



Mukminatus Zuhriyah, M.Pd.

# **PARAGRAPH WRITING**





# PARAGRAPH WRITING



This book provides both information on important aspects of paragraph and practice exercises. All of those are invaluable for the students who learn to write paragraphs. Besides, this book also includes many examples of some kinds of paragraphs. It is very helpful to understand the differences of some kinds of paragraphs. It is really a useful book for the students who are new to writing for paragraphs.

This book comprises of 7 chapters which cover the definition of a paragraph, paragraph structures, some kinds of paragraphs, the examples of some kinds of paragraphs, and exercises as well as assessment. All of the materials provided in this book are to make the students easier in learning paragraphs.



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# PARAGRAPH WRITING

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# PARAGRAPH WRITING

**Mukminatus Zuhriyah, M.Pd.**



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# PARAGRAPH WRITING

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Dilarang memperbanyak buku ini dalam bentuk dan dengan cara apapun tanpa izin tertulis dari penulis dan penerbit.

## **PREFACE**

“Paragraph Writing” is organized in a way which is easily followed for teaching writing especially writing paragraphs. This book provides both information on important aspects of paragraph writing and practice exercises. All of those are invaluable for the students who learn to write paragraphs. Besides, this book also includes many examples of some kinds of paragraphs. It is very helpful to understand the differences of some kinds of paragraphs. It is really a useful book for the students who is new to writing for paragraphs.

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## FOREWORD

“Paragraph Writing” is a book especially written for the students who learn to write paragraphs. All about paragraphs are provided in this book. This book comprises of 7 chapters which cover the definition of a paragraph, paragraph structures, some kinds of paragraphs, the examples of some kinds of paragraphs, and exercises as well as assessment. All of the materials provided in this book are to make the students easier in learning paragraphs.

Next, the writer would like to thank to all colleagues who have helped and given contributions in developing the materials of this book. Special thanks goes to Prof. Dr. H. Haris Supratno, the Rector of Universitas Hasyim Asy’ari and all the lecturers of English language education department of UNHAS Y Tebuireng Jombang.

The Writer,

**Mukminatus Zuhriyah, M.Pd.**



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# CHAPTER 1

## A PARAGRAPH

### A. Learning Objectives

The students are expected to understand the definition of a paragraph and its structure as well as to be able to create each paragraph structure.

### B. What is A Paragraph?

Before writing a paragraph, we should know what a paragraph is. The definitions of a paragraph can be seen in the following.

1. A paragraph is a group of related statements that a writer develops about a subject. (Oshima & Hogue, 2007).
2. A paragraph is a group of sentences about a topic. (Savage & Mayer, 2007).
3. A Paragraph is a group of sentences in which every sentence is about the same topic. (Zemach & Islam, 2006).
4. A paragraph is a group of related sentences that discuss one main idea. (Oshima & Hogue, 2006).
5. A paragraph is a group of sentences that explain the writer's main idea about a topic. (Zemach & Rumisek, 2005).

All those definitions explain that a paragraph is a set of sentences that tell a single idea. The sentences in a paragraph are more than one and the idea that is told in a paragraph is only one.

In academic writing, one paragraph has minimally five sentences. It usually begins with a topic sentence. Then, it is followed by supporting sentences and ended with a concluding sentence. To sum up, it can be explained that a paragraph consists of a topic sentence, supporting sentences, and a concluding sentence.

**Pay attention to the following explanation.**

Based on the explanation above, how to write a paragraph? Anyone knows? Let's discuss it again.



Does a paragraph contain one sentence?

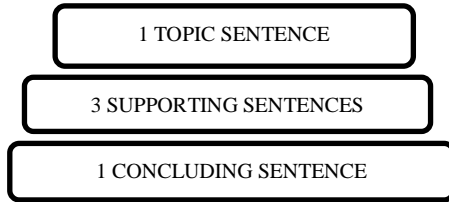
No, a paragraph does not contain a sentence only. A paragraph is a group of sentences. So, there are some sentences in a paragraph that connect to one main idea.



The sentences in a paragraph have connection one another. They are talking a single idea. As we have known in the explanation above, a paragraph at least has five sentences.



These five sentences comprise of one topic sentence, three supporting sentences, and one concluding sentence.



Remember, when you write a paragraph, the first sentence must be indented. Look at a paragraph in example one below!

### Example 1

**Anna is an excellent student.** She is intelligent. She is responsible. Anna always does her homework, and she is never late for the class. As a result of her hard work, Anna is one of the best students in school.

After reading the paragraph above, can you find the three parts of a good paragraph there? What are they?

We can see from the paragraph above that the sentence “**Anna is an excellent student**” tells us one idea that is going to be written in this paragraph.

Now have a look at the paragraph in example two.

### Example 2

**When I need a good place to study, I go to the library.** It’s quiet there, so I can concentrate. It’s easy to find the books I need and I can search for information on the internet because there are several computers. The other people in the library are also reading or working, so the mood is good for studying. I study better and faster in the library than in any other place.

Source: Writing in Paragraphs

Have you read the paragraph in the example two? How many sentences are there? Can you find the three of a good paragraph there? What are they? Well, the sentence **“When I need a good place to study, I go to the library”** in the paragraph in the example 2 tells us one idea that is going to be written in this paragraph.

Take a look at the paragraph in the example three below.

### Example 3

**Synonyms, words that have the same basic meaning, do not always have the same emotional meaning.**

For example, the words *stingy* and *frugal* both mean "careful with money." However, calling someone stingy is an insult, but calling someone frugal is a compliment. Similarly, a person wants to be slender but not skinny, aggressive but not pushy. Therefore, you should be careful in choosing words because many so-called synonyms are not really synonymous at all.

Source: Writing Academic English

The sentence **“Synonyms, words that have the same basic meaning, do not always have the same emotional meaning”** in example three above tells us one idea that is going to be written in this paragraph. A paragraph focuses on a main idea that can be developed or explained in five or more sentences. Look at the example 4 and example 5 below.



#### Example 4

**I love the color red.** No other color symbolizes so many different emotions and experiences. Life would be very boring without the color red. Fires would not burn in the same way. The sunset would not be interesting, and blood would not be so surprisingly beautiful. Red is powerful when it appears in nature, and it is also powerful when it appears in our emotions. Red is love. Red is anger. Red is beauty. I like to live life in a strong way, so I think I will always admire the color red.

Source: Effective Academic Writing

#### Example 5

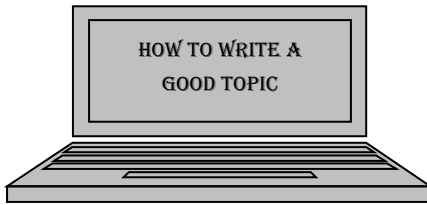
**There are many popular sports in my country, but the most popular sport is football.** Many children begin learning to play football when they are very young. You can often see them playing at school or in the streets around their houses. At secondary schools, students may play football in a team and compete in the championships. If a player is very good, he might go on to play for a professional team. People in my country love watching football on television and also go to matches whenever they can. Many people have a favorite team or player, and everyone loves to talk about matches and competitions. Football is really like a national sport in my country.

Source: Academic Writing

The two paragraphs above contain more than five sentences in each paragraph but each paragraph still talks about one main idea.

## C. What is A Topic Sentence?

A topic sentence is a sentence that consists of a main idea of a paragraph. It is a focus of a paragraph because it summarizes what the paragraph will tell about. In other words, it can be said that the content of a paragraph has already been stated in this topic sentence briefly. For formal writing, the topic sentence usually comes as the first or the second sentence of a paragraph.



Have you understood what a topic sentence is? To add your understanding about a topic sentence, pay attention to the explanation below.

What do you know about a topic sentence?

A topic sentence is a statement that tells what your paragraph will be about. So it states the main idea of your paragraph.

What should a topic sentence tell?

**A topic sentence should:**

- a. State the main idea,
- b. Include or summarize reasons that support the main idea, and
- c. Make a claim about the main idea of the paragraph

Now, let's see the following summary about a topic sentence.

### A Topic Sentence

1. The main idea of a paragraph
2. Usually the first or the second sentence in a paragraph
3. The most general sentence of a paragraph
4. Limits the topic to one specific area that can be discussed completely in the space of a single paragraph
5. Presents the topic and the controlling idea (What the writer will say about the topic)

**Let's read a topic sentence below and see if we can identify:**

- a. the main idea (what you are writing about)
- b. Support (what you think about the topic)

A **healthy diet** includes **fruit and vegetables**. (A topic sentence) Main idea                      Support (Controlling)

What claim is being made from the topic sentence above?

For a diet to be healthy, it must include fruit and vegetables.

A topic sentence has one main idea and support. The other word of support is controlling idea. However, you can use either support or controlling idea. Both of them are the same. The following are the other examples of topic sentences.

No	Topic Sentence	Main Idea	Controlling Idea
1	My friend is an honest person.	My friend	an honest person
2	My friend is the funniest person I	My friend	the funniest person I know

	know.		
3	My friend has a terribly dangerous job.	My friend	has a terribly dangerous job

### Exercise 1

#### Identify the main ideas (topics) and the controlling ideas!

1. Hiking the best way to explore nature closely.
2. My uncle had a frightening experiences as a young man.
3. Text messaging has become popular among teenagers.
4. Effective time management requires four easy steps.
5. Every college student should take a computer course.
6. Indonesia is a very interesting country to visit.
7. A really good place to study is the library at my school.
8. Learning a foreign language creates job opportunities.
9. Football is my favorite sport because it is exciting to watch.
10. One of the most valuable tools for students is the laptop.
11. My sister and I have very different personalities.
12. Summer is the best time to travel in my country.
13. My hometown is a friendly place to live.
14. Driving on freeways requires skill and alertness.
15. The rise of Korean dramas is due to several factors.
16. Cell phones can be useful learning tools in the classroom.
17. My favorite childhood dish was my mom’s chicken marbella.
18. Chicago and Houston have many similar qualities.
19. There are a vareity of steps needed in order to get your driver’s license.
20. Certain types of insects can benefit a garden.

Source: Academic Writing

## POINTS TO REMEMBER

A topic sentence is the most general statement in the paragraph because it gives only the main idea. It does not give any specific details. A topic sentence is like the name of a particular course on a restaurant menu. When you order food in a restaurant, you want to know more about a particular course than just "meat" or "soup" or "salad." You want to know generally what kind of salad it is. Potato salad? Mixed green salad? Fruit salad? However, you do not necessarily want to know all the ingredients. Similarly, a reader wants to know generally what to expect in a paragraph, but he or she does not want to learn all the details in the first sentence.

There is something you also have to know that a topic sentence cannot be:

### 1. Too general

For example: **Running is good.** (It is too general. It is a bad topic sentence because your paragraph will be too large. It is better for you to make this topic sentence become specific.)

### **Running in the morning is good for our health.**

(This topic sentence is already specific because it is a specific running which is running in the morning, then the support is also already specific that is good for our health not for others.)

### 2. Too specific/narrow

The topic sentence cannot tell a fact because it will become too specific so that you cannot develop your paragraph in the next.

For example: The sun rises in the East and sets in the West.  
(It is a fact. You cannot tell the next sentence of it. This sentence already ends.)

## Exercise 2

### Identifying effective topic sentences!

Read each pair of sentences. Choose a or b as the effective topic sentence .

1. a. An English-English dictionary is the best choice for English learners.  
b. Many English learners use dictionaries.
2. a. The grains of rice should not stick together.  
b. Persian rice is only considered authentic if it is made in the following way.
3. a. The Internet has changed the way students do research for term papers.  
b. The Internet is changing students' lives.
4. a. A college degree is important.  
b. Having a college degree has many positive effects on a person life.
5. a. After graduating from high school, many students go on to university, but their reasons for entering higher education vary.  
b. After graduating from high school, many students go on to university.
6. a. The main benefit of living in a dormitory is free air conditioning.  
b. Living in a dormitory brings a number of benefits to university students.

Source: Effective Academic Writing

## Exercise 3

Use each word or phrase below to write a topic sentence!

1. A pet I have known

Topic Sentence: .....



2. A favorite place to relax  
Topic Sentence: .....
3. A grandparent  
Topic Sentence: .....
4. A favorite food to eat  
Topic Sentence: .....
5. Playing tennis  
Topic Sentence: .....
6. A first date  
Topic Sentence: .....
7. A terrible teacher  
Topic Sentence: .....
8. Fried rice  
Topic Sentence: .....
9. An unforgettable surprise  
Topic Sentence: .....
10. My brother  
Topic Sentence: .....
11. Remote English classrooms  
Topic Sentence: .....
12. Fast food  
Topic Sentence: .....
13. Going shopping  
Topic Sentence: .....
14. Mobile phones  
Topic Sentence: .....
15. Smoking  
Topic Sentence: .....
16. Moving away from home  
Topic Sentence: .....
17. Televisian commercial for cosmetics  
Topic Sentence: .....

- 18. Convenience food  
Topic Sentence: .....
- 19. Participating in class discussion  
Topic Sentence: .....
- 20. Owning an automobile  
Topic Sentence: .....
- 21. TOEFL test  
Topic Sentence: .....
- 22. IELTS test  
Topic Sentence: .....

