

Collège de Saussure
Groupe d'anglais

PARAGRAPH WRITING

2nd year

Contents

⇒ Critères de corrections 2DF	5
⇒ Explanations	7
⇒ Chart	10
⇒ Examples	11
⇒ Exercises	12
⇒ Connectors	17
⇒ Exercise	18
⇒ Text organisers	20
⇒ Exercise	21

CRITERES DE CORRECTION 2DF

Langue/ 18 pts

Prendre une tranche représentative de 100 mots. Enlever un point pour les erreurs de structure (pas de 's' à la 3^{ème} personne, mauvais emplois des temps, etc.). Ce type d'erreur est comptabilisé à chaque fois, même s'il y a répétition. En revanche, un mot mal choisi et réutilisé de la même façon ne sera pénalisé qu'une fois. Enlever ½ point par faute d'orthographe. Minimum : 1 point même s'il y a plus de 20 fautes.

NB. Pour comptabiliser les fautes de grammaire, on se rapportera au programme des points de grammaire et structures de 1^{ère} et 2^{ème} adopté par le groupe. On pénalisera un nombre croissant de fautes de grammaire et structure au fur et à mesure de l'avancée du programme.

Il est fortement conseillé de cibler un certain nombre de fautes élémentaires que l'on pénalisera plus lourdement (x 2) en cours d'année pour tenter d'éliminer progressivement certaines fautes récurrentes.

Idées / 18 pts

L'enseignant décidera de la manière de valoriser les 'idées', la créativité ou la pertinence du travail en fonction du type de travail et des objectifs fixés.

Style / 8 pts

Connecteurs / mots de liaison

- Pas de mots de liaison autre que *but, because, so* et *and*. 0 pt
- Quelques mots de liaison autres que *but, because, so* et *and*. 1 pt
- Usage fréquent des connecteurs travaillés en cours. 2 pts

Vocabulaire général

- Vocabulaire pauvre, l'élève n'a visiblement pas les moyens d'exprimer ses idées. Lorsqu'un mot lui manque, il le met en français ou tente de transposer des mots français en anglais. 0 pt
- Vocabulaire limité mais correct. 1 pt
- L'élève utilise un vocabulaire étendu. 2 pts

Vocabulaire spécifique.

- L'élève n'a préparé aucun vocabulaire en rapport avec le thème, l'histoire ... dont il parle. 0 pt
- L'élève a visiblement essayé de chercher quelques mots et expressions en rapport avec les thèmes du livre. 1 pt
- Plusieurs mots et expressions montrent que l'élève s'est constitué une liste de mots et d'expressions pour se préparer à rédiger sa composition. 2 pts

Phrases.

- L'élève utilise systématiquement des phrases très courtes et trop simples. 0 pt
- Quelques tentatives de faire des phrases complexes même si ce n'est pas toujours un succès. 1 pt
- L'élève fait des phrases longues en utilisant des connecteurs et des relatives. 2 pts

Structure / 6 pts

L'accent sera mis principalement sur le paragraphe. Les élèves seront entraînés à construire des paragraphes cohérents et bien organisés. La qualité de la transition entre deux paragraphes sera valorisée en 2^{ème} partie d'année.

- Pas de paragraphe identifiable. 0 pt
- Il y a une idée principale identifiable même si la logique interne n'est pas toujours pertinente. 2 pt
- Paragraphe(s) cohérent(s) et bien construit(s). 4 pts
- Le paragraphe comprend une phrase qui permet de faire la jonction avec ce qui suit. 6 pts

EXPLANATIONS

When you are writing an essay, the body of the paper will be paragraphs. Once you learn how to write them, you are half way through learning how to organize the paper properly. Here are some tips on how to write a good paragraph.

In general, the purpose of a paragraph is to express **one** point, idea or opinion. This main idea is expressed through three sections of a paragraph:

- Beginning - Introduce your idea.
- Middle - Explain your idea.
- End - Make your point again, transition to next paragraph.

1. Before Starting

A paragraph is a collection of related sentences dealing with a single topic.

- before writing, think of an idea that you want to state in a paragraph;
- think of possible support that can develop the idea;
- try to outline the topic sentence, support, and conclusion.

