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**Module of Written Expression**

**Level: First Year. Group: 10**

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***Types of Paragraphs***

**Narrative paragraph**

Narration is story writing. When you write a narrative paragraph, you write about events in the order that they happen (chronological order). In other words, you use time order to organize your sentences so that the reader can perceive the image of the story.

. **Organization:**

Topic sentence

* What the story will be about
* When and where the story took place

Supporting sentences :

* Details of the story including the sequence of events and sensory details
* The writer’s feelings may also be included

Concluding sentence :

* Concludes the story and may include a comment about why the experience was important or how the writer felt after it

**Time order words (transition words):** These words help the reader to keep the paragraph as one unit because they chronologically maintain the organization of the events. Some common transition words for narrative paragraphs are the following:

First, second, after, next, later, immediately, then, when, eventually, meanwhile, soon, today, one day, suddenly, tomorrow, soon.

As you read the model paragraph, look for words and phrases that tell when something happened.

Earthquake!

1An unforgettable experience in my life was a magnitude 6.9 earthquake. 21 was at home with my older sister and younger brother. 3Suddenly, our apartment started shaking. 4At first, none of us realized what was happening. 5Then my sister yelled, "Earthquake! Get under something!" 61 half rolled and half crawled across the room to get under the dining table. 7My sister also yelled at my little brother to get under his desk. 8Meanwhile, my sister was on the kitchen floor holding her arms over her head to protect it from falling dishes. 9The earthquake lasted less than a minute, but it seemed like a year to us. 10At last, the shaking stopped. 11For a minute or two, we were too scared to move. 12Then we tried to call our parents at work, but even our cell phone didn't work. 13Next, we checked the apartment for damage. 14We felt very lucky, for nothing was broken except a few dishes. 15However, our first earthquake was an experience that none of us will ever forget.

**Descriptive paragraph**

Descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind. The writer should provide specific details of the most important features and use appropriate adjectives to describe attributes and qualities. A description usually follows a pattern of organization that we call **spatial order**. Spatial order is the arrangement of things in space.

**Organization:**

|  |
| --- |
| Topic Sentence identifies the phenomenon to be described |
| Support Sentences give an organized description of its parts, functions and characteristics. Ways of sequencing include the following:  – From left to right  – From most important features to least important features  – From main characteristics to minor details |
| Concluding Sentence (usually unnecessary) |

**Useful transitional words and phrases:** In the foreground, in the middle distance, in the background, in the far distance, next to, near, up, down, between, above, below, on top of, beneath, centre, front, back, middle, in the interior, on the exterior, on the inside, on the outside, surrounding

\*\* As you read the model paragraph, notice how the description moves from the bottom of the stairway to the top. Also, notice how the description of the woman moves from far away to near.

The Stairway

1When I was two or three years old, I lived in a house that had a strange, atmosphere. 21 do not remember anything about the house except the stairway. 31t was dark, squeaking, and quite narrow, and its steps were a little high for me to climb up. 4From the bottom of the stairway, it seemed like an endless climb to the top. 5Beyond the darkness at the top of the stairway, there was an elegant, middle-aged lady leaning against the wall. 61 had to pass her every time I went to my room, for my room was the first room beyond the stairs on the second floor. 7The lady wore a beautiful dress with a quiet pattern and a tinge of blue, and her peaceful eyes stared at me every time I went up the stairs. 8As I carefully climbed up the last step, her eyes became fixed on me. 9She didn't talk, nor did she move. 10She just stood there and watched me clamber4 up the stairs. 110ne day I touched her, but she did not react. 12Her face did not change expression, nor did she even blink. 13She just kept staring at me with her I glittering eyes. 14Later, we moved out of the house, and I never saw her·again. 15Now I know that the lady was a mannequin. 16My aunt, who lived in the house, used it for her dressmaking class. 171 did not know my mother. 18Maybe 1 imagined that the mannequin standing at the top of the stairs was my mother. 19The stairway with the strange atmosphere has an important place in my earliest memories.

**Definition paragraph**

You may be asked about a particular word which requires a clear explanation for the reader. At this level, it needs to write a definition paragraph. Sometimes the requirements of the setting oblige you define and explain something. In a definition paragraph you explain something to the reader: An unfamiliar term, concept, or a cultural event, etc. You can do this by likening it to something your audience is familiar with, or by giving synonyms and explanations for it.