**Exercise 4.**

**Write good topic sentences for the following paragraphs. Remember to include both a topic and a controlling idea!**

**1. Paragraph 1**

.....  
 .....  
 English speakers relaxing at home, for example, may put on *kimonos*, which is a Japanese word. English speakers who live in a warm climate may take an afternoon *siesta* on an outdoor *patio* without realizing that these are Spanish words. In their gardens, they may enjoy the fragrance of *jasmine* flowers, a word that came into English from Persian. They may even relax on a *chaise* while snacking on *yogurt*, words of French and Turkish origin, respectively. At night, they may *shampoo* their hair and put on *pajamas*, words from the Hindi language of India.

## 2. Paragraph 2

.....  
.....  
In European universities, students are not required to attend classes. In fact, professors in Germany generally do not know the names of the students enrolled in their courses. In the United States, however, students are required to attend all classes and may be penalized if they do not. Furthermore, in the European system, students usually take just one comprehensive examination at the end of their entire four or five years of study. In the North American system, on the other hand, students usually have numerous quizzes, tests, and homework assignments, and they almost always have to take a final examination in each course at the end of each semester.

### **D. What Are Supporting Sentences?**

A supporting sentence is a sentence that contains information which supports the main idea of a paragraph. Supporting sentences usually give the details, explanation, description, reasons, examples, facts, steps or other kinds of evidence that explain the main idea of a paragraph to the readers.

After writing a topic sentence, you must choose several supporting points to include in your paragraph. These supporting points:

1. Must be relevant to the paragraph topic
2. Provide examples or reasons that explain your controlling idea
3. Must be sufficiently different from each other so that each one can be developed independently.

It is better for you to make an outline when writing supporting points. Pay attention to the outline below:

**Topic:** Reason for going to university

**Topic sentence:**

After graduating from high school, many students go on to university, but their reasons for entering higher education vary.

**Supporting points:**

1. To study a particular subject in dept
2. To prepare for a future career
3. To make friends and enjoy an active social life

The supporting sentences can be:

1. First, many students attend university to study a particular subject in dept.
2. Another common reason for going to university is that a college education often leads to a better career in the future.
3. Finally, for some students, making friends and enjoying an active social life can be a sufficient reason to stay in school for another four years.

**The complete paragraph can be seen in the following.**

**After graduating from high school, many students go on to university, but their reasons for entering higher education vary.** First, many students attend university to study a particular subject in dept. Another common reason for going to university is that a college education often leads to a better career in the future. Finally, for some students, making friends and enjoying an active social life can be a sufficient reason to stay in school for another four years. To sum up, students go to university for a variety of reasons: to study a particular field, to find a good job, or to make friends.

From paragraph above, it can be seen that the first sentence is the topic sentence and the sentences number 2 until 4 are the supporting sentences.

Source: Academic Writing Skills

## Exercise 5

**Identify the supporting sentences of the paragraphs below!**

### Paragraph 1

**Good friends are people who are always by your side.** In good and bad conditions, they are always there for you. When you have mistakes, they will remind you and forgive you. They are also willing to help you when you need a help. They feel happy when you are happy and also share their happiness with you. Besides, they share their sadness with you. All in all, people who are always with you in whatever your condition is are really good for you.

### Paragraph 2

Protecting the rainforest is very important. Many life saving medicines come from plants that grow in the rainforest. Most species that live on land make their homes there. The rainforest also helps to keep our air clean. Thus, it is a must to protect the rainforest.

### Paragraph 3

There are many types of video games. One type of video game is a sports game. Another type is a building game. A final type is an action-adventure game. These are some types of video games you can play.

## POINTS TO REMEMBER

Supporting sentences explain or prove the topic sentence. One of the biggest problems in student writing is that student writers often fail to support their ideas adequately. They need to use specific details to be thorough and convincing. There are several kinds of specific supporting details: examples, statistics, quotations, and explanations.

Look at the following examples.

### Example 1

Young people are too dependent on computers. In the old days, people memorized important information, but today's youth rely on their computers, cell phones, and PDA's to do assignments, record numbers, and save important information. As a result, they can find themselves unprepared in an emergency such as an electrical blackout. Once their batteries die, these people will not be able to communicate.

In example one above, the writer gives the supporting sentences by using explanation.



## Example 2

Although some people think red-light running is a minor traffic violation that is no worse than jaywalking, it can, in fact, become a deadly crime. Red-light runners cause hundreds of accidents, including deaths and injuries as well as millions of dollars in damages. Each year more than 900 people die, and nearly 200,000 are injured in crashes that involve red-light running. Motorists run red lights all the time. For example, in Fairfax, Virginia, a five-month-long survey at five busy intersections revealed that a motorist ran a red light every 20 minutes. Red-light runners are seldom caught. According to the Insurance Institute for Highway Safety, "Communities don't have the resources to allow police to patrol intersections as often as would be needed to ticket all motorists who run red lights" ("Q&A").

In example 2 above, the writer gives the supporting sentences using examples, statistics, quotations.

## Exercise 6

### Identify topic sentences and supporting sentences!

For each set of sentences, write **TS** after the topic sentences. Write **SS** after the supporting sentences.

1. a. Mosquitoes are attracted to heat. ....
- b. Mosquitoes will fly several miles to find food. ....
- c. Only the female mosquitoes bite. ....
- d. Mosquitoes are interesting insects. ....

Source: Effective Academic Writing

2. a. One of my hobbies is listening to international music.  
.....
- b. I have large collection of world music recordings.  
.....

- c. My friends and I like to introduce each other to new international artists we discover.  
.....
- d. I enjoy going to concerts by musicians from different countries.  
.....
- 3. a. I like the way people decorate their homes and stores.  
.....
- b. I enjoy going shopping in cold weather.  
.....
- c. I enjoy the parties and celebrations of the winter holiday.  
.....
- d. I really like the winter holiday.  
.....
- 4. a. My new apartment has big closets.  
.....
- b. My new apartment is a perfect for roommate and me.  
.....
- c. My new apartment is close to school and work.  
.....
- d. My new apartment is too expensive for students.  
.....

**E. What is A Concluding Sentence?**

The final sentence of a paragraph is called the concluding sentence. It sums up the main points or restates the main idea in a different way. A sentence that sums up the paragraph reminds the reader of what the writer’s main idea and supporting points were. A sentence that restates the main idea should give the same information in a slightly different way, perhaps by using different words or by using different word order. A concluding sentence should not introduce a new point.

The concluding sentence is a sentence that restates the topic sentence by using different words. A concluding sentence can also be about the summary of the content of a paragraph. A concluding sentence always ends the paragraph that you write. The concluding sentence is usually in the last sentence of a paragraph.

The concluding sentence states the controlling idea given in the topic sentence using different words. It presents again the three supporting points in the same order as they appear in the paragraph, but in different words. Below are the examples that show the relationship between the topic sentence, supporting points, and a concluding sentence.

### **Example 1**

**Topic Sentence:** After graduating from high school, many students go on to university because it will help them in their future career.

**Supporting points:**

1. They can obtain a university degree.
2. They can gain specialized knowledge.
3. They can learn practical skills.

**Concluding sentence:** To summarize, with their degree, specialized knowledge, and practical skills, university graduates have an advantage in the job market, and for some students, this is the main reason for attending university.

## Example 2

**Topic Sentence:** Some students go to university for reasons other than academic study.

**Supporting points:**

1. To meet many people.
2. To enjoy sports and hobbies.
3. To find a better career in the future.

**Concluding sentence:** in short, some students go to university not to study but to socialize with other students, participate in club activities, or to find a good job.

**NOTE:** A concluding sentence often begins with a transitional expression for summarizing, such as in short, to summarize, or to sum up.

## Exercise 7

For each of the following outlines, write a concluding sentence that restates the controlling idea in the topic sentence and summarizes the supporting points.

### 1. Outline 1

**Topic sentence:** University clubs can be classified into three types.

**Supporting points:**

1. Sports
2. Arts
3. Academic

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

## 2. Outline 2

**Topic sentence:** Living in a dormitory brings a number of the benefits to university students.

**Supporting points:**

1. They can make friends.
2. They can learn social skills.
3. They can save money.

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

## 3. Outline 3

**Topic Sentence:** Good academic writing skills help students in several ways in university and beyond.

**Supporting points:**

1. They help students complete university assignments successfully.
2. They lead to good grades.
3. They help students in their future.

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

Source: Academic Writing Skills

Well, in addition to restating the main idea, the concluding sentence may:

1. Warn the reader.  
e.g. If you do not follow these steps, you may not get the grade you want.
2. Make a prediction.  
e.g. The automotive industry will change and soon everyone will be driving pollution-free cars.

3. Give an opinion about the topic.

e.g. Some people might disagree, but I think lamb is the best meat for grilling.

Sometimes the writers signal the concluding sentence by using the phrase ***In conclusion***.

e.g. In conclusion, learning a second language has many advantages.

### Exercise 8

#### Identify supporting sentences and concluding sentences!

Read the topic sentences below. Write **SS** after the three supporting sentences and write **CS** after the concluding sentence.

1. **TS:** The best way to see San Francisco by walking.

a. When you explore San Francisco by foot, you can experience all the city has to offer.

(.....)

b. When you walk, you experience the different smells of the restaurants, the plants, and sometimes the ocean..

(.....)

c. You can stop and look in the windows of shops or sit on a beach for a short while and look at interesting people.

(.....)

d. In a car or a bus, you cannot stop easily if you see something interesting because parking is difficult.

(.....)

2. **TS:** An egg taco takes only five minutes to make.

a. Your delicious egg taco is ready to eat in just a few minutes.

(.....)

b. Heat a flour tortilla in a small amount of water.

(.....)

c. Scramble two eggs with a little salt and pepper.

(.....)



- d. When the eggs are done, slide them into the warm tortills and fold it over.  
(.....)
3. **TS:** My paper is late because something happened to my computer.
- a. I was almost finished writing my paper and I was checking it for errors.  
(.....)
- b. Suddenly, my computer screen went blank and the power was gone.  
(.....)
- c. The accident made me lose many hours of work, so I could not turn in my essay on time.  
(.....)
- d. Later, I learned that a squirrel got on the power line and disrupted the electricity.  
(.....)
4. **TS:** I enjoy the riverwalk in San Antonio.
- a. The riverwalk is lower than the streets of the city.  
(.....)
- b. You can walk down stairs to a canal with a stone path and plants on each side.  
(.....)
- c. There are many shops, restaurants, and hotels along the path.  
(.....)
- d. The riverwalk is pleasant place to spend an afternoon or evening in San Antonio.  
(.....)
5. **TS:** It can be difficult to choose a subject to study at a university because there are so many choices, but by considering my skills and interests, I have decided to study journalism.

- a. I have always enjoyed writing, so it is sensible to choose a subject that invalues writing.  
(.....)
- b. It wasn't an easy decision, but for the reasons listed above, I have decided to study journalism.  
(.....)
- c. When I begin working, I would like to have the opportunity to travel and travel is often an important part of a journalist's job.  
(.....)
- d. Finally, I am also interested in photography and pictures are very important in journalism.  
(.....)

**POINTS TO REMEMBER**

A concluding sentence serves two purposes:

- 1. It signals the end of the paragraph.
- 2. It leaves the reader with the most important ideas to remember. It can do this in two ways:
  - By summarizing the main points of the paragraph

OR

- By repeating the topic sentence in different words
- You may want to begin your concluding sentence with one of the signals in the following list. You may also end a paragraph without a formal signal or perhaps by using one of the expressions below.

Let's check the expressions for ending a paragraph below.

**End-of-Paragraph Signals Followed by a Comma:**

Lastly,  
Therefore,  
Thus,  
To sum up,  
Finally,  
In brief,  
In conclusion,  
Indeed,  
In short,

**End-of-Paragraph Signals Not Followed by a Comma:**

The evidence suggests that.....  
There can be no doubt that.....  
These examples show that.....  
We can see that.....

**Notes:**

1. Many writing teachers think *In conclusion and In summary* are overused and so they do not want you to use them.
2. Do not use the phrase *At last* as an end-of-paragraph signal. At last means "at the end of a long period of time," as in this sentence: *At last, you've come home.*

Source: Introduction to Academic Writing

In conclusion, in summary, and at last are the phrases that you can avoid to be used when writing the ending of the paragraph. It is better for you to use other expressions.

**Exercise 9**

**Underline the topic sentence in each paragraph. Then, add a good concluding sentence to each paragraph.**

**1. Paragraph 1**

Modern communication technology is driving workers in the corporate world crazy. They feel buried under the large number of messages they receive daily. In addition to telephone calls, office workers receive dozens of e-mail and voice mail messages daily. In one company, in fact, managers receive an average of 100 messages a day. Because they do not have enough time to respond to these messages during office hours, it is common for them to do so in the evenings or on weekends at home.