If you are feeling lost, write down all the facts and thoughts concerning the paragraph idea. You can later get rid of unnecessary information.

2. Qualities of Good Writing

A good paragraph always takes several elements into consideration.

A paragraph has to be:

- united - focused on a single thing;
- coherent - easily understandable to a reader;
- adequately developed;
- neatly structured.

Long paragraphs aren't always of high quality, and vice versa. The length of paragraph writing depends on how a topic is developed.

3. The Topic Sentence

The topic sentence is the first sentence in a paragraph.

- introduce the main idea of the paragraph;
- catch reader's attention.

4. Main Body or supporting sentences

These sentences give evidence.

- share an idea with your reader;
- the more sentences you add to a paragraph, the more your ideas are developed;
- move from general, abstract ideas to specific qualification of an idea;

State facts and opinions separately.

5. Closing Sentence

The closing sentence is the last sentence in a paragraph.

- restate the main idea of your paragraph;
- use different words for restating.

Restating is not the only way to end a paragraph. Transitions are also possible.

6. Transitional sentence

The transitional sentence prepares the reader for the following paragraph.

It is not always absolutely necessary but it helps the reader logically understand the connection between your current main idea, point or opinion and the main idea of your next paragraph.

7. Types of Paragraphs

Sometimes different assignments require different kinds of paragraph writing.

- **definition paragraphs** explain something by using phrases like “is defined as”, or “is a kind of”;
- **classification paragraphs** group things into specific categories with the help of “falls under”, “belongs to”, or “can be divided into” phrases;
- **description paragraphs** tell about what a person, thing, or place is like, or where a place is located;
- **compare and contrast paragraphs** tell about the similarities and differences between two or more people, places, things, or ideas by using phrases like “is similar to”, “on the other hand”, or “however”;
- **sequence paragraphs** describe a series of events using the words “recently”, “when”, or “afterwards”;
- **choice paragraphs** make you give an opinion on a choice of actions or events by using phrases like “in my opinion”, “belief”, and “it seems to me”;
- **explanation paragraphs** explain how or why something happens with the help of words “therefore”, “thus”, and “consequently”;
- **evaluation paragraphs** make judgments about people, ideas, and possible actions by using “suggest”, “recommend”, or “good/bad” words.

The marker words and phrases above are just an example. Use your own words and expressions to correspond to a chosen paragraph.

A good paragraph is **unified, coherent, and well-developed**. Below are examples of awful, bad, fair, and good paragraphs.

A. Paragraph A below is **awful**. It has three serious problems: It lacks unity, coherence, and development.

Paragraph A:

Shoes should be good-looking. They should also be durable. A jacket should be good-looking and durable too. The most important quality of shoes is comfort. Shoes should be inexpensive too.

B. Paragraph B below is a **little better** than paragraph A, but it is still a **bad** paragraph. It is unified (a topic sentence has been added; the sentence about a jacket has been deleted), but it still lacks coherence and development.

Paragraph B:

An ideal pair of shoes would have four qualities. They would be good-looking. They would be durable. Most important, they would be comfortable. They would not be expensive.

C. Paragraph C below is also **bad**, but it is **much better** than paragraphs A and B. It is unified and coherent (the sentences have been arranged in a logical order; transitions have been added) but it still lacks development.

Paragraph C:

An ideal pair of shoes would have four qualities. First, they would be good-looking. Second, they would be durable. Third, they would not be expensive. Fourth, and most important, they would be comfortable.

D. Paragraph D below is a **good** paragraph. It is unified (it has a topic sentence; all sentences are related to one idea); it is coherent (the sentences are arranged in a logical order; transitions have been used); and it is well-developed (details and a conclusion have been added).

Paragraph D:

An ideal pair of men's shoes would have four qualities. First, they would be good-looking. I don't like shoes with pointed toes, high heels, or a lot of unnecessary decoration. I like a plain brown or black shoe made of good leather. Second, they would be durable. I don't want a pair of shoes that will wear out in a few months. I expect a good pair of shoes to last a few years. When I buy shoes, I look for good materials (leather uppers, hard rubber soles and heels) and good workmanship. Third, they would not be expensive. Of course, I expect to pay for quality, but I don't think I should need to get a bank loan to buy shoes. I think the kind of shoes I like should cost around \$120. Fourth, and most important, they would be comfortable. I spend a lot of time on my feet. I'm a teacher, and I'm usually standing or pacing around when I'm in the classroom. I also like to walk and I get most of my regular exercise by walking. An uncomfortable pair of shoes would make my life miserable. If I could find a pair of shoes with these four qualities, I might buy two or three pairs. Then I wouldn't have to buy shoes again for a long time.