The starting point for a [definition paragraph](https://aso-resources.une.edu.au/glossary/definition-paragraph/) is a [**simple definition**](https://aso-resources.une.edu.au/glossary/simple-definition/)**\*** which becomes the [topic sentence](https://aso-resources.une.edu.au/glossary/topic-sentence/) of the [paragraph](https://aso-resources.une.edu.au/glossary/paragraph/).

|  |
| --- |
| [**Topic sentence**](https://aso-resources.une.edu.au/glossary/topic-sentence/) gives a [simple definition](https://aso-resources.une.edu.au/glossary/simple-definition/). |
| **Supporting sentences** give more information with examples, description or explanation. |
| [**Concluding sentence**](https://aso-resources.une.edu.au/glossary/concluding-sentence/) (usually unnecessary) |

**Useful transitional words and phrases**

**For giving examples**

for example, for instance, an illustration of this, another example

**For providing a description**

in the foreground, in the middle distance, in the background, in the far distance, next to, near, up, down, between, above, below, on top of, beneath, left, right, centre, front, back, middle, in the interior, on the exterior, on the inside, on the outside, surrounding

**For beginning an explanation**

at first, initially, to begin with, in the beginning, first of all, the first step

**For continuing an explanation**

while, as, at the same time, the next step, after, next, then, where, in general, other

**For ending an explanation**

finally, eventually, at last, the final/last step

**Model paragraph (Definition)**

Courage

1Courage is the quality of being brave when you are facing something that is dangerous or that you fear. 2For example, a soldier who goes into battle shows courage. 3A paramedic who crawls into a collapsed building to help an injured person also shows courage. 4However, you don't have to be a soldier or a paramedic to be courageous. 5You can display courage in everyday situations, too. 6For instance, a shy person who is afraid of speaking in public shows courage when he or she gives a speech at school or at work. 7 A teenager who resists peer pressure to smoke, drink, or try drugs shows courage. 8To give another example, my friend Angela, who is terrified of flying, recently took her first airplane flight. 9As she walked onto the plane, she was trembling with fear, but she didn't give in to her fright. 10To me, Angela entering that airplane was as brave as a soldier entering battle.

**Comparison/ contrast paragraphs**

Comparison or contrast is a technique that we use every day. For example, we compare and contrast courses and teachers when we decide which classes to take. We compare and contrast products and prices when we shop. An employer compares and contrasts applicants for jobs, and a job applicant compares and contrasts job offers. In college classes, you will often have to compare and contrast. For example, in a literature class, you might have to compare two poems or two characters in a play. Knowing how to write comparison/contrast paragraphs is a very useful skill. When we compare two (or more) things, we tell what is similar about them. When we contrast things, we tell what is different about them. Usually, the emphasis is on the differences, but sometimes a paragraph describes both similarities and differences.

**Organization:** There are two ways to organize a comparison/contrast paragraph. One way is called block organization, and the other way is called point-by-point organization.

*Block Organization*; In block organization, you group all the similarities together in one block and all the differences together in one block.

.

All similarities

All differences

*Point-by-Point Organization:* In point-by-point organization, you write about similarities and differences by subtopic. For example, if you are comparing and contrasting several wireless telephone plans, you might compare and contrast them on these subtopics.

Cost of telephone

(Similarities and differences)

Monthly rate

Similarities and differences)

Length of contract

(Similarities and differences)

Reliability of service

Similarities and differences)

\*\*If you have a lot to say about each subtopic, you may need to write a separate paragraph for each one. The pattern of organization you choose depends on your topic. Also, whether you discuss more similarities or more differences (or both) depends on your topic

A topic sentence for a comparison/contrast paragraph should name the topic and also indicate comparison/contrast organization: The left and right sides of your brain process information in different ways. When buying wireless telephone service, you should compare different plans on four points.

**Transition words:** The commonly used words for comparative and contrast paragraphs are the following:

**Comparison**: Similarly, in comparison, equally, in the same way, likewise, additionally, correspondingly, both, yet.

**Contrast:** On the other hand, in contrast, alternatively, conversely, nonetheless, however, but, nevertheless, instead, rather, yet, still, otherwise.

A concluding sentence for a comparison/contrast paragraph may repeat the main idea.

The hiring decision is difficult because both applicants are so similar. Ex:

A concluding sentence may also make a recommendation.