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**2. Paragraph 2**

You can be a good conversationalist by being a good listener. When you are conversing with someone, pay close attention to the speaker's words while looking at his or her face. Show your interest by smiling and nodding. Furthermore, do not interrupt while someone is speaking; it is impolite to do so. If you have a good story, wait until the speaker is finished. Also, watch your body language; it can affect your communication whether you are the speaker or the listener. For instance, do not sit slumped in a chair or make nervous hand and foot movements. Be relaxed and bend your body slightly forward to show interest in the person and the conversation. ....

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**Exercise 10**

**Identify the students' paragraphs below whether they have good paragraph organization or not! Find the topic sentence, the supporting sentences, and the concluding sentence in each paragraph. Give your reviews and comments on every sentence in those paragraphs!**

**1. Student's paragraph 1**

I'm the luckiest one to have a best friend in the world. Her name is Ilma. She is someone who really understands me. All of my stories are always heard well. She not only provides a solution when I get some trouble, but also gives me advice when I'm wrong. Laughter and happiness are always there when we get together. I'm the happiest and the most fortunate.

**Your review results:**

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## 2. Student's Paragraph 2

Friends are important in our life. They always support us when we are in a bad condition. Then, we can study from them about all things, starting from campus lesson, common information, and others. Besides that, they usually help us when we need. So, we are impossible to live in this world without them.

### Your review results:

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### 3. Students' paragraph 3

In Senior High School, I had a best friend from Malaysia. His name was Royan. He was handsome, smart, and low profile. Because of that, many people loved him, included me. Even though he was from foreign country that considered by many students that he would be arrogant, but Royan was different. He was a good boy. At that time Royan was the only best friend I had.

**Your review results:**

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#### 4. Student's paragraph 4

Almost all of people in the world have friends who can understand them well. Do you have best friend? Best friend is very important in our life because best friend can help any problems and always beside us in good and bad situation. Also we have memories together. Best friend help us to be better. They don't attack us from the back of us. So, most of people have best friends to cry on.

**Your review results:**

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## 6. Student's paragraph 6

There are many functions of computer to help our activity in our life. The First, computer can help us to do our duties, like office work, doing some exercises from campus, and etc. Without computer, we are sure that we will be difficult to do those jobs. Then, computer can be a communication tool to the other people in another place, like using social media, messaging applications, and others. In the other side, computer is the media to save our data in a simple way. So, computer is very useful for our life and we must use it wisely.

### Your review results:

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## 7. Student' s paragraph 7

I dislike an arrogant friend. Every time when I find an arrogant friend, I feel annoyed. The most dominant who has this character is they who have high abilities. They always feel proud of themselves. They often feel that they themselves are more than others and underestimate others until they forget that all of those are from God. They never share their ability and knowledge for everyone who does not understand about everything. So that, I really hate an arrogant friend.

### Your review results:

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**8. Student's paragraph 8**

I really miss my lovely hometown. I miss how its view makes me feel comfort. Imagine ! you will see many beautiful scenes of the world. You can see sunrise every morning, you will feel fresh weather every second in your life. Don't ask about plants, because there are many plants in my hometown such as : flowers, many kind of fruit plants and other small plants. Of course, you can enjoy it every time you want. I always remember all of its beautiful view and force me to see it every month.

**Your review results:**

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## F. Assesment

Answer the questions below correctly!

1. What is a paragraph?
2. What is a topic sentence?
3. What is called as a controlling idea?
4. What is meant by supporting sentences?
5. What is a concluding sentence?
6. Write a topic sentence for each of the topics below!

a. Jakarta

Topic Sentence:

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b. Yogyakarta

Topic Sentence:

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c. Bali

Topic Sentence:

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d. Surabaya

Topic Sentence:

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7. Choose one the topic sentences you have just made and give three supporting sentences!

Supporting Sentences:

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8. Give the concluding sentence for the supporting sentences that you have already created!

Concluding Sentence:

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9. Give your reviews to the following student' paragraph!

I have a best friend, his name is Choirul Huda. He is football player until now. I like him because many a good thing from him who I got it, when I played in PERSELA LAMONGAN. He always said don't give up to be a professional football player because there are many ways to be the unity. I think that is an important support to be motivation. So I can get his statement until I can be a success because him. I always remember him because I love him to be a best friend.

**Your review results:**

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## CHAPTER 2

### A DESCRIPTIVE PARAGRAPH

#### A. Learning Objectives

The students are expected to understand the definition of a descriptive paragraph and its structure as well as to be able to create a good descriptive paragraph.

#### B. What is A Descriptive Paragraph?

A descriptive paragraph is a paragraph which describes people, places, and things. When describing people, places, or things, the writer must give a picture in words. In order to make this “word picture” as vivid and real as possible, the writer has to observe and record specific details that appeal to the readers’ senses comprising of sight, hearing, taste, smell, and touch (Langan, 2010). In other words, we can say that when writing a descriptive paragraph, the writer is making a picture with his or her words to the reader.

A descripton is a type of writng in which the ideas are arranged on the basis of space or locaton, such as in the descripton of a person, a landscape, a building, and so on. The order of the details in this type of paragraph is called descriptve order. They are also arranged in spatat order. Spatat order describes details in relaton to one another. Writng details in spatat order is important to describe the size, shape, or appearance of something.

In the descriptve paragraph, we also use space order. Space order means that we feel about things in terms of their positon or order. The details might be in order from top to botom, right to lef, outside to inside, near to distant, ceiling to floor and so on. Space order is good to describe the positon of something. The details,

particularly in visual descriptions, are usually organized in spatial order. It means that we present details from their position of order. With spatial order, the details are presented in a sequence that duplicates the order in which a viewer might notice them. This method is useful in organizing sensory details, primarily visual ones.

The following are useful adjectives for descriptive writing:

**For sight**

Size : big, small, medium-sized, huge, tiny, gigantic, tall, short, thick, etc.

Shape : round, square, triangular, rectangular, conical, oval, linear, dotted.

Color : red, white, brown, blue, green, orange, pink, violet, gold, silver, and so forth.

**For the other senses**

Sound : loud, soft, harmonious, harsh, pleasant, unpleasant, groan.

Taste : sweet, sour, salty, bitter, delicious, tasty, tasteless, cool, warm.

Touch : rough, smooth, slippery, hard, sunny, squeeze, hot.

Smell : strong, fragrant, scented, sharp, hard.

**C. How to Organize a Descriptive Paragraph?**

A descriptive paragraph consists of three elements. They are a topic sentence, supporting sentences, and a concluding sentence. The following is the organization of a descriptive paragraph.



**Topic Sentence**

1. Introduces the item that the writer will describe.
2. can also include the writer's general feeling or opinion about the item.

**Supporting Sentences**

1. Give some background information about the item.
2. Give descriptive details about the item. These details describe how the item looks, smells, feels, or tastes.
3. can also describe in more detail how the writer feels about the item.

**Concluding Sentence**

1. Restates the idea in the topic sentence using different words.

Have a look at the following paragraph!

My favourite place to relax is a small cafe down the street from where I live. This cafe is on a small side street and as soon as you see it, you feel like going in. There are three windows on either side of the door, and each window has a small window box with brightly coloured flowers. There is a small wooden door that opens into the cafe, and as you go in, you can see a dozen small tables all around the room. Eventhough it isn't a big place, its size makes it very easy and comfortable. I always like to sit at a small table in the corner near the front windows. From here, I can look at the artwork on the walls and at the pretty green plants hanging from the ceiling. With a strong cup of coffee and a good book, I feel very happy and relaxed in my favourite cafe.

Source: Effective Academic Writing

The organization of the paragraph above is as follows:

**1. Topic Sentence:**

My favourite place to relax is a small cafe down the street from where I live.

(introducing the cafe)

**2. Supporting Sentences:**

This cafe is on a small side street and as soon as you see it, you feel like going in. There are three windows on either side of the door, and each window has a small window box with brightly coloured flowers. There is a small wooden door that opens into the cafe, and as you go in, you can see a dozen small tables all around the room. Eventhough it isn't a big place, its size makes it very easy and comfortable. I always like to sit at a small table in the corner near the front windows. From here, I can look at the artwork on the walls and at the pretty green plants hanging from the ceiling.

(describing the cafe)

**3. Concluding sentence:**

With a strong cup of coffee and a good book, I feel very happy and relaxed in my favourite cafe.

(restate the topic sentence)

Those are all parts of paragraph structures existing in the paragraph above. It starts from introducing the cafe as the topic sentence. Then, it is followed by description of the cafe. This description consists of some sentences which focus on the topic sentence. Finally, they ends with the restatement of the topic sentence as the concluding paragraph.

That is the example of how to analyze the paragraph structures of a paragraph.

**Exercise 1**

**Identify the topic sentence, supporting sentences, and the concluding sentence of the paragraph below!**

When I was young, I admired my grandmother for her strength and kindness. She was not very big. In fact, she was tiny and very thin. She was strong, though. She lived by herself and still did a lot of the chores around her house. When I was a child, I saw her almost everyday, and she and I would talk about everything. She was a very happy person and was always smiling and joking, and she often made me laugh. My grandmother was also very patient, and she would listen to all of my problems. She gave me very good advice whenever I needed it. I didn't to be afraid to tell her anything because she never got annoyed with me. She just listened and tried to help. I also liked to spend time with her because she had interesting stories to tell me about her own childhood and life experiences. When I was young, my grandmother was my best friend.

Source: Effective Academic Writing

**Topic Sentence:**

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**Supporting Sentences:**

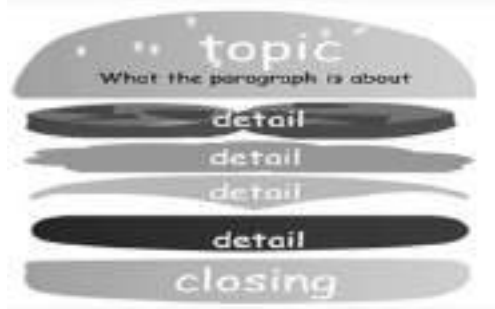
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## Concluding Sentence:

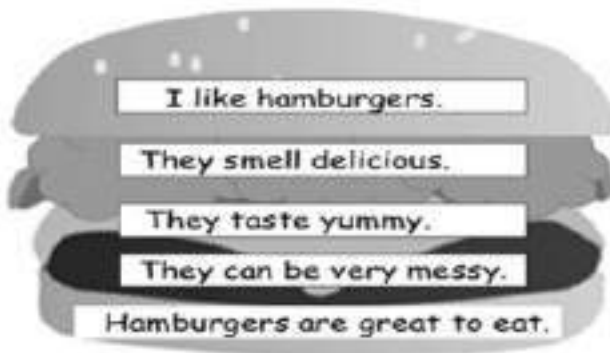
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## D. How to Write a Good Descriptive Paragraph?

In writing a descriptive paragraph, we want to make the readers able to imagine, feel and experience what we describe as the real thing so that we use adjectives, action verbs and meaningful sentences. When writing a descriptive paragraph, we can use a hamburger template. Let's see the following picture.



As a good paragraph, a descriptive paragraph must comprise of the three parts of a paragraph, namely a topic sentence, supporting sentences, and a concluding sentence. Take a look at the hamburger description in the following picture.



From the picture above, we know that the first sentence is the topic sentence. Sentence number 2 until sentence number 4 are

the supporting sentences. The last sentence is the concluding sentence.

### POINTS TO REMEMBER

Just as an artist plans where to place each object in a painting, a descriptive paragraph writer plans where to put each object in a “word painting.” In a description, writers often use spatial order to organize their ideas. Spatial order is the arrangement of items in order by space.

For example, when describing your favorite room at home, you could first describe things on the left side of the doorway and then move clockwise around to the right side. You could also start on the right and move counterclockwise around to the left. If you jumped back and forth, it would be very difficult for the reader to try to see the room in his or her mind.

When you describe a person, you could begin with an overall impression and then focus on the person’s head, then the face, and then on one part of the face such as the eyes. It does not usually matter whether the spatial organization is left to right, right to left, near to far, far to near, outside to inside, inside to outside, top to bottom, or bottom to top. It is only helpful to use some kind of spatial order when you write a description.

The following are the spatial order signals.

at the top of, next to, in the center,  
between, on the left, behind, in front  
of, in back of, in the front of, in the  
back of, inside, across

**Pay attention to the following paragraph using the spatial order organization.**

**When I was two or three years old, I lived in a house that had a strange atmosphere.** I do not remember anything about the house except the stairway. It was dark, squeaking, and quite narrow, and its steps were a little high for me to climb up. From the bottom of the stairway, it seemed like an endless climb to the top. Beyond the darkness at the top of the stairway, there was an elegant, middle-aged lady leaning against the wall. I 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. The 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. As I carefully climbed up the last step, her eyes became fixed on me. She didn't talk, nor did she move. She just stood there and watched me clamber up the stairs. One day I touched her, but she did not react. Her face did not change expression, nor did she even blink. She just kept staring at me with her glittering eyes. Later, we moved out of the house, and I never saw her again. Now I know that the lady was a mannequin. My aunt, who lived in the house, used it for her dressmaking class. I did not know my mother. Maybe I imagined that the mannequin standing at the top of the stairs was my mother. **The stairway with the strange atmosphere has an important place in my earliest memories.**

Source: Introduction to Academic Writing

## DESCRIBING A PLACE

When we describe a place, we first focus on a specific area, which may be large or small. The description must be organized that the reader can vividly imagine the place being described. We, then, briefly mention its surrounding context, and finally we give details about the place itself. The arrangement of the details in a descriptive paragraph depends on the subject. The selection and the description of the details depend on the writer's purpose. It is necessary to have a point of view in such descriptions, that is, an imagined position from which the place being looked at.