This document was adapted from: [http://faculty.deanza.edu/flemingjohn/stories/storyReader\\$26](http://faculty.deanza.edu/flemingjohn/stories/storyReader$26)

CHART

Paragraph:

Name:

Topic Sentence

Supporting Sentence #1

Supporting Sentence #2

Supporting Sentence #3

Supporting Sentence #4

Supporting Sentence #5

Conclusion Sentence

EXAMPLES

Here are two examples of well written paragraphs.

The topic sentence is underlined.

The supporting sentences are in *italics*.

The concluding or transitional sentence is in **bold**.

Example 1

Unlike many British socialists in the 1930s and 1940s, Orwell was not enamored of the Soviet Union and its policies, nor did he consider the Soviet Union a positive representation of the possibilities of socialist society. *He could not turn a blind eye to the cruelties and hypocrisies of Soviet Communist Party, which had overturned the semifeudal system of the tsars only to replace it with the dictatorial reign of Joseph Stalin. Orwell became a sharp critic of both capitalism and communism, and is remembered chiefly as an advocate of freedom and a committed opponent of communist oppression.* **His two greatest anti-totalitarian novels—Animal Farm and 1984—form the basis of his reputation. Orwell died in 1950, only a year after completing 1984, which many consider his masterpiece.**

A dystopian novel, 1984 attacks the idea of totalitarian communism ...

Example 2

Philisha Begay is a proud 19-year-old Navajo woman who keeps her Navajo tradition alive by weaving rugs. *Her mother first introduced her to the Navajo tradition at the age of eight. At the age of eight she had little interest towards her tradition, but began to learn about it. The most important thing she learned was that each pattern, color and design in a rug represents a piece of her culture. Some other things she learned were how to gather and create the yarn for the each and one of the rugs. She also learned that each rug is used for different purposes. A rug can be given as a gift, it can be traded off for something in return or it can be auctioned off. She learned that her works of art were worth from three to four thousand dollars a piece. Philisha finally began to weave her own rugs, at the age of sixteen. It took her about a month and a half to weave and create her first rug. It is also a tradition to keep or give away your first rug as a gift. A woman should never sell or trade her first piece of art. Philisha decided to keep her first rug and treasure it forever.* **Philisha is proud to be a part of the Navajo tribe, and plans on continuing her tribe's tradition of rug weaving from generation to generation.**


This document was adapted from the two following websites:

<http://www.custom-writing.org/blog/writing-tips/32.html>

<http://esl.about.com/od/writingintermediate/a/paragraphs.htm>

EXERCISES

Exercise 1

SkillswiseWt/L1.3

Writing: Paragraphs worksheet 1

i Find the topic sentence

Pick out the topic sentences from the paragraphs below and write the answers on the lines below:

a) Today's car manufacturers have not only made the fastest cars in history but also the most comfortable. Soft, adjustable seats await the driver as he gets in. Even his feet get special attention as they are on thick, floor carpets. No matter what the weather is like, the heater sends in hot or cold air to suit the occasion. The car radio or CD player supplies music or news for the driver's enjoyment. Modern drivers have never had it so good.

b) This summer, my friend and I sailed his boat from England to France and back again through rough seas and high winds. The constant strain from leaning over the side of the boat to keep an even keel and fight the pull of the wind was counteracted by the breeze, which kept us soaked with spray and wide awake. Sailing the boat through bad weather was one of the best experiences I ever had. It is for this reason that I say sailing is a tough and enjoyable sport.



Writing: Paragraphs worksheet 2

i Look at the following topic sentence:

The general public currently appear to be obsessed about media celebrities.

Now write the rest of a paragraph to follow on from this sentence. See if you can use several of the methods 1 – 5 below.