Ex: However, JX would be the better choice for the receptionist job because of her experience with patient contact and preference for working with other staff.

In my opinion, the TeleVox telephone is the best choice for our company.

**Model paragraph (comparison and contrast)**

Right Brain I Left Brain

1The left and right sides of your brain process information in different ways.

2The left side is logical, rational, linear, and verbal. 3The right side, on the other

hand, processes information intuitively, emotionally, creatively, and visually.

4Left brains think in words, whereas right brains think in pictures. 5People who -

depend more on the left side of their brain are list makers and analysts. 6They

are detailed, careful, and organized. 7ln contrast, right-brained people are visual,

intuitive, and sensual. 8When a left-brained person has to make an important

decision, he or she makes a mental list of all the factors involved and arrives

at a decision only after careful analysis. 9When a right-brained person has to

make the same decision, on the other hand, he or she is more likely to base it

on intuition and feelings. 10For example, a left-brained automobile shopper will

consider a car's cost, fuel efficiency, and resale value, whereas a right-brained

shopper bases a decision on how shiny the chrome is, how soft the seats are,

and how smoothly the car drives. 110f course, no one is 100 percent left-brained

or 1 00 percent right-brained. 12Athough one side may be stronger, both sides

normally work together.

**Process paragraph**

In a process paragraph, you explain how to make or do something, so process

paragraphs are also called how-to paragraphs. To explain how to do something clearly,

break the process down into a series of steps and explain each step.

**Organization:**

A process paragraph begins with a topic sentence that names the topic and tells the

reader to look for a process or procedure. Use words such as steps, procedure, directions, suggestions, and instructions.

Examples :

1. You can teach your dog to fetch in a very short time by following this

procedure.

1. Follow these steps to throw a Frisbee accurately.
2. Making a pizza is easy if you follow these instructions.

The supporting sentences are the steps and details about each step.

Examples :

1. When your dog brings back the stick, praise him extravagantly.
2. The first step is to gather the ingredients you will need.
3. First, grip the edge of the Frisbee with all your fingers wrapped underneath

the edge and your thumb along the top.

The concluding sentence can be the last step, or it can give the results.

Examples :

1. At the end of the lesson, give your dog a nice treat for a job well done.
2. Now sit down and enjoy your delicious pizza.
3. Finally, make sure Frisbee stays level while you throw

Time order: In a process paragraph, you arrange the steps in order by time and use time order

signals to guide your reader from step to step.

**Time order signals:**

|  |  |
| --- | --- |
| Others | Sentence Connectors |
| The first step…….. (no comma) .2  The next step ……. (no comma)  The final step………. (no comma)  3. After five minutes,  4. After you take the pizza out of the oven, | First, (second, etc.).1  Then (no comma)  Now (no comma)  Next,  Finally,  After that,  Meanwhile, |
|  | 1. **First**, preheat the oven to 500 degrees Fahrenheit.  **Then** prepare the pizza sauce.  2. **The next step** is to mix the pizza dough.  3. **After five minutes**, check the pizza.  4. **After you take the pizza out of the oven**, cut it into 8 pieces |

**Model paragraph (process)**

**How to Make a Good Cup of Tea**

Making a good cup of tea is exquisitely simple. First, the teapot is heated by filling it with water that has just come to a boil. This water is then discarded, and one teaspoon of loose tea per cup is placed in the teapot (the exact amount may vary according to taste). Fresh water that has just come to a boil is poured into the pot. A good calculation is six ounces of water for each cup of tea. The tea must now steep for three to five minutes; then it is poured through a strainer into a cup or mug. A pound of loose tea will yield about two hundred cups of brewed tea. Using a tea bag eliminates the strainer, but it is still best to make the tea in a teapot so that the water stays sufficiently hot. The typical restaurant service—a cup of hot water with the tea bag on the side—will not produce the best cup of tea because the water is never hot enough when it reaches the table and because the tea should not be dunked in the water; the water should be poured over the tea. Although tea in a pot often becomes too strong, that problem can be dealt with very easily by adding more boiling water

**Cause and effect paragraph**

Cause and effect writing explains why an event happened or what the consequences of such an event were (A cause is a reason for, or events leading up to. An effect is the results of a cause or causes). A cause and effect paragraph can focus on causes, effects, or both.