**A description of a place may answer some of these questions:**

1. Where is the place?
2. How big is it?
3. How warm or cold is the place?
4. How does the place make you feel? Why?
5. What things can you see in this place?
6. What colours do you see?

When describing a place, first of all, you can start by telling where the location of the place is. Then, describe the size of the place. After that, you can explain the temperature in that place whether it is hot, warm, or cold. In addition, you can also express your feeling about the place. Next, you can describe what you can see there and add the colour of the things there.

This kind of way can be used to describe the place. It will help you when writing a description of a place. You can just follow the above direction when starting writing a description of a place. You can also follow the style of writing from the examples

given in this description paragraphs. All the ways will make you easy to write the descriptive paragraph telling about a place.

Now, pay attention to the paragraph describing a place below!

Behind my childhood home, there is a large piece of land that is surrounded by banana trees growing in wild disorder. Crowds of banana trees grow freely everywhere. Their green leaves are so thick that sunlight cannot pass through. Underneath the trees, the ground is so moist that wild mushrooms and plants grow there all year around. In the center is a wild field where the children of my village often fly kites. Every evening, just before sunset, some birds arrive to look for a place to rest their tired wings. They want to land in the dark banana garden, but the banana leaves are too wide to be made into nests. The birds cry out and then fly away, seeking a better place to nest. During the rainy season, it rains for days and days, and the banana leaves become glossy and slick. The rain also makes the banana garden produce a very strange melody. In rainy days, I used to sit near my window and listen to this wonderful song. Now, whenever I hear the plop-plop-plop of raindrops on the roof of my small, tidy apartment in the city, I remember the beautiful, wild banana garden of my childhood.

### Exercise 2

1. Identify the topic sentence, supporting sentences, and the concluding sentence of the paragraph above!
2. Mention any spatial order expressions you can find in the above paragraph!
3. What adjective is repeated four times in the paragraph (in sentences 1, 4, 5, and 12)?
4. Notice the supporting details of the above paragraph! Which of the senses does the writer of this paragraph appeal to in his



description: sight, smell, sound, touch, and/or taste? List the details in the paragraph that appeal to each sense. (There may not be any details for some of the senses.) In your opinion, do the details support the controlling idea, or not?

## DESCRIBING A PERSON

Describing a person is different from describing a place or a thing. The writer's purpose is to capture the essence of a person by going beyond physical characteristics. The important parts of a description of a person are appearance, background, personality, activities, and interests.

Here, we present a physical description that reveal inner qualities as well. A description of a person may almost make the readers think that they know that person. When we are describing a person, a progressive arrangement is often the most useful. We can move from the most to least telling feature, or move from least to most, and on progressively to the next important feature. A description of a person may answer some of the following questions:

1. Who is the person?
2. What does the person do?
3. What does he or she look like?
4. How does the person act—what is his or her personality like?
5. How does she or he make others feel?

Here are some common adjectives for describing people.

**Personality:** happy, satisfied, relaxed, exciting, nervous, angry, serious, sad, depressed, outgoing

**Physical characteristics:** big, large, tall, small, tiny, short, thin, heavy, strong, weak, brown-, black-, red-haired, light-, dark-skinned

**Facial expressions:** scowl, frown, smirk, worried, pained, vivacious, peaceful

**Facial shapes:** round, narrow, broad, heart-shaped, moon-shaped, angular, oval

**Eyes:** beady, smiling, snapping, flashing, empty, staring, bulging

**Voice:** booming, rasping, harsh, squeaky, growling, deep, melodious

Now, look at the paragraph describing a person below!

Jack Collins is the most amazing person I have ever met. He came to my school and talked about his difficult life in prison. He was in prison for 15 years. He made a lot of mistakes when he was young, but now he has changed his life. He saw a lot of violence in prison, so he uses his experience to help secondary school students. Jack is tall and strong. He also looks a little scary because he has some spider tattoos. The thing I remember most is his sensitive personality. He really wants to help young people. I've never met anyone like Jack before.

Source: Introduction to Academic Writing

**Exercise 3**

1. Identify the topic sentence, supporting sentences, and the concluding sentence of the paragraph above!

**Topic Sentence:**

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**Supporting Sentences:**

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**Concluding Sentence:**

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2. Which sentences tell about Jack's personality?

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3. Which sentences tell about Jack's physical appearance?

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**E. Assessment**

**Answer the following questions correctly!**

1. Explain what a descriptive paragraph is!
2. Explain briefly the hamburger paragraph template!
3. Identify the topic sentence, the supporting sentences, the concluding sentence and the spatial order existing in the following paragraph!

Fishing on Clearwater Lake puts me in touch with nature. Clearwater Lake is a small lake nestled in the Adirondack Mountains. The glassy lake is ringed with aspen, larch, birch, and fir trees, and in the fall, the mountainsides are on fire with brilliant oranges, reds, and yellows. I arrive at the lake early, with mist still clinging to the surface of the water like smoke. I slide my canoe silently into the clear, cold water, step in, and push off the sandy bank. Each stroke of the paddle pulls me farther out into the lake, the wind crisp and cold against my cheeks. The world seems to go silent around me; only the sound of my paddle moving through the water breaks the silence. Once on the lake, I am cut off from the world of work and school and family, and I'm free to meditate on the beauty and tranquility of the spot.

**Topic Sentence:**

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**Supporting Sentences:**

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**Concluding Sentence:**

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4. Identify the topic sentence, the supporting sentences, the concluding sentence and the spatial order existing in the following paragraph!

My grandmother is a special lady. She stands barely five feet tall and weighs under a hundred pounds, but her will is as strong and fierce as a lion's. As long as I've known her, her gray hair has been pulled into a tight braid at the back of her head, and she has worn the same simple cotton dresses she has worn all her life. Only on Sunday, when she goes to church, does she put on the lace-trimmed black dress that is shiny with starch and ironing. Her face is small and lined with her years, but her eyes are as bright and attentive as a hawk's. She misses nothing in the world or in you. When I was young, I believed she could read my mind because she would take one look at me and know what I was feeling. I still sometimes believe she can read my mind today. Although her frame is bent slightly with her more than eighty years, her smile is as warm and free as a teenager's. Because I love and respect my grandmother, nothing gives me greater pleasure than to sit down at her dinner table and see her face light up when I ask for a second helping of her famous peach cobbler.

**Topic Sentence:**

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**Supporting Sentences:**

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**Concluding Sentence:**

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Source: Writer's Resources

6. Write a topic sentence of a descriptive paragraph for each topic below! Create one topic sentence for every topic so that you will write five topic sentences because there are five topics being presented! Here are the topics:

a. A person that you admire

**Topic Sentence:**

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b. A mobile phone that you want to have

**Topic Sentence:**

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c. A room that you like the most in your house

**Topic Sentence:**

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7. Choose one of the topic sentences that you have made based on the answers of number one above, then, write three supporting sentences for that topic sentence!

**Supporting Sentences:**

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8. Give a concluding sentence for the topic sentence and the supporting sentences that you have written before!

**Concluding Sentence:**

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## CHAPTER 3

### A NARRATIVE PARAGRAPH

#### **A. Learning Objectives**

The students are expected to understand what a narrative paragraph is and be able to create a good narrative paragraph.

#### **B. What is A Narrative Paragraph?**

In our everyday lives, we tell stories and invite other people to do so by asking questions such as “What happened at work today?” and “What did you do last weekend?” We are disappointed when the answer is “Nothing much.” We may be equally disappointed when a person does not give us enough details or maybe gives us too many and spoils the effect. After all, we are interested in people’s stories and in the people who tell them. We like the narrative.

What is the narrative? The narrative is an account of an incident or a series of incidents that make up a complete and significant action. Each narrative has five parts: situation, conflict, struggle, outcome, and meaning.

A narration is also a type of writing in which the details or the ideas in a sequence of events or the steps of the process are arranged on the basis of time. The details are arranged in chronological order. Here, the transitional words or phrases expressing time such as: soon, immediately, afterwards, as soon as, are commonly used. The use of these devices gives the readers a clear picture of the sequence of events. A narration is concerned with time. A series of events move through time, and what connects these events is a plot or sequence: a beginning and middle and an end.

In narration, the writer tells a story about a series of events. That may sound easy, but storytelling isn’t as easy as it

sounds. First, the writer has to tell the story clearly enough for the reader to follow what happened when. Second, the writer has to tell the story dramatically enough to keep the reader's attention and interest. One way to keep a reader's attention is by describing the people and places in the story vividly.

Generally, narratives are told chronologically, and they answer the six basic journalistic questions: Who? What? When? Where? Why? and How? Narration often uses the first person (I, we) because the writer is recounting personal experience.

### **C. How to Organize A Narrative Paragraph?**

A narrative paragraph tells a story. Like other paragraphs, a narrative paragraph has a topic sentence, supporting sentences, and a concluding sentence.

The organization of a narrative paragraph is explained as follows.

#### **Topic Sentence**

1. Tells the reader what the story will be about.
2. May also tell when and where the story took place.
3. Should capture the reader's interest.

#### **Supporting Sentences**

1. Tell the details of the story, including the sequence of events.
2. Include sensory details, such as what the author saw, heard, smelled, or tasted.
3. May also tell about the writer's feeling during the event.

#### **Concluding Sentence**

1. Wraps up the story.
2. May include a comment about why the experience was important or how the writer felt after it.

Now, pay attention to a narrative paragraph below!

### **Example 1**

When I was thirteen years old, I had a great surprise at the Grand Hotel in Toronto. My favorite soccer was visiting from Mexico, so I went to the hotel to get autographs from some of the players. When I got there, I waited outside for a long time because I was very nervous. Finally, I told my legs to start moving, and I went up to my favorite striker, Sergio Verdirame, and asked for his autograph. My voice was trembling, but I controlled it. He stopped to listen to me, and then an amazing thing happened. He invited me to his table dinner. I could not believe it! Suddenly I was sitting across the table from Sergio Vendirame! I ordered a big humberger with everything on it except onions. When the food came, my hands were shaking, and I could not eat or talk. After a while, I took a deep breath and said to my self, "Hey, this happens just once in your life". I got rid of my nerves and started talking with the team and enjoying my hamburger. They were really great guys, and we had a good time laughing and joking together. That was the most delicious hamburger I ever ate in my life because I was eating it with my idol.

Source: Writing Academic Skills

After reading the narrative paragraph above, now answer the questions in the following exercise.

### **Exercise 1**

1. What is the topic sentence of a narrative paragraph above?
2. What are the supporting sentences?
3. Then, which sentence is the concluding sentence?

4. In the concluding sentence, the writer explains what made him happiest. What sentence best describes his final comment?

Well, let's read another example of a narrative paragraph below.

### **Example 2**

I never believed in aliens before one night last year. It was a dark, cold winter evening, and I was walking home from a friend's house. I stopped to tie my shoe. When I looked up again, I saw a round object coming towards me. It was very large and shiny. I couldn't believe what I was seeing. Before I could shout or run, the object suddenly moved and then disappeared. After the object disappeared, I ran all the way home and called my best friend. When she picked up the phone, I couldn't say anything. I knew she would think I was crazy. I never told anyone about my UFO sighting.

Source: Effective Academic Writing

### **Exercise 2**

**Answer the following questions based on a narrative paragraph in example 2 above!**

1. Which sentence is the topic sentence?
2. How is this paragraph developed?
  - a. by telling a story
  - b. by giving reasons
  - c. by describing objects with details
3. What does sentence 2 in a narrative paragraph in example 2 do?
  - a. It gives details about the topic sentence.
  - b. It tells the reader when and where the event happened.

- c. It lets the reader know the paragraph will talk about UFOs.
4. Which sentence is a concluding sentence?

### **D. How to Write A Good Narrative Paragraph?**

It is better to make an outline for our narrative paragraph before writing it. Look at the following writing outline for a narrative paragraph.

#### **Topic Sentence**

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

#### **Supporting Sentences**

1. What happened first?
2. What happened next?
3. What else happened?
4. How did the experience end?

#### **Concluding Sentence**

What was important about the experience? How did it affect you?

**Here are some examples of the topic sentences and the concluding sentences of narrative paragraphs.**

Example of topic sentences:

1. One of the best lessons I ever learned about friendship actually happened later in my life.
2. It was an incredible opportunity I had always wanted to go to the US.

Example of concluding sentences:

1. Knowing when and how to help without being asked was one of the most valuable things I learned from her about being true and thoughtful friend.
2. Little did I know, this experience was going to change my life forever.

