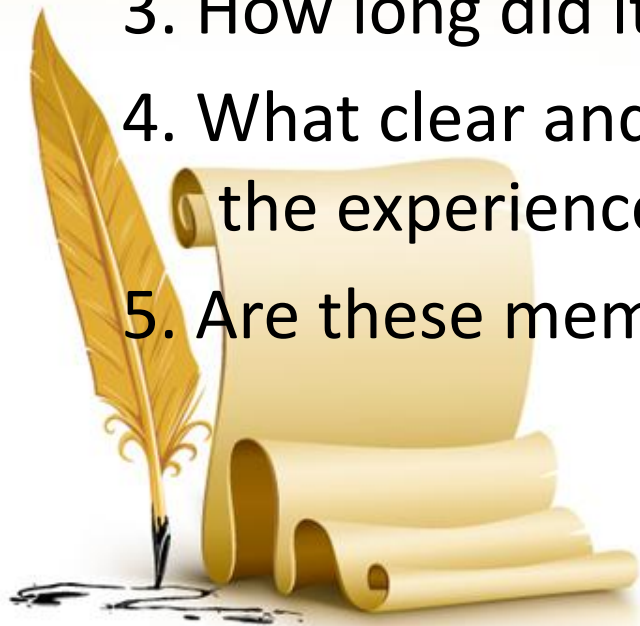
- On a separate piece of paper, write about the experience in 10 minutes.
- Don't worry about making mistakes.



3. Brainstorming ideas

- Review your free writing exercise. Then check if you have the information for these instructed questions:

1. What the story is about?
2. When did the story happen?
3. How long did it last?
4. What clear and specific memories do you have of the experience?
5. Are these memories interesting?



The organization of a narrative paragraph

- The topic sentence:

+ Give background information about the story (Where did it happen? When did it happen? Who involved in the story?), and what the story is about.

- Supporting sentences:

- The beginning of the story:

+ The main actions begin after the topic sentence. These actions prepare for the problems or conflict to occur.

- The middle of the story:

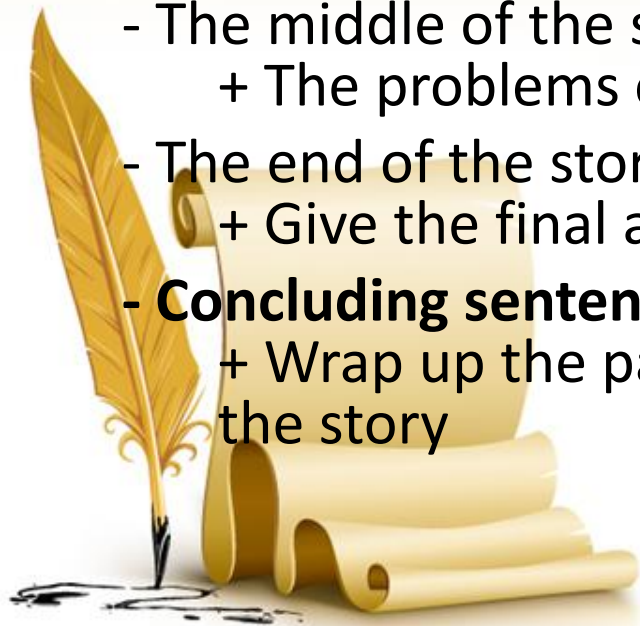
+ The problems or conflict occur.

- The end of the story:

+ Give the final action or result/ solution

- Concluding sentence:

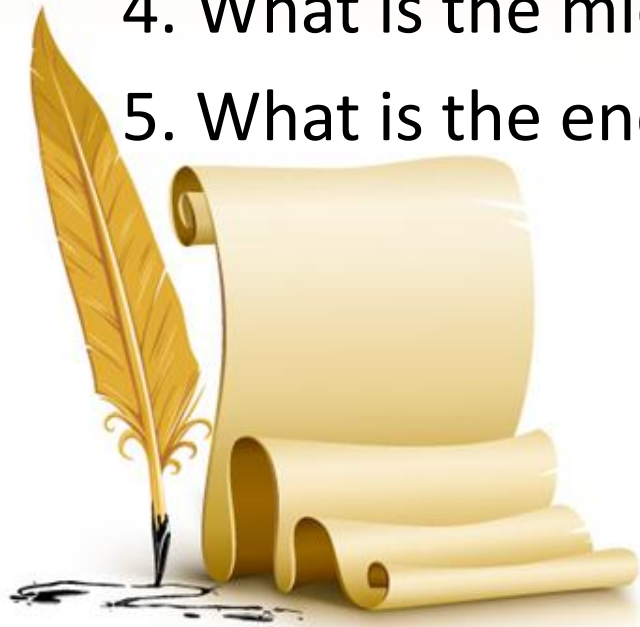
+ Wrap up the paragraph with the lesson/experience after the story



