

## The Third and the Fourth Lectures

# The Development of a Paragraph

In this lecture, you will learn :

- methods of paragraph support and development.
- how to write concluding sentences.
- how to do peer editing.

### 1- Paragraph development

After you have chosen a topic and written a topic sentence, you *develop* your main idea by adding more information to explain what you mean. This unit will explain three common ways to develop a paragraph: giving *details*, giving an *explanation*. and giving an *example*.

- There are three ways of paragraph development:

#### *a- Details*

Details are specific points that tell more about a general statement. Read the following passage and answer the question.

## **ATLAS HEALTH CENTRE**

You'll love working out at the Atlas Health Centre, and you'll love what it does for you! We have state-of-the-art exercise equipment in large, airconditioned rooms. You can work out alone or with the help of one of our professional personal trainers. If you like exercising with friends, join an aerobics or swimming class —or even try kickboxing! Our staff nutrition experts are always on hand to talk with you about health issues. When you've finished, you can relax with a whirlpool bath or a sauna. Come and exercisewith us at Atlas, and you'll soon be feeling strong and looking good.

Q/ In the paragraph above, underline the topic sentence. Below, list the details used to support the topic sentence. Compare, your answers with a partner.

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

**b- Explanation**

An explanation tells the reader what something means or how something works. In this paragraph, underline the topic sentence. Then answer the questions.

*'A snitch in time saves nine' My mother; who likes sewing, used this simple saying to teach me the value of working on problems when they are still small. Originally, the saying referred to sewing—if you have a small hole in a shirt, you can repair it with one stitch. But if you wait, the hole will get larger, and it will take you nine stitches, this simple sentence reminds me to take care of small problems before they become big problems.*

- a- What is the writer trying to explain?
- b- Is she successful? Do you understand the explanation? yes / no

**C- Example**

An example is a specific person, place, thing, nr event that supports an idea or statement. This paragraph includes an example from the writer's own experience. Underline the topic sentence.

*Even when a first is a disaster, a couple can still become good friends. For example, my first date with Tom 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 tights. 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. Tom 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 Tom and I are good friends, we can look back and laugh at how terrible that first date was!*

Q/ Why do you think the writer chose to use an example to develop the paragraph in the exercise above? Think of your own reason, and then compare with a partner.

## **The Fourth Lecture**

### **2- Choosing a means of support**

Q/ Would you develop each of these topics with details, an explanation, or an example? Explain your choices to a partner. (More than one answer is possible.)

- a. what freedom means to me
- b. an unusual holiday
- c. weddings in my country
- d. why I don't like swimming
- e. the ideal job

### **3- Concluding sentences**

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.

**Q/ Do the exercises on page 19.**

#### **4- Peer Editing**

It means showing your writing to your peers.

Showing your work to another student is a very useful way to improve your writing. This is called *peer editing*. You read your partner's writing and your partner reads yours. You comment on your partner's writing and your partner comments on yours. You might talk together, write comments on a sheet that your instructor gives you, or write directly on your partner's work, as in the example given on page 21.

- **Why do writers use peer editing?**

There are two reasons for peer editing.

1- The first is to get a reader's opinion about your writing. A reader can tell you that ...

- you should add more details or explanation.
- something is not organized clearly.
- you have some information that is not relevant.
- there is something that is hard to understand.

These comments will help you write your next draft.

2- The second reason to share writing with others is for you to read more examples of writing. Other people will have had experiences that you haven't. They may show you fresh ways of writing about experiences. Reading other's paragraphs and essays can give you good ideas to use yourself in the future.

- **How do I peer edit?**

- 1- Read your partner's work several times. The first time, just read from the beginning to the end. Ask yourself 'What is it about? What is the writer's purpose?'
- 2- On your second reading, go more slowly and look at specific parts of the writing and make notes.
- 3- Look for topic sentences and concluding sentences.
- 4- Note places where you have trouble understanding something. where there seems to be unnecessary information, OR where there is not enough information.
- 5- Let the writer know which parts of the text are especially strong or interesting.
- 6- Ask questions. This is a good way to let the writer know where he or she could add more information.
- 7- Circle or underline words, phrases, and sentences that you wish to comment on.
- 8- Don't look for grammar or spelling mistakes. Pay attention just to the content and organization of the work.

**Q/Do the exercises on pages 23-24**