Now, read the full paragraph for the topic sentences and the concluding sentences above in example 3 and example 4 below.

### Example 3

One of the best lessons I ever learned about friendship actually happened later in my life. I was in my thirties, and I had four young children at my home. Luckily, my best friend Kim and her family lived down street from me. She called me early one morning to chat. While I was on the phone with her, I heard a strange noise in the basement. Immediately, I went downstairs to investigate. I was shocked at what I saw. A pipe burst, and dirty water was everywhere. I quickly hung up the phone, and then I called an emergency plumbing company. All I could think about were the piles of clean laundry that I would have to rewash. Four small children, a flooded basement, and now more work to do overwhelmed me. Soon I started crying. When I walked upstairs, Kim was standing in the doorway. She held a large bottle of laundry detergent in each hand. It was exactly what I needed at that moment. I had a friend to comfort me, and I had laundry detergent for numerous loads in the basement. It was like she read my mind. Knowing when and how to help without being asked was one of the most valuable things I learned from her about being true and thoughtful friend.

Source: Writing In Paragraphs

In the narrative paragraph above (in example 3), it can be seen that the topic sentence is in the first sentence of the paragraph and the concluding sentence is in the last sentence of this paragraph.

Well, now have a look at the full narrative paragraph for the second topic sentence and the second concluding sentence mentioned in the previous page. It can be seen in the example 4 below.

**Example 4**

When I was 16 years old, I received a travel scholarship to study in the US. It was an incredible opportunity I had always wanted to go to the US. When I received the scholarship in the mail, I quickly told my mother and father, and they were very happy for me. Then, my mother took me shopping for some new clothes and a suitcase so that I could start packing for my trip in 2 weeks. After that, we bought some books and an English dictionary so that I would be prepared to study in the US. That night at dinner time, we went out to my favorite restaurant to celebrate this special time of my life. Little did I know, this experience was going to change my life forever. Because of this experience, I am now a college student in UCLA all thanks to my scholarship.

## POINTS TO REMEMBER

When writing a narrative paragraph, we write about events in the order that they happen. In other words, we use time order to organize our sentences. Notice the Jnds of words and phrases used to show time order. These are called time order signals because they signal the order in which events happen.

Many writers prefer to narrate a sequence chronologically; that is, as it actually occurred, starting at the beginning and stopping at the end. Others choose to recognize time in flashbacks. Here, the end of the story might be told frst, with the beginning and middle added on to make the ending understandable. And there are other ways we can recognize tme. We can build to a climax by crowding more incidents into a shorter and shorter period of time.

Transitons of words, phrases, or sentences are all important in narration. We are familiar with such ordering expressions as frst, second, third, finally, later, next, last, etc. We can use them to direct the traffic in our stories. When we use flashbacks, we need words and phrases like: earlier, all at once, and so on.

A good narrative paragraph, at least, has four essential features. The first is context; we make clear when the action happened, where it happened, and to whom. The second is point of view: we establish and maintain a consistent relationship to the action. The third is selection of details. We should carefully choose what to include, focusing on those actions and details that are most important to the story. The fourth is organizaton of the events of the narrative in an appropriate sequence, ofen a strict chronologically with a clear beginning, middle and end.

Here are some examples of time order usually used when writing a narrative paragraph.



### **Time Order Signals**

**Words:** Finally, First (second, third, etc), later, Meanwhile, Next, Now, Soon, Then, Finally

**Phrases:** At last, At 12.00, After a while, After that, before beginning the lesson, in the morning, the next day, after dinner, before taking the first bite, on the night before Thanksgiving, in the morning, about 3:00 in the afternoon, on the day of the party, at the beginning of the party, during the party, before the party, etc

Look at a narrative paragraph in example 5 below. As you read the paragraph, look for words and phrases that tell when something happened.

### **Example 5**

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

Source: Writer's Resources

### **Exercise 3**

**Answer the following questions based on a narrative paragraph in example 5 above!**

1. In which four sentences does the word earthquake appear?
2. What words and phrases show when different actions took place?
3. Mention the topic sentence of a narrative in the example 5 above?
4. What is the concluding sentence of a narrative in the example 5 above?

Now, come to example 6. Read and understand every detail of this narrative paragraph.

## Example 6

My senior prom was a disaster. I had arranged to borrow my brother's new Camaro, but he didn't get home until right before I was supposed to leave, and in my rush, I neglected to check the gas gauge. As a result, I ran out of gas and had to hitchhike in my tux to the nearest filling station. I arrived at my date's house sweaty and was met by her scowling father, who clearly disapproved of anyone who would keep his precious daughter waiting on such an important night. My date was forgiving enough until we arrived fifteen minutes late at the four-star French restaurant where I had made reservations months in advance. We were informed by a surly maître d' that we had lost our reservations and would have a one-hour wait if we wanted to stay. Instead, we opted for a local restaurant that offered a fancy seafood buffet, but we felt ridiculous in our formal clothes when everyone else was dressed casually. My date's dress was so tight that she could barely eat a bite of food, and I was so miserable that I ate too much and ended up feeling queasy. By the time we arrived at the prom, my date was barely speaking to me. The prom was held in the gym, which had been only superficially decorated by potted plants and a canopy of balloons, and the band played mostly punk rock, which was impossible to dance to. Then, someone bumped my elbow, and I sloshed my drink all over the front of my date's blue satin dress, which sent her running to the bathroom in tears. I suppose that was the last straw because by the time I dropped her off, she was so furious that she refused to kiss me goodnight, and she never went out with me again. All in all, my senior prom was an experience I would just as soon have skipped.

Source: Writer's Resources

#### Exercise 4

**Answer the following questions based on a narrative paragraph in example 6 above!**

1. What words and phrases show when different actions took place?
2. Mention the topic sentence of a narrative in the example 5 above?
3. What is the concluding sentence of a narrative in the example 5 above?

#### **E. Assessment**

**Do the questions below!**

1. Write a topic sentence of a narrative paragraph for each topic below! Create one topic sentence for every topic so that you will write five topic sentences because there are five topics being presented! Here are the topics:

- a. Your last birthday celebration

**Topic Sentence:**

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- b. Your unforgettable memory

**Topic Sentence:**

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- c. Your funny or embarrassing incident

**Topic Sentence:**

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d. Your last semester vacation

**Topic Sentence:**

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e. The way you met somebody who is important for you

**Topic Sentence:**

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2. Choose one of the topic sentences that you have made based on the answers of number one above, then, write three supporting sentences for that topic sentence!
3. Give a concluding sentence for the topic sentence and the supporting sentences that you have written before!
4. Identify the topic sentence, the concluding sentence of the paragraph below as well as the time order used.

For my 25th birthday, my favorite uncle gave me a gift certificate to go skydiving at a special place near Miami. I was very happy because I wanted to do something wild. On the day of my jump, I woke up with a crazy feeling in my stomach. I could not eat breakfast because of the nerves. After we arrived at the place, I had to sign a lot of papers because of the risk involved. I signed them quickly because I did not want to think about the danger. Before I knew it, i was on the plane with my parachute on my back. The only thing I could think was “What am I doing?” One of the staff opened the door of the plane and told me to get ready. I put my right foot over the edge and waited for the signal ... “three, two, one ....” and then I was free falling, going down at almost two hundred kilometers per hour. I was shouting, and I could feel adrenaline running through me. Nearby, there was another guy taking photos. I like to take photos too. Then the parachute opened, and the next five minutes were the most incredible moments of my life. I was floating completely free, like a bird. All my problems were gone and I could see the curve of the earth, the ocean, and faraway clouds off the shore. It was awesome. Those wonderful moments helped me to realize that i am the kind of person who likes to take risks, and I hope I always be.

Source: Writing Academic Skills

## CHAPTER 4

### A PROCESS PARAGRAPH

#### A. Learning Objectives

The students are expected to understand about a process paragraph and be able to create a good process paragraph.

#### B. What is A Process Paragraph?

A process paragraph is a paragraph that describes how something is done in a chronological order or logical steps. In the process paragraph, the writer describes how to do something or how something happens by describing the steps or stages in the process. The writer breaks down the process into steps and describes them in detail in order to inform or persuade the reader about that process. Process analysis may be used to describe a simple process such as how to bake a cake or change the oil in a car, or it may be used to describe a complex process such as how a scientist conducts an experiment or how Congress passes a law.

A process paragraph does two things. Have a look to the following explanation.

#### **A process paragraph**

1. Gives directions by telling someone how to do something.
2. Gives information about how some process was or is to be done

## C. How to Organize A Process Paragraph?

The process paragraph also must comprise of a topic sentence, supporting sentences and a concluding sentence. What is to be written in each part of those paragraph structures can be seen in the explanation below.

### **Topic Sentence**

Introduces the process that the writer will explain.

### **Supporting Sentences**

1. Describe a sequence of steps that give detailed information about the stages of the process
2. May also give background details that help define the process for the reader or explain why this process is useful or necessary
3. Include the tools needed for the task.

### **Concluding Sentence**

1. Ends with a concluding sentence that restates the topic sentence using different words.
2. May also include a suggestion or warning to help the reader do the task more easily.

### **Exercise 1**

**Pay attention to the following process paragraphs in example 1 and example 2. Read and analyze each of the three paragraph parts and answer the questions following them!**



### Example 1

Roses are royalty among flowers. Many people say they are as difficult to maintain as kings and queens, but roses are actually quite easy to grow. All you need is a shovel and a few simple steps. In fact, growing roses can actually be fun. First, go to a nursery to purchase the rose plants. You will probably see many beautiful varieties, but it is best to choose only two or three rose bushes to start with. You should also purchase potting soil and rose food. After you bring your rose plants home, look for a sunny spot in your garden because roses love sunshine. Then dig a deep hole with a shovel and add a little potting soil and rose food. Next, transplant your roses from the pot to the garden. Cover the roots with more potting soil and then give your new roses a big drink of water. As long as they have sunshine and water, your roses will stay healthy all summer. When winter comes, your roses will lose their flowers and leaves and look dead. As a result, you might think about discarding them. Do not do that. Instead, this is the best time to prune them. Cut off the thin stems with garden shears so that the bush can become stronger the next spring. If you continue to take care of your roses in this simple way, they will produce beautiful flowers year after year.

Source: Effective Academic Writing

1. What is the topic sentence of the process paragraph in example 1 above?
2. What words tell the reader that the paragraph will explain a process?
3. How many steps are there?
4. What is the concluding sentence of the above paragraph?
5. Does the concluding sentence summarize the steps, or does it restate the topic sentence in different words?

## Example 2

Imagine that you are on vacation at the beach, and you open your suitcase to discover that you have forgotten your swimsuit! This and other disasters and inconveniences can be avoided if you follow certain steps when packing your suitcase. The first step is to review your travel plans and activities. Make a list and save it so that you can check your items before you leave. Next, gather the items you will need for your activities. Remove any item that is not necessary. Try to mix and match fewer pieces of clothing and shoes by choosing a color or colors that match. Third, you are ready to pack. Start with large items such as books or shoes. Stuff your shoes with extra socks to save space. Then place shoes in plastic bags and fit them into the corners of your suitcase. There should be plenty of room for the clothes. To avoid wrinkles, layer your clothes and roll them up. Put the rolls of clothing into the suitcase. Then put in the smaller items. Finally, before you close your suitcase, check your list. Make sure you have not forgotten your swimsuit! Many people like to swim while they are on vacation. It is worthwhile to take your time when you pack your suitcase because a well-packed suitcase is the secret to a good travel experience.

Source: Effective Academic Writing

1. What is the topic sentence of the process paragraph in example 2 above?
2. What words tell the reader that the paragraph will explain a process?
3. How many steps are there?
4. What is the concluding sentence of the above paragraph?
5. Does the concluding sentence summarize the steps, or does it restate the topic sentence in different words?

## D. How to Write A Good Process Paragraph?

When writing a process paragraph, we still must consider the three parts of a paragraph that should exist. The following outline will help you to write the process paragraph.

**Topic Sentence:**

**Supporting Sentences:**

Background Information

Step 1

Step 2

Step 3

Step 4

**Concluding Sentence:**

The process paragraph also uses time order words, such as first and second to indicate the first two steps in a process. The use of then, next, later, or after that is to add more steps. Finally marks the last step in the process.

The process paragraph begins with a topic sentence that names the topic and tells the reader to look for a process or procedure. It uses words such as steps, procedure, directions, suggestions, and instructions. The following are the examples of the topic sentences of process paragraphs.

**Topic Sentences:**

1. You can teach your dog to fetch<sup>1</sup> in a very short time by following this procedure.
2. Making a pizza is easy if you follow these instructions.
3. Follow these steps to throw a Frisbee<sup>2</sup> accurately.

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

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.

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 the Frisbee stays level while you throw.