- 1) By giving examples
- 2) By making a comparison
- 3) By using an anecdote (story)
- 4) By stating reasons or suggesting possible consequences
- 5) By quoting statistics

Exercise 3

Write a concluding sentence for the paragraph, *A Popular Athlete*, about David Beckham. Share your sentence with other students. Decide whether the sentences restate, summarise, predict, or suggest / advise.

A Popular Athlete

¹ David Beckham became a famous football player in the late 1990s, and by 2003 was the most recognisable athlete in the world. ² He was a popular player first in England for Manchester United and then in Spain for Real Madrid. ³ They are both successful and very rich football teams. ⁴ Beckham is a valuable player because he can take dangerous free kicks and pass the ball long distances. Beckham is not only a talented player but also a fantastic leader. He led his country, England, in the 2002 World Cup where they only lost to Brazil. His fans also respect him because he is a very hard worker on the field and on the training ground.

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



Exercise 4

Read this paragraph about a student's first job. What is the topic?

- a. Working in a laboratory
- b. Getting my first job
- c. What my first job taught me

Learning Responsibility

¹ My first job was as a sales assistant in a small clothes shop. ² It wasn't a difficult job, and it wasn't really a very interesting job. ³ My best friend had a more exciting job. ⁴ Every weekend I had to open the shop at 10.00 a.m. ⁵ I couldn't be late. ⁶ Now at weekends I like to sleep late. ⁷ I helped customers find clothes, and I kept the shop clean and tidy. ⁸ My parents' house was very clean, too. ⁹ I used the cash register and handled credit cards, so I had to be very careful. ¹⁰ These things all taught me responsibility. ¹¹ Now I work in a research laboratory. ¹² I don't work with clothes anymore, but I still use that important skill I learnt in my first job.

Cross out the sentences that are not connected to the topic.

Which additional sentences could be connected to the paragraph? Write C (connected) or U (unconnected).

- a. I answered the phone and opened the post.
- b. On weekdays I did my homework for school.
- c. I once worked delivering pizza, too.
- d. I learned how to choose and order new clothing.
- e. Dressing neatly and professionally was an important part of the job.
- f. A lab assistant is a good job for me.
- g. In the future, I would like to take some business trips.

Exercise 5

Look at the paragraph *Not Enough Time* below and do the following.

- Choose *three* of the supporting ideas below the paragraph.
- Write the sentences into the paragraph.
- Put the most important example last.
- Share your paragraph with a partner.

Note: It's OK to have a different order – but be sure to explain your choices!

Not Enough Time
Should I quit my part-time job? I like my job as a waiter in a Chinese restaurant because the food is good, the atmosphere is friendly, and I can earn some money. But it is causing some problems for me.
Even though I like my job, I might quit until I finish school, or ask my boss if I can work fewer hours.

- The cooks let me test the food sometimes, and I am gaining weight.
- I would like to see my friends more often, but I have to work almost every night.
- It's hard for me to finish my homework. I want to concentrate on my studies, but I am too tired after work.
- I want to be a journalist and I would like to spend my free time writing stories about the people in my town. I can't do this and work so many hours.
- I have to drive to work, and my car is very old. I'm afraid it will wear out because I am driving it too much.

Connectors

Addition

- Moreover
- In fact
- Furthermore
- In addition
- In other words
- Besides

Contrast

- However
- In spite of
- Despite
- Whereas
- On the contrary
- Though
- Although

Condition

- If
- Unless

Comparison

- Apart from
- Compared to
- Except for
- Similarly
- On the one hand/on the other hand

Reason/result

- Because of
- Therefore
- Due to
- As a result

Time

- At first
- During
- Until then
- In the end
- Eventually
- Afterwards

EXERCISES

Exercise 1

Choose a connector and complete the sentence.

1. The number of jobs doesn't rise although/in spite of _____.
2. Nobody was hurt although/besides _____.
3. Dogs are said to be friendly animals so/because of _____.
4. Turkey has a lot of smokers whereas/due to _____.
5. Not many men cook in Spain in spite of/ however _____.
6. Some people are always cheerful in spite of/ therefore _____.
7. He applied for the job although/in spite of _____.
8. Mike earned little money because/due to _____.
9. The lights went out for a while so/because of _____.
10. He did not like the French whereas/due to _____.
11. Cooking is one of my passions in spite of/ however _____.
12. Suzanne is never happy in spite of/ therefore _____.
13. Although/Besides they were all very tired _____.
14. They ate nothing despite/however _____.
15. Because of/Though a severe headache _____.