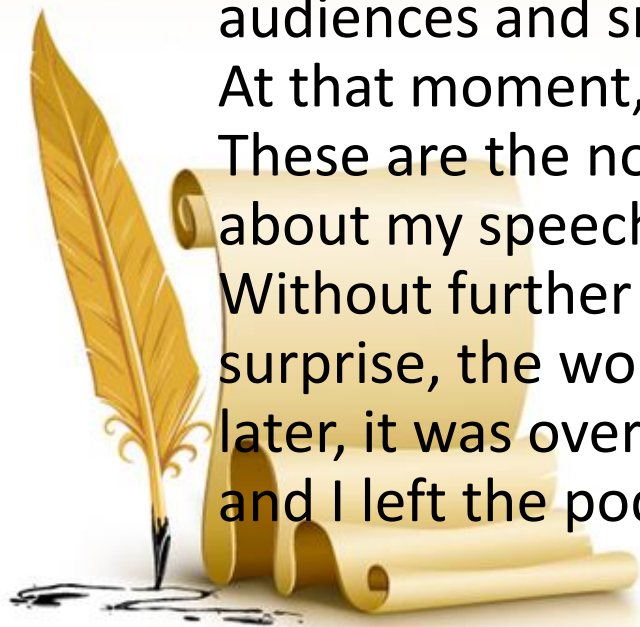
Exercise: Read the passage and answer the questions:

Questions:

1. What is the topic sentence of the paragraph?
2. Where does the story happen?
3. What is the beginning of the story?
4. What is the middle of the story?
5. What is the end of the story



I never thought I could do it, but finally I conquered my fear of public speaking. At the beginning of the semester, my English teacher assigned us the daunting task of speaking in front of the class for three minutes, and I worried about it for the next two months. I have always been afraid of making a speech in public. I wrote all of my ideas on note cards. I practiced my notes in front of a mirror, in front of my cat, and in front of my husband. Would I be able to make my speech in front of my class? When the day of my speech came, I was ready. As I reached the podium, I looked at my audiences and smiled. Then I looked down at my note cards. At that moment, I realized that I had the wrong information. These are the notes for my biology test, not the information about my speech! I closed my eyes and took a deep breath. Without further hesitation, I began the speech. To my surprise, the words flowed from my mouth. Three minutes later, it was over. Everyone applauded my speech that day, and I left the podium feeling like a winner.



4. WRITING AN OUTLINE

Topic sentence

What is the story about? Where and when did it take place?

.....

Supporting sentences

What happened first?

.....

What happened next?

.....

What else happened?

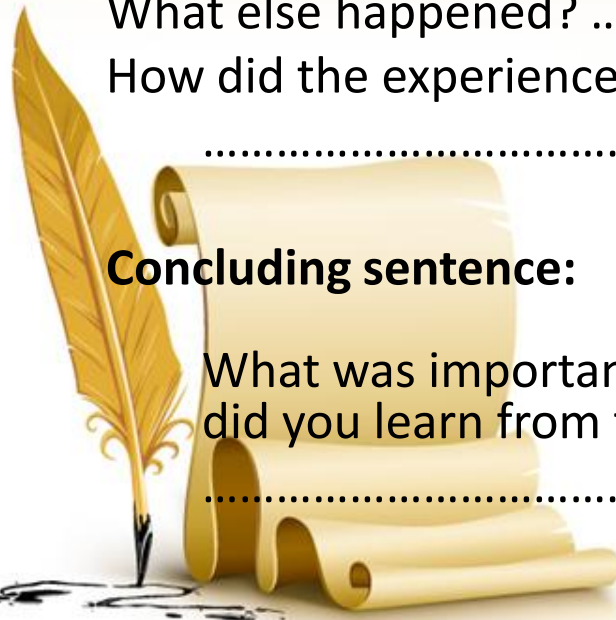
How did the experience end?

.....