When you write a cause and effect paragraph, focus on two main points:

1. Indicate whether you are focusing on causes, effects, or both. Because a paragraph is not very long, it is often easier to focus on either causes or effects. If you do decide to focus on both causes and effects, make sure that your topic sentence announces your purpose to the reader.

2. Ensure that your causes and effects are valid. Determine real causes and effects, and do not simply list things that happened before or after the event. Also, verify that your assumptions are logical.

*Organization 1: Writing about causes*

**Topic sentence:** Statement of the effect and overview of the causes.

**Body:** Causes arranged in chronological or logical order.

Cause 1

Cause 2

Cause 3

**Conclusion**: Restatement of effect, summary of causes.

*Organization 2: Writing about effects*

**Topic sentence**: Statement of cause and overview of the effects.

**Body:** Effects arranged in chronological or logical order

Effect 1

Effect 2

Effect 3

**Conclusion:** Restatement of cause, summary of effects.

**Transitional Expressions for cause and effect:**

To Show Causes

the first cause (second, third) \*

the first reason (second, third) \*

yet another factor \*

because \*

is caused by \*

results from \*

To Show Effects

one important effect \*

another result \*

a third outcome \*

as a result \*

consequently \*

then, next, therefore, thus, so

**Model paragraph (cause and effect)**

**The Positive Effects of Daycare**

Since my daughter has been in daycare she has become better at a few different things. To start off, her vocabulary is much larger and more developed. Before she started daycare, my daughter had a few select words that she would say like; momma, dada, Cocoa (one of the puppies), and some other simple words. Now she tries to repeat everything that is said. Another result of her being in daycare is that she has the ability to interact with other children better. In the past, she was only around one child. Now she is around about six to eight kids, and she has learned to share her toys and to play in a group with the other children. Her learning to share has carried over at home when she tells her daddy or me that it’s his turn or mommy’s turn when putting her socks on. A third outcome of her being in daycare is the fact that she is becoming more self-reliant. Before daycare, she wouldn’t try very hard to help me with getting dressed, but now she wants to try to do it all on her own. She puts her pull ups on and tries to pull on her shirts and pants herself. Socks still go on upside down, but at least her shoes go on the correct feet I am really glad that I decided to put her in a daycare, for the benefits have been great.

**Persuasive paragraph**

A persuasive paragraph gives the writer’s opinion on the topic and tries to get the reader to agree with it.

**Organization:**

A persuasive paragraph starts with a topic sentence, which states an opinion about something. The body sentences give reasons that support the opinion, and the closing sentence may state the opinion in a new way. In the following paragraph, Willis tells about a favorite school event and gives reasons why everyone should attend.

**Model paragraph (persuasion)**

**Have Some Summer Fun!**

The Cass School summer carnival in January is a special event everyone should attend. First of all, there are activities for everyone. This year, one classroom had a fishpond for little kids. Another room painted a clown with a huge mouth on a board for a beanbag toss. Other

rooms had shoe scrambles and relay races. Secondly, each room gives prizes like yo-yos, bug-eyed glasses, and light-up pens. Winning a prize always adds a little excitement to each activity. The best part is the clown contest. It is pretty funny to see how students become

clowns using old clothes, face paint, wigs, big clunky shoes, and wild ties. Adults and kids laugh and laugh at the clowns. For a little summer fun in January, the Cass

School carnival is worth a visit.

## **Transitional Expressions for Persuasion Paragraphs**

### Give Reasons

* first (second, third)
* another, next
* last, finally
* because, since, for
* although

### Answer the Opposition

* of course
* some may say
* nevertheless
* on the other hand

### Draw Conclusions

* therefore
* thus
* hence
* consequently

**Practice on Paragraph types**

**Read the following paragraphs carefully and determine the type of each one.**

1. **Paragraph Type (……………………………)**

One of the oddest coincidences in my life happened when I left America to visit Seoul, South Korea. A friend and I wanted to visit a castle in Seoul, so we found some locals who agreed to take us to see it. As we were walking up some steps from one part of the grounds to another, I saw some people watching us from the top of the steps. When I got to the top, someone I had never seen before mentioned my sister’s name and asked if I was her sister. I almost couldn’t talk! How could these people know my sister, who lived in Australia? They explained that they were my sister’s neighbors in Australia and that I looked just like her. It was the strangest experience in my life!