Exercise 2

Link the following sentences through the most appropriate connector.

1. The weather was very bad and there were strong rains. We went out.

2. The price of petrol has risen twice in the last four months. People are tending to buy diesel cars.

3. Japanese cars are very well-built and reliable. Italian cars have lots of breakdowns.
(use 'whereas')

4. Swallows fly away in winter. That is the time when they fly. (Use when)

5. Those children look as if they were working very hard. They are very young though. (use 'in spite of').

Exercise 3

Link the following pairs of sentences through the words given.

1. Cars are increasingly dangerous to life. Advertisers still talk about their speed. (EVEN THOUGH).

2. He is weak. He managed to move his house without anybody's help. (DESPITE)

3. His job is very dangerous. He has a special insurance. (AS)

4. I'll give you this paper. You can wrap this book. (SO THAT)

5. A lot of commuters used extra buses. The majority got lifts in private cars. (THOUGH)

Exercise 4

Complete the following sentences.

1. Living with your parents is cheaper, besides_____.

2. Apart from _____, we share the expenses of gas and electricity.

3. In addition to owning most of the company,_____.

4. Even though they devote a great quantity of money to research, _____

5. We will win the race, despite_____.

6. Although her parents are quite liberal,_____.

7. She has always been allowed to do what she wants, whereas_____

Text organisers

For listing arguments or points

- First
- Firstly
- First of all
- Second
- Secondly
- Next
- Finally
- Lastly
- Last of all

For rephrasing

- In other words
- To be precise
- That is to say

For exemplifying

- For example
- For instance / e.g.
- To take (just) one example, ...
- A clear example of ... is/might be ...

For concluding

- In short
- To conclude
- To summarise

Other generally useful phrases

- In my opinion, ...
- To my mind
- From my, your, his ... point of view
- As far as x is concerned
- As for x
- As regards x
- Regarding x, ...
- It is often claimed / argued / said / thought that ...

Situating a passage, a quote

- At the beginning of the book, of chapter 12
- In the middle,
- Towards the middle,
- At the end,
- Just before/after
- On page 72,
- In this chapter/passage,
-

Talking about a text

- This passage is about...
- In this passage, is discussed
- The main theme in this passage is
- In this passage, we discover that/we find out that/we learn that
- We can point out that/notice that/see that/remark that
- The most important/significant character is
- This event is significant/relevant/important because
- The central element is



Writing paragraphs worksheet 6

i **Linking words**

Fill in the gaps with appropriate words to link the paragraphs. Remember that the topic of one paragraph should follow logically from the topic of the last paragraph and should lead on to the topic of the next paragraph.

How pottery is made

.....by preparing the clay to remove any air bubbles. Clay needs preparing before you use it to make sure its texture is even and that it is free from air bubbles. Air trapped in clay expands when heated in the kiln, causing it to explode.

.....make the thing you want. There are four basic methods to use. Firstly, pinch pots, made by squeezing clay with your fingers. Secondly, slab pots, made by joining flat sheets of clay, thirdly coil pots, made with sausages of clay and finally, pots made on the wheel (thrown pots).

.....the clay to dry for about a day until it becomes 'leather hard', like firm cheese. At this stage, you can finish fine details or decorate the clay.

.....a week or so, when the clay is completely dry, you bake, or fire, the pot to about 80c to make it hard. This is called 'biscuit firing'. It also makes the clay porous for the next stage.

.....is to cover the pot with a special kind of powdered glass called glaze. The powder is mixed with water, and applied to the pot by dipping, pouring, brushing or spraying.

.....the pot is fired again: to a higher temperature this time (between 1000c and 1400c depending on the clay). This is called glaze or 'ghost' firing. It makes the glaze melt and gives the pot an even, glass-like coating.

.....from start to finish, takes about two weeks.

After	Leave	The whole process	The next stage
	Finally	Start	Next

i Now check your answers with those on the answer sheet.

NOTES