Concluding sentence:

What was important about the experience? How did affect you? What did you learn from the experience?

.....



Language focus

Using Sensory and Emotional Details

Writer should use sensory and emotional details to help the readers share the experience of the story.

+ Sensory details give information about how something looks, smells, tastes, feels or what it sounds like.

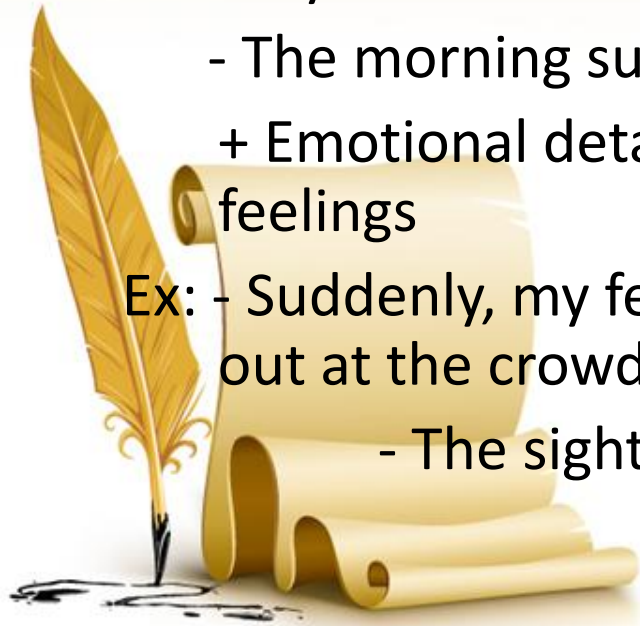
Ex: - My teeth were chattering, and my legs felt like jelly.

- The morning sun warmed my back.

+ Emotional details help the readers understand the writer's feelings

Ex: - Suddenly, my fear vanished, and I felt confident as I looked out at the crowd.

- The sight filled me with excitement.



5. Drafting

Review your outline.

- Write the first draft of an example paragraph about yourself.
- Try to make your examples more specific and use the simple present tense when writing about your habits and routines.



6. REVISING

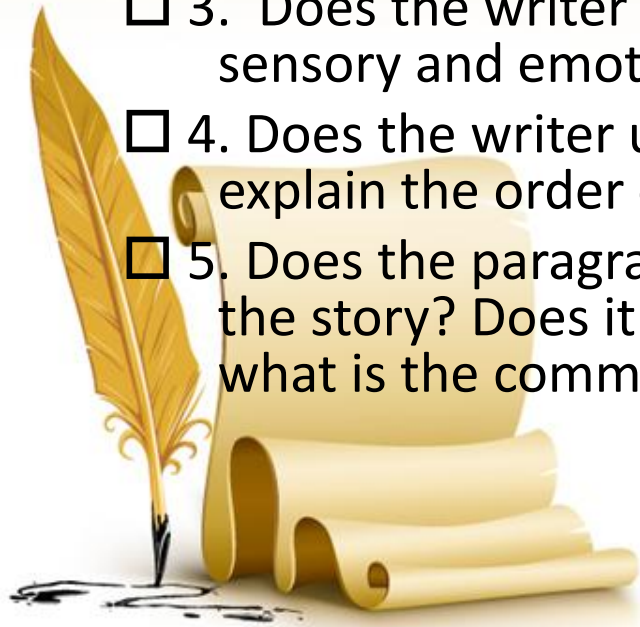
- When you have finished your first draft, check it for mistakes, using the checklist below.
- Make any changes if necessary.



CHECKLIST

Put a check (✓) as appropriate

- 1. Does the paragraph have a topic sentence that tells what the story will be about?
- 2. Do the supporting sentences tell the details of the story (including the beginning of the story, the middle of the story, and the end of the story)?
- 3. Does the writer use sensory and emotional details? If so, what sensory and emotional details are included?
- 4. Does the writer use sequence words and transition words to explain the order of the event in the story? If so, which ones?
- 5. Does the paragraph have a concluding sentence that “wraps up” the story? Does it include a comment about the experience? If so, what is the comment?



TOPIC FOR FURTHER WRITING

Write a narrative paragraph (at least 150 words) about your own experience that made you sad (afraid, or angry). What lesson did you get from this experience? You should pay attention on the time order, and the details chosen should touch the (five) senses of the reader.



THANKS FOR PARTICIPATING
IN THE LESSONS!