



*English Department*

*3<sup>rd</sup> year students*

*an Essay*

*4Lecatuer*