## Exercise 2

**Let's take a look at the narrative paragraphs in example 3, 4, and 5. Read and answer the questions following them!**

### Example 3

Building a campfire that you can light with one match is simple if you follow these easy steps. The first step is to prepare a safe place for your campfire. Clear an area on the ground at least 3 feet wide, and put a circle of stones around it. Second, gather fuel. You will need several sizes of fuel: small twigs, medium sticks, and large sticks. The next step is to build a tepee. Put a handful of twigs in a small pile and use the small sticks to build a small tepee over the pile. Leave spaces large enough to drop a lighted match through. Next, build a cabin around the tepee using the medium sticks. Fifth, place two large pieces of wood on either side of the cabin, and lay two or three long sticks on top to make a loose roof. The last step is to light a match and drop it through a space in the tepee. Soon you will enjoy the warmth of a nice fire, and your friends will admire your skill at lighting a campfire with only one match!

Source: Writing Academic Skills

1. What is the topic sentence of the process paragraph in the example 3 above!
2. What words tell the reader that the paragraph will explain a process?
3. How many steps are there?
4. What is the concluding sentence of the process paragraph above?
5. Does the concluding sentence summarize the steps, or does it restate the topic sentence in different words?

#### **Example 4**

When it comes to breaking off a relationship, I try to follow the golden rule I learned as a child in Sunday school: I try to treat others the way I would want to be treated myself. First, I try not to break up with a boyfriend until I'm sure the relationship can't be saved. I tell my boyfriend if one of his behaviors is bothering me, and I try to work out conflicts before they get out of hand. Even if he chooses not to change his behavior, at least I have given him a chance. If nothing else, giving a boyfriend a chance to change makes me feel less guilty about breaking up. Once it's clear that a break up is inevitable, I try to tell him as quickly and kindly as I can. There is no point in hurting someone unnecessarily, so I try to be firm but kind. I let him know that he's a great person and I still care for him, but I'm no longer in love with him and I'm not interested in continuing the relationship. Even though following this process may take longer than the cruel-and-quick method, the results are worth it. I feel good about myself, and I've managed to remain friends with many of my exboyfriends.

Source: Writer's resources

1. What is the topic sentence of the process paragraph in the example 4 above!
2. What words tell the reader that the paragraph will explain a process?
3. How many steps are there?
4. What is the concluding sentence of the process paragraph above?
5. Does the concluding sentence summarize the steps, or does it restate the topic sentence in different words?

### Example 5

Choosing the right classes each semester can be stressful, but you can reduce your stress by following these steps. The first step is to become familiar with the graduation requirements for your major. Do not depend on others to give you correct information. Instead, study the pages in the college bulletin dealing with your major and memorize the requirements. Second, plan, plan, plan. Write out a program for each semester to make sure you have all the courses you need for graduation. Be aware that some classes have prerequisites - classes you must pass before you can register for them. The third step is to talk with as many older students as you can. Ask them which courses are good and which ones are not. Don't waste your time and money on bad classes. Finally, register each semester as soon as you can. Waiting even an hour may mean that the classes you want or need are filled. To sum up, plan ahead to avoid missing any required classes, to avoid bad classes, and to graduate on time.

Source: Effective Academic Writing

1. What is the topic sentence of the process paragraph in the example 4 above!

**Topic Sentence:**

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2. Write the steps explained in the paragraph above!

**Supporting Sentences (steps):**

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3. What is the concluding sentence of the process paragraph above?

**Concluding sentence:**

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**E. Assessment**

**Answer the questions below!**

1. Write a topic sentence of a process paragraph for each topic below! Create one topic sentence for every topic so that you will write five topic sentences because there are five topics being presented! Here are the topics:

a. How to cook a nice fried chicken

**Topic Sentence:**

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b. How to get fluency in speaking English

**Topic Sentence:**

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c. How to get a driver's license

**Topic Sentence:**

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d. How to give a surprise birthday party for a friend

**Topic Sentence:**

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e. How to make a safe online shopping

**Topic Sentence:**

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2. Choose one of the topic sentences that you have made based on the answers of number one above, then, write three supporting sentences for that topic sentence!

**Chosen Topic Sentence:**

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**Supporting Sentences:**

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3. Give a concluding sentence for the topic sentence and the supporting sentences that you have written before!

**Concluding Sentence:**

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4. Identify the topic sentence, the supporting sentences, and the concluding sentence of the narrative paragraph below!

Brown rice and vegetables is a simple and delicious meal to make. First, cook the rice, following the directions on the packet. Then, cut the vegetables into one-inch pieces. Next, heat the oil, chilli sauce, and garlic in a frying pan. After that, add the vegetables and fry them until they are soft, but still a little bit crunchy. Now it's time to stir in the cooked rice. After stirring the rice and vegetables together, add salt and pepper to your own taste. Finally, put the rice and vegetables into a large bowl and serve it with freshly chopped tomatoes and spring onions on top. Now you are ready to enjoy your delicious brown rice and vegetables!

**Topic Sentence:**

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**Supporting Sentences:**

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**Concluding Sentence:**

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5. Identify the topic sentence, the supporting sentences, and the concluding sentence of the narrative paragraph below!

If you want to give a successful presentation, make sure you follow these steps. First, practice a lot. You had better go over the presentation many times at home to make sure you have it memorized. Second, explain your topic clearly. You should organize your presentation so that it is easy for the listeners to understand. Next, go to bed early the night before the presentation. You need enough sleep in order to feel well-rested and relaxed for the big day. Last, get to the presentation early. This will give you enough time to practice the presentation and to make sure that you have everything that you need. Also, if there is a problem, this allows you time to fix it. To sum up, when you follow these specific steps, you will have an incredible presentation.

**Topic Sentence:**

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**Supporting Sentences:**

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**Concluding Sentence:**

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6. Complete the outline of the paragraph in number 5 above!

Topic:

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Topic Sentence:

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Steps:

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Concluding Sentence:

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## CHAPTER 5

### AN EXAMPLE PARAGRAPH

#### **A. Learning Objectives**

The students are expected to understand about an example paragraph and be able to create a good example paragraph.

#### **B. What is an Example Paragraph?**

An example paragraph is a paragraph in which its supporting details containing examples to clarify what is meant in the topic sentence. Writers use examples to help readers understand what they mean. A good example supports a more general idea with something specific.

The writer uses examples or illustration to develop a general idea or prove a general statement. Examples are specific and concrete, not general or abstract. They explain, clarify, or demonstrate a general idea. An illustration is an extended, developed example.

Examples help readers understand the writer's ideas by making abstract ideas concrete and easier to understand. Just as a picture or illustration helps the reader see and understand the writer's ideas, examples or illustrations help the reader understand a general idea. Examples are also more memorable than abstractions. Most students remember the examples an instructor used in class long after they've forgotten the point the instructor was trying to make. Examples keep the reader's attention and make writing vivid and memorable.

Thus, it can be said that an example paragraph is a paragraph using examples to explain, convince, or amuse the readers. Lending interest and information to writing, an example paragraph is one of the most common and effective ways of

developing ideas. Examples may be developed in a sentence or more, or they may be only phrases or even single words, as in the following sentence: “Children like packaged breakfast foods, such as Wheaties, Cheerios, and Rice Krispies.”

As supporting information, the best examples are specific, vivid, and representative. These three qualities are closely linked; collectively, they must support the topic sentence of a paragraph. The writers use examples to inform or convince their reader. Of course, an example by itself does not necessarily prove anything.

Well, what are examples for in the example paragraph? Let’s check the following summary of the function of the examples.

The examples for:

1. Convincing
2. Explaining
3. Amusing

the reader about what is stated in the topic sentence

We know that examples can be found on either side of an argument, even at the extreme edges. Therefore, in addition to providing specific examples so that your reader can follow you precisely and vivid ones so that the reader will be interested, you should choose examples that are representative. Representative examples are examples that the reader can consider, accept as appropriate, and, in some instances, even match with examples of his or her own. If you are writing about cheating and you give one specific, vivid, and representative example, the reader should be able to say, “That’s exactly what happens. I can imagine just how the incident occurred.” The reader might even have in mind examples that are similar.



### **C. How to Organize an Example Paragraph?**

An example organization gives examples so that the reader clearly understands the writer's ideas about a topic. As other paragraphs, an example paragraph must be organized based on its topic sentence, its supporting sentences, and its concluding sentence. The organization of the example paragraph can be seen in the following explanation.

#### **Topic Sentence**

1. Introduces the topic
2. Includes the controlling idea, or what the writer will say about the topic

#### **Supporting Sentences**

1. Give the examples that support the controlling idea
2. The examples give clear picture of the writer's specific meaning

#### **Concluding sentence**

Source: Effective Academic Writing

## Exercise 1

**Read the example paragraph in example 1 and example 2 below and answer the questions that follow!**

I am stubborn person. My friends and relatives are sure about this because they have experiences with me. For example, I do not take advice from other people. When I was looking for work, I had to make a choice between two jobs. My mother and my husband wanted me to take a job in a childcare center, but I did not like it. I was stubborn, and I did not take their advice. I took a different job at a bookstore. Also, I do not change my mind easily. For example, when I bought my car, I wanted it in white. The car dealer had all the over colors, green, gold, blue, even red. I said no, and we went to a different dealer on the freeway about 50 miles away. They had the car in white. Now I am driving a white car. Also, I always defend my opinions. For example, I do not like the wife of my husband's friend. She is a mean person, and I told her what I thought of her, so we do not spend time together as couples. My life is not always easy, but i am proud of to be a strong and stubborn woman.

1. What are the three main ways in which the authors is stubborn?
2. Why does the author say her life is not easy?
3. What is the topic sentence of the example paragraph above?
4. Read the second sentence. What do you expect the supporting details describe?
5. How many examples does the author give?
6. Write one example that shows the author's stubbornness!
7. Do all the supporting sentences support the topic sentence?
8. What is the concluding sentence?
9. Does the concluding sentence restate the topic sentence?

10. What does the author add to the concluding sentence that is not in the topic sentence?

### Example 2

Even when a first date is a disaster, a couple can still become good friends. For example, my first date with Greg was terrible. I thought he was coming to pick me up at 6.30, but instead he came at 6.00. I didn't have time to do my hair, and my make-up looked messy. When I got into his car, I scraped my leg against the car door and tore my thighs. Next, he took me to an Italian restaurant for dinner, and I accidentally dropped some spaghetti on my shirt. Then we went to a film. Greg asked me which film I wanted to see, and I chose a romantic comedy. He fell asleep during the film, and I got angry. Now that Greg and I are good friends, we can look back and laugh at how terrible that first date was!

Source: Writing in Paragraphs

1. What is the topic sentence of the example paragraph above?
2. What is the concluding sentence of the example paragraph above?

### D. How to Write a Good Example Paragraph?

When writing the example paragraph, it must start with writing a topic sentence. Then, it is supported by the supporting sentences containing examples related to the topic sentence stated. Finally, it ends with the concluding sentence restating the topic sentence. The following writing outline helps you to create a good example paragraph.

**Topic Sentence**

I am a/an ..... person

**Supporting Sentences**

Example 1:.....

Example 2:.....

Example 3:.....

Example 4:.....

**Concluding Sentence**

Restate the idea in the topic sentence

The supporting details in the example paragraph contain examples. Effective examples have the following features:

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

e.g.

**Topic Sentence:** My mother is a good neighbour.

**Supporting sentences:**

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

**POINTS TO REMEMBER**

**An example often begins with the phrase For example, or For instance, followed by a comma.**

e.g

He likes to stay in shape. For example, he runs six miles every day before work.

**Sometimes writers use a semi colon to connect a general sentence with a specific example beginning with for example, or for instance.**

e.g

Our teacher is entertaining; for instance, sometimes he uses puppets to teach grammar.

**Exercise 2.**

**Put the letter “GS” for the examples that support the topic sentence in the specific way.**

**1. Topic Sentence:**

To become a good writer, a students should write often.

**Supporting Sentences:**

- a. For example, she should try to write every day because writing is important. (.....)
- b. For example, she should keep a journal and write in it every evening before bed. (.....)
- c. For example, she can find an email friend and write messages frequently. (.....)

**2. Topic Sentence:**

Living in the city is challenging in many ways.

**Supporting Sentences:**

- a. City dwellers usually pay a lot of money to live in a small apartment. (.....)
- b. It is difficult to live in a city because of the lifestyle in cities. (.....)
- c. People who live in the city have to deal with pollution. (.....)

**3. Topic Sentence:**

My sister is easy to tease.

**Supporting Sentences:**

- a. For instance, many people like to joke with her. (.....)
- b. For instance, I often tell her that I am getting married, and she always believes me. (.....)
- c. For instance, she has a cheerful personality and she does not get angry when I make jokes about her boyfriends. (.....)

**4. Topic Sentence:**

This school offers a lot of opportunities to students.

**Supporting Sentences:**

- a. There are many clubs and organizations students can join. (.....)
- b. The school tries to help students. (.....)
- c. The school has a career counseling center that offers advice and workshops for students. (.....)

**5. Topic Sentence:**

The world is becoming smaller.

**Supporting Sentences:**

- a. For instance, it is easy to see that many things are changing in the world. (.....)

- b. For instance, new forms of communication make it easy for people from different countries to work together on projects. (.....)
- c. For instance, many Asian people can spend part of the year in the U.S. and part of the year in Asia because it is easy to travel back and forth. (.....)