1. **Paragraph Type (…………………….)**

Pets should be allowed in school for a number of reasons. First, they help students feel more comfortable. Some students feel very uncomfortable in a school setting, but taking along a pet gerbil or gecko might help students relax. Also, students can make friends more easily with a pet. A pet frog or tarantula can gather quite a crowd; and when students see what pets they have in common, they can unite around their common interests. Finally, pets can keep students safe. Who wants to bully a student who has a protective dog with him? For all of these reasons, students should be allowed to take their pets to school.

**3. Paragraph Type (…………………………)**

Hanging on my bedroom wall is a picture of a train. Sometimes, when I’m lying on my bed, I take a closer look. The front of the train has a number of flags, but they don’t look like today’s American flag. Instead, these flags have stripes and a circle of stars. The train is at a station, and the conductor is walking toward the tracks in front of the train. Is he preparing to speak to all of the hat-wearing men and children behind him, or is he checking out the tracks? I can’t decide. The clock on the post outside the station says it is about six fifteen, and I’m guessing that it’s evening and not morning since it doesn’t look dark. I can just imagine the smell of coal and hear the sound of the train as it snorts and breathes, chomping at the bit to get moving. The picture always makes me think about life in the past.

**4. Paragraph Type (……………………..)**

All students should be required to learn how to use the internet. First, because the web gives students access to a tremendous amount of research from the comfort of school or home, they can save time doing research if they learn to use this resource. For example, if students want to write about poodles, they can easily go to a search engine and find all of the resources they could possibly want or need on the topic. Next, the internet allows instant communication with access to everything from email to Skype. Students who have access to the web can communicate with parents and friends during breaks, resolving issues or letting parents know about a schedule change. Finally, learning to use the internet will help students compete in the highly-competitive and technologically-savvy world. Many jobs today require employees to use the internet, and if students don’t know how to do this, they will be stuck in lower-paying jobs. Clearly, the internet is a necessity in today’s world, so all students should learn how to use it.

**5. Paragraph Type (……………………..)**

Students are not allowed to chew gum in my class. While some students think that I am just being mean, there are many good reasons for this rule. First, some irresponsible students make messes with their gum. They may leave it on the bottoms of desks, drop it on the floor, or put it on other people’s property. Another reason why I don’t allow students to chew gum is because it is a distraction. When they are allowed to chew gum, students are more worried about having it, popping it, chewing it, and snapping it then they are in listening, writing, reading, and learning. This is why I don’t allow students to chew gum in my class.

**6. Paragraph Type (……………………..)**

There are several characteristics which distinguish plants from animals. Green plants are able to manufacture their own food from substances in the environment. This process is known as photosynthesis. **In contrast**, animals, including man, get their food either directly from plants or indirectly by eating animals which have eaten plants. Plants are generally stationary. Animals, **on the other hand,** can usually move about. In external appearance, plants are usually green. They grow in a branching fashion at their extremities, and their growth continues throughout their lives. Animals, **however,** are very diverse in their external appearance. Their growth pattern is not limited to their extremities. It is evenly distributed and only occurs in a definite time period. Therefore, the differences between plants and animals is quite significant.

**7. Paragraph Type (……………………..)**

The term protein quality refers to the ratio of essential amino acids (eaa) in a protein in comparison with the ratio required by the body. A high quality protein contains eaa in a ratio that matches human requirements. A protein which is lacking or low in one or more eaa is termed a low quality protein. The eaa which is in the shortest supply is called the ‘limiting’ amino acid. **In general**, animal proteins tend to be high quality while vegetable proteins tend to be low quality. The exception is soy protein which is quite high quality.

**8. Paragraph Type (……………………..)**

To be a good friend, an individual has to spend time working on her friendships, or they will eventually fade. When two people first meet, they both need to be sure they are acting in good manor, so they don’t scare the other away. After they meet and start talking a few times, they will start getting to know each other, calling each other, and spending more time with each other. That is how a friendship begins. After they call each other “friends”, the friendship has to be made through the effort of more than just one person, so each has to do her own part. Friendships shouldn’t take a lot of money but they do take a lot of time and care. Friends should always listen to what the other has to say, and then should give advice only when asked for it. No matter how much friends are alike, everyone has differences, so a friend should be able to accept their differences. After being a friend to a person for a long period of time, one might get tired of hearing repeated problems every day, but a good friend will always be there for her friend no matter what.