**Exercise 3**

**Revise the example that follow the topic sentence below to make it more specific!**

e.g. I have a very patient cat. For instance, she never gives up.

**Revised example:** For instnce, she can sit in front of a mouse hole for hours.

- 1. My doctor is a caring person. For example, he is very nice to patients.

**Revised example:**

.....  
 .....  
 .....

- 2. The neighbors in my apartment building are noisy. For example, I can't sleep at night because they are making a lot of noise.

**Revised example:**

.....  
 .....  
 .....

- 3. My friend has a great sense of humor. For example, she makes me laugh.

**Revised example:**

.....  
 .....  
 .....

4. My nephew is naughty. For instance, he is always getting into trouble.

**Revised example:**

.....  
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.....  
.....

5. My friend is very talented. For example, she can do many things.

**Revised example:**

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.....  
.....  
.....

Source: Introduction to Academic Writing

**Exercise 4**

**Write three supporting sentences using the specific examples of each topic sentence below and then write the concluding sentence!**

1. **Topic Sentence:** My friend loves animal.

**Supporting Sentences:**

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.....  
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.....  
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**Concluding Sentence:**

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2. **Topic Sentence:** I am a busy person.

**Supporting Sentences:**

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**Concluding Sentence:**

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3. **Topic Sentence:** There many things to see in my cities.

**Supporting Sentences:**

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**Concluding Sentence:**

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**Exercise 5**

1. Complete the topic sentence below using an adjective!

**Topic Sentence:**

**I am a/an ..... person.**

2. Complete question 2.a. and question 2.b. below using the same adjective as you use to complete question number 1 above! Then answer the question 2.a. and 2.b.!

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

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

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3. Restate your topic sentence that you have written in number 1 to be your concluding sentence!

**Concluding Sentence:**

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.....  
.....

**Then, arrange your answers to number 1 up to number 3 into a good example paragraph! Use the transition words in order that your sentences are connected one another. After finishing it, you can repeat to answer the question number 1 up to number 3 above so that you can create another example paragraph.**

## E. Assessment

**Answer the questions below!**

1. What is an example paragraph?
2. What become the supporting sentences in an example paragraph?
3. How to write a concluding sentence of an example paragraph?
4. Write the simple outline to create an example paragraph!
5. Read the paragraph below and answer the questions that follow it!

My father showed me the meaning of honesty. I never heard him tell a lie, even the kind of white lie we tend to use to save ourselves time or money or hassle. Once when a cashier gave him change for a twenty rather than the ten he had given her, he handed back the extra ten dollars and told her she'd made a mistake. Needless to say, she was astounded by his unexpected honesty. Another time when he accidentally backed into a car in a parking lot and put a small scratch on its fender, he left a note on the windshield with his name and phone number. Most important, he always took responsibility for his actions, and if something went wrong, he was the first to admit his mistake. When the crops failed or an animal died, if it was his fault, he admitted it. He always said it takes a man to admit his mistakes rather than run away from them. By watching my father, I learned what it means to be honest.

Source: Writer's resources

- a. Why does the writer admit that his father was an honest man?
- b. Why was the cashier was astounded?
- c. Can you find the topic sentence of the paragraph above? Which sentence is it?
- d. What is the concluding sentence of the above paragraph? Does it restate the topic sentence?

6. Choose one of the topic sentences below, then, write three supporting sentences using specific examples and give the concluding sentence for the topic sentence that you have chosen. Here are the topic sentences:
- a. Cell phones are useful for many different situations.
  - b. My sister is helpful.
  - c. My neighbors are generous.

**Answer**

**The Chosen Topic Sentence:**

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**Supporting Sentences:**

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**Concluding Sentence**

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## CHAPTER 6

### AN OPINION PARAGRAPH

#### A. Learning Objectives

The students are expected to understand the definition of an opinion paragraph and its structure as well as to be able to create a good opinion paragraph.

#### B. What is an Opinion Paragraph

In an opinion paragraph, the writers express and support an opinion on a particular topic or issue. The writer must give reasons that help persuade the readers to agree to agree with him or her. When writing an opinion paragraph, the writers will present some facts to support their opinions.

The following are some things to be known in an opinion paragraph.

##### **An Opinion Paragraph:**

1. Gives the writer's opinion about a topic
2. Interprets or explains facts
3. Is often about controversial issue
4. Makes the reader think
5. Considers both sides of an argument

An opinion paragraph often helps the readers to know what they feel about a certain topic. It is because occasionally the writers try to persuade the readers to agree with their opinions.

## C. How to Organize an Opinion Paragraph?

In an opinion paragraph, the writer presents an opinion and tries to persuade readers that the opinion is good one. So, what is to be written in the topic sentence, supporting sentences, and concluding sentence of an opinion paragraph? Let's check them out.

### **Topic Sentence:**

Introduces the topic and states the writer's opinion about the topic.

### **Supporting sentences:**

1. Give the reasons that support the writer's opinion.
2. Often use facts, explanations, and personal experiences to support their opinion.

### **Concluding Sentence:**

1. Restates the writer's opinion in different words.
2. Comments on the opinion in some way
3. Sometimes summarizes the main reasons for the writer's opinion

Remember, if you choose helpful supporting facts, your paragraph will be stronger. You might even convince readers to agree with you. Remember that the reason for writing an opinion paragraph is to explain your opinion in the most convincing way. You are trying to persuade the reader that the issue is important and that your view or your solution is the best one. Readers will remember good, related supporting examples, so be sure to give time and effort to creating the most convincing examples.

## Exercise 1

**Read an opinion paragraph below, then, analyze it and answer the questions that follow it!**

In Vietnam, the best place to spend a honeymoon is the beautiful mountain city called Da Lat. For many reasons, this romantic city has the perfect atmosphere for a new husband and wife to celebrate their marriage and plan their future. First of all, the scenery provides a beautiful setting for walking and talking. The climate is pleasant all year round because it is high above the ocean. Sometimes fog comes in and the city becomes mysterious and private. At other times, the sun shines, and Da Lat is cheerful and lively. There are beautiful gardens and lovely French colonial architecture. Young couples can walk along the boulevards in the shade of tall pine trees. They can sit on benches in the flower parks and hold hands. In addition, Da Lat is fashionable. There are excellent hotels that have special rooms for honeymooners with candles and beautiful decorations. Also, the streets are full of activity, so the newlyweds can go out to one of the stylish restaurants that are open until late at night. The lights are soft, and the music is romantic. The newlyweds can eat delicious food, listen to music, and meet other young couples in love. Da Lat is the Vietnamese people's first choice for a honeymoon because it has lovely natural scenery, many romantic places to stay, and exciting things to do.

Source: Writing in Paragraphs

1. How is the climate in Da lat?
2. What activities can honeymooners enjoy in Da Lat?
3. What does the city look like?
4. What can people do at night in Da Lat?

5. Which sentence is the topic sentence of the opinion paragraph above?
6. What reasons does the writer use to support his or her opinion?
7. Which sentence becomes the concluding sentence of the opinion paragraph above?

## Exercise 2

**Identify the topic sentence and the concluding sentence of the opinion paragraphs below!**

### Paragraph 1

The U.S. government should support the legal use of “medicide,” which happens when people with terminal diseases choose to end their lives rather than continue living. One reason the government should do this is because people should not be forced to continue living if they are in severe pain and cannot live with it. A second reason is that staying in the hospital for a long time often causes a financial burden on the family. Terminally ill people often worry about the hardship that this will cause their families. Finally, people who are dying sometimes lose hope. Even if they are alive, they can often only lie in bed, and for some people, this is not “life.” In the end, while many people believe that medicide is an “unnatural way to die” and should remain illegal, the government should allow sick people the legal right to end their lives if they want.

Source: Introduction to Academic Writing

**Topic Sentence:**

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.....



**Concluding Sentence:**

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**Paragraph 2**

Although many people say there are great opportunities in a big city, the life here is not good for me. First, people do not have enough free time because they are too busy with works and appointments. Parents and their children do not come home to eat lunch together. Some employees go to work before before the sun comes up and return home after dark. Because of their schedules, families only spend time together on the weekend. Second, driving is necessary. Everyone must use a car to go to school or work or the store. I have to drive my children to school. And after school we go to soccer practice or to other activities. Because there is usually a lot of traffic, I have a lot of anxiety. Third, the cost of living is very expensive. Like many families, my family lives in an apartment because we cannot buy a house here. Also, people must spend a lot of money for entertainment. A visit to aquarium costs twenty dollars for each ticket. In the future, I hope that I can live in a small town with friendly people. I want a house, a garden, and a peaceful life. Maybe if I am lucky, my dream will come true, and I will move to a small town.

Source: Introduction to Academic Writing

**Topic Sentence:**

.....  
.....

**Concluding Sentence:**

.....  
.....

**Paragraph 3**

I was very sad when I had to leave Rio de Janeiro because it is the best place on earth. Rio is important to me because my family still lives there. However, I think anyone who moves there will agree it is a wonderful place. That is because Rio has something for every personality. First, there are the people. Rio is famous because many beautiful people live there, especially in the beach neighborhoods, such as Ipanema. The city is very fun during the Carnaval when Brazilians dress up in costumes and dance in the streets and nightclubs. Rio is also beautiful because of its location. The city is on the Atlantic Ocean. There are a lot of beaches, and they are full of activity every day. The scenery is spectacular as well. You can see great geological formations, such as the granite mountain called Sugar Loaf, and another peak named Corcovado, you can see an enormous statue that looks over the city. Brazil also has many varieties of music because there are many cultures and traditions. Finally, there is also a place for people who enjoy tranquility. The botanical gardens are filled with exotic varieties of plants and animals. So Rio de Janeiro is a place with many different faces. It can be beautiful, crazy, and peaceful depending on your mood.

Source: Introduction to Academic Writing

**Topic Sentence:**

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**Concluding Sentence:**

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**D. How to Write a Good Opinion Paragraph?**

There are often many different opinions about a certain topic. Therefore, writers must give reasons for their opinions in order to convince their readers. These supporting reasons are in the form of facts, explanations, or experiences.

**A fact** is a piece of information that people generally agree is true.

In an opinion paragraph, a writer must use scientific, historical, or other types of facts.

**An explanation** cannot be proven (like a fact can) but it still helps the reader understand why the reader holds a certain opinion.

**An experience** is something that happened to you or someone else. Writers often use experiences to show how they were influenced to think a certain way.

Take a look at the following example.

**Opinion:** You have to be tough to live in Chicago.

**Fact:** Winters in Chicago is very cold.

**Explanation:** It is not easy to deal with those cold, windy days.

**Experience:** My cousin once got frostbite while waiting at a bus stop.

**POINTS TO REMEMBER**

Before writing an opinion paragraph, we should be able to distinguish between opinions and facts.

A fact is a piece of information that is true.

An opinion is an idea or belief about a particular subject.

**e.g. Fact:** That a film was three hours long.

**Opinion:** That a film was boring

### Exercise 3

**Write F if the sentence is a fact , and O if the sentence is an opinion.**

1. .... Airfares have become too expensive.
2. .... English is an easier language to learn than Arabic.
3. .... Owls are birds that hunt at night.
4. .... I was born in New york City.
5. .... Exercise is the best way to stay healthy.
6. .... Internet use has increased every year since its beginning.
7. .... Engineering is the best career choice.
8. .... Big cities are dangerous at night.

### Exercise 4

**The following sentences make up a paragraph. Read the sentences. Then number them from 1 to 6 to indicate the correct order. Put an O or an F on the line after the sentences to indicate whether the sentences contain fact (F) or opinion (O).**

- a. .... The damage of these rays may not be seen immediately in children, but adults who spent a lot of time in the sun when they were children have a much higher chance of developing skin cancer than adults who did not spend time in the sun. ....
- b. .... Too much time in the sun can cause severe skin damage, especially in young children. ....
- c. .... This disease, which can be deadly if it is not treated quickly, is a direct result of the sun's harmful ultraviolet rays. ....

- d. .... In conclusion, the information in this paragraph is enough evidence to persuade parents not to let their children play outside in the sun. ....
- e. .... Although many people enjoy playing in the sun, parents should limit the number of hours that children play outside. ....
- f. .... The most serious example of this is skin cancer. ....

Source: Writing Academic Skills

After knowing the difference between facts and opinions, you are hoped to be able to create a good opinion paragraph. You can use the following writing outline to make you easy in writing the paragraph.

Here is the writing outline that you can follow.

**Topic Sentence:**

State the topic and your opinion about the topic.

**Supporting Sentences:**

What are your reasons for your opinion?

Include notes about some of the following: attractions, opportunities, cost of living, and people.

**Concluding Sentence:**

Restate your opinion and comment on it, or summarize the main reasons.

**Exercise 5**

**Identify the topic sentence, the reasons, and the concluding sentence in the following opinion paragraph!**

No matter how much money Pepsi spends on advertising, Coke will always be better in my opinion. Some people say that the two soft drinks are the same, but I think Coke is much better. First of all, it is not as sweet as Pepsi. It has just the right amount of carbonation, or fizz. In addition, the packaging of the product is unique yet simple. The red can is recognizable even from a distance. Coke has also played a rich and interesting part in American history. In the end, even if famous actors or sports stars go on television and try to convince me but the greatness of Pepsi, it will not change my mind. For me, it is “always Coca-Cola.”

Source: Writing Academic Skills

**Topic Sentence:**

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**Reasons:**

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**Concluding Sentence:**

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**Exercise 6**

**Write an opinion paragraph using the following topics!**

1. Do you think professional athletes receive too much money?  
Why or why not?

**Topic Sentence:**

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**Supporting Sentences:**

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**Concluding Sentence:**

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2. When is a person considered an adult?

**Topic Sentence:**

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**Supporting Sentence:**

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**Concluding Sentence:**

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3. Do you think it is necessary to take an entrance exam to enter a college or a university?

**Topic Sentence:**

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**Supporting Sentences:**

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**Concluding Sentence:**

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4. Which do you prefer, classical music or pop music? Why is one better than the other?

**Topic Sentence:**

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**Supporting Sentences:**

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**Concluding Sentence:**

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**E. Assessment**

Answer the questions below!

1. What is an opinion paragraph?
2. What is the difference between a fact and an opinion?
3. What is to be written in supporting sentences of the opinion paragraph?
4. How to write the concluding sentence of the opinion paragraph?
5. Identify the topic sentence, reasons, and the concluding sentence of the following opinion paragraph!

School uniforms should be mandatory for all students in the United States 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. Most important, some studies show 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.

Source: Writing Academic Skills

**Topic Sentence:**

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**Reasons:**

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**Concluding Sentence:**

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6. Write an opinion paragraph using the following topics!
- a. Should women be allowed in combat positions in the military? Why or why not?

**Topic Sentence:**

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**Supporting Sentences:**

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**Concluding Sentence:**

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## CHAPTER 7

### A COMPARISON/CONTRAST PARAGRAPH

#### **A. Learning Objectives**

The students are expected to understand the definition of a comparison/contrast paragraph and its structure as well as to be able to create a good comparison/contrast paragraph.

#### **B. What is a Comparison/Contrast Paragraph?**

In comparison/contrast, the writer places two subjects side by side and examines their similarities and/or differences in order to clarify the qualities of each (inform) or to make a point (persuade). Comparison/contrast can be used independently (just similarities or differences) or in combination (both similarities and differences). Thus, it can be said that a comparison/contrast paragraph is a paragraph presenting the similarities or the differences or the similarities and the differences of two things.

Comparison and 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 history class, you might be asked to compare and contrast two historical figures or two events. 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. Therefore, the readers are also hoped to have such kind of ability to distinguish the emphasis of the paragraph being read. The readers should know whether the paragraph emphasizes differences, similarities, or describes both the similarities and the differences.

### **C. How to Organize a Comparison/Contrast Paragraph?**

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. In block organization, you group all the similarities together in one block and all the differences together in one block. In point-by-point organization, you write about similarities and differences by subtopic.

Here are the summaries of the ways to organize a comparison/contrast paragraph.

#### **Block Organization:**

All similarities  
All differences

#### **Point-by-Point Organization:**

- a. Similarities and Differences of a Subtopic
- b. Similarities and Differences of a Subtopic
- c. Similarities and Differences of a Subtopic
- d. Similarities and Differences of a Subtopic

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.

Pay attention to the following comparison/contrast paragraphs! Notice each part of the paragraph structures existing.

### Paragraph 1

The left and right sides of your brain process information in different ways. The left side is logical, rational, linear, and verbal. The right side, on the other hand, processes information intuitively, emotionally, creatively, and visually. Left brains think in words, whereas - right brains think in pictures. People who depend more on the left side of their brain are list makers and analysts. They are detailed, careful, and organized. In contrast, right-brained people are visual, intuitive, and sensual. When 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. When 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. For 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. Of course, no one is 100 percent left-brained or 100 percent right-brained. Although one side may be stronger, both sides normally work together.

Source: Introduction to Academic Writing

After reading paragraph 1 above, can you find the topic sentence of the paragraph? What is it? Then, what is the concluding sentence of that paragraph? Mention it!

Now, have a look at paragraph 2 below.

### **Paragraph 2**

From the fourteen applications received for the job of receptionist, two applicants stand out. Following is a summary of their qualifications. Educationally, the two applicants are quite similar. JZ has completed two years of college, just as SW has, and their grade point averages are approximately equal. JZ's one past employer was very positive. Similarly, SW's past employers gave very high recommendations. Finally, both applicants can start work on the same date (June 1). There are two differences between the job applicants that may influence the hiring decision. The first difference is that JZ's job in a medical office included some contact with patients, whereas SW's volunteer work in the library and gift shop of a local hospital included no patient contact. Second, JZ likes to be part of a team, while SW prefers to work independently. The hiring decision is difficult because both applicants are equally well qualified. However, JZ would be the better choice for the receptionist job because of her experience with patient contact and preference for working with other staff. If there is a future opening for a lab assistant, SW would be an excellent choice for that position.

Source: Introduction to Academic Writing

Well, can you identify the topic sentence, the supporting sentences, and the concluding sentence of the paragraph above? After finding each part of the paragraph structures in the above paragraph, let's do exercise 1 below.



### Exercise 1

**Answer the questions about the two paragraphs above!**

1. Which paragraph discusses both similarities and differences?
2. Which paragraph discusses mostly differences?
3. What is the topic sentence of Paragraph 1 ?
4. What example does the writer give to illustrate the main point in Paragraph 1 ?
5. What is the topic sentence of Paragraph 2? (Hint: It is not the first sentence.)
6. How many similarities does the writer of Paragraph 2 describe? How many differences?

**Let's check another example of a comparison/contrast paragraph out in paragraph 3 below. Read and analyze each part of its paragraph structures.**

### Paragraph 3

My life changed a lot when I was at university. There were 600 students at school and I knew nearly everyone. However, there were thousands of students at my university, and I didn't know anyone. I felt very lonely. At school, the classes were half boys and half girls. At university, I studied engineering, and there weren't many women in the classes. The biggest change at university was the style of class. We had to do a lot of reading and learning on our own, whereas at school the teacher told us nearly everything to study for the exams. Even though university was more difficult, I enjoyed it more than my school days – after I got used to it!

Source: Introduction to Academic Writing

## Exercise 2

1. How many differences between secondary school and university does the writer mention? What are they?
2. The writer says that the biggest difference between school and university was the style of class. Do you think this was a positive or negative difference?
3. What is the topic sentence of the paragraph above?
4. What is the concluding paragraph of the above paragraph?

## D. How to Write a Good Comparison/Contrast Paragraph?

When writing a paragraph, it is better to start it with a topic sentence. What is to be written in the topic sentence? Then, what are involved in the supporting sentences? Finally, how to make an end using the concluding sentence in this comparison/contrast paragraph?

Take a look to the explanation of the topic sentence of a comparison/contrast paragraph below.

**A topic sentence** for a comparison/contrast paragraph should name the topic and also indicate comparison/contrast organization.

e.g. 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.

How about the supporting sentences?

The supporting sentences present similarities or differences or the combination of similarities and differences.

For the concluding sentence of a comparison/contrast paragraph, let's see the following explanation.

**A concluding sentence for a comparison/contrast paragraph:**

1. May repeat the main idea.  
e.g. The hiring decision is difficult because both applicants are so similar.
2. May also make a recommendation.  
e.g. 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.

**Exercise 3**

**Paragraph 4**

Spend a year in the Pyrenees and you'll be amazed by the difference between the summer and winter seasons. The summer is warm, and everyone likes to go walking and climbing. People also go on hikes in the many mountains and watch the wildlife. Summer in the Pyrenees is very green and many tourists visit the countryside. However, the winter is even more spectacular. It snows a lot in the Pyrenees in the winter, and the scenery looks beautiful. It is great for skiing and snowboarding as there are lots of different runs through forests and open areas. You can even try your hand at tobogganing or dogsledding. In the evenings, you can warm up in one of the tapas bars or French cafes, depending on which side of the border you are.

Source: Writing in Paragraphs

After reading paragraph 4 above, find the following parts of the paragraph:

**1. Topic Sentence:**

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**2. Supporting Sentences:**

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**3. Concluding Sentence:**

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**POINTS TO REMEMBER**

Just as there are signal words and phrases that help your reader understand time order, there are also words and phrases that help your reader understand similarities and differences. Actually, all the comparison/contrast paragraphs discussed above use the comparison signals and the contrast signals. The explanation of comparison and contrast signals can be seen in the following.

**Comparison signals:**

Similarly, likewise, also, too, and . . . (too), as, just as, similar, equal, the same, similar to, equal to, just like , the same as, equally, both .... and ....., not only ..... but also .....

**Contrast signals:**

In contrast, on the other hand, however, but, yet, although, even though, though, while, whereas, differently from, unlike, differ from

**Exercise 4**

**Read the paragraph below and find the comparison or contrast signals existing in it!**

**Paragraph 5**

Fred Flintstone of The Flintstones and Ralph Kramden of The Honeymooners are remarkably similar. The first of these similarities is their appearance. Both have black hair and five o'clock shadows; in addition, both have large paunches and wear loud, baggy clothes. Their personalities are also similar. Both have large appetites, boisterous personalities, and a tendency to act before they think. Moreover, they both have best friends who play second fiddle to them: Barney Rubble for Fred and Ed Norton for Ralph. Additionally, both Fred's and Ralph's favorite activity on a Friday night is to go out bowling with the guys. Finally, when Fred and Ralph put down their bowling balls, they earn their living by working remarkably similar jobs. Fred drives a truck in a gravel pit, and Ralph drives a city bus. In spite of the differences in the two shows' settings, the main characters share a number of similarities.

## Exercise 5

**Read the paragraph 6 below and answer the questions following it!**

Although U.S English and British English are mutually understandable languages, there are quite a few differences. One difference is spelling. Some words are spelled one way in the United States but spelt another way in Great Britain. A person goes to a British theatre but to a U.S. theater. In U.S. schools, students theorize, analyze and socialize, whereas British students theorise, analyse, and socialise. A second area of difference is vocabulary. For example, the word college names two very different types of schools in the United States and Great Britain – university level in the United States and pre-university level in Great Britain. Also, British university students live in halls on campus and in flats off campus, but U.S. students live in dormitories on campus and in apartments off campus. Finally, there are many differences in pronunciation. In Great Britain, the sound of a in the words path, laugh, aunt, plant, and dance is like the a in father. In the United States, in contrast, the a sound in the words is like the a in cat. All in all, though there are differences between the English spoken in the United States and the English spoken in the British Isles, we understand each other most of the time!

Source: Introduction to Academic Writing

1. Which sentence is the topic sentence of the above paragraph? Does it indicate that the paragraph will discuss mostly similarities or mostly differences?
2. What comparison and contrast signals can you find?
3. What other transition signals can you find?
4. The paragraph above uses block organization. What pattern of organization does the writer use within the block?

**Exercise 6**

**Write a good comparison/contrast paragraph by choosing the following topics.**

- Topics:** 1. Living in a village and living in a town  
2. Rainy season and dry season  
3. Male teachers and female teachers

**The topic chosen:**

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**Topic Sentence:**

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**Supporting Sentences:**

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**Concluding Sentence:**

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## E. Assessment

**Answer the questions below!**

1. What is called as a comparison/contrast paragraph?
2. What is to be written when writing a comparison paragraph?
3. What is to be written when writing a contrast paragraph?
4. Analyze the paragraph below! Find the topic sentence, the supporting sentences, and the concluding paragraph in the paragraph below!

Although football and soccer are both popular sports for kids, football is more expensive and more dangerous than soccer. Because of the specialized equipment necessary for football, parents must pay well over one hundred dollars for a two-month season of peewee football. In addition to this fee, the shoes and protective gear each child must purchase can easily cost upwards of fifty dollars. On the other hand, a season of youth soccer, which runs for two months in the fall and two months in the spring, costs only seventy-five dollars. Soccer shoes, which generally cost between fifteen and twenty-five dollars, are recommended but not required. Not only is football more expensive than soccer, but it is also more violent and therefore more dangerous. Children tackle and block one another, and these maneuvers result in frequent bruises, strains, and pulls. More serious injuries such as fractures, broken bones, and concussions are not unusual. Soccer, on the other hand, is not a contact sport and is therefore less likely to result in injury. Children can fall and bump into one another, but these accidental contacts rarely result in anything more serious than grass stains or loss of breath. Given the differences in these two sports, there is no question that I would prefer my son to play soccer rather than football.

Source: Introduction to Academic Writing



**Topic Sentence:**

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**Supporting Sentences:**

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**Concluding Sentence:**

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5. Mention the comparison signals as many as you know!
6. Mention the contrast signals as many as you know!
7. Write a good comparison/contrast paragraph by choosing the following topics.

Topics: a. Parents' roles

b. Shopping habits of men and women

c. Online shopping and offline shopping

**The topic chosen:**

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**Topic Sentence:**

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**Supporting Sentences:**

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**Concluding Sentence:**

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## BIOGRAPHY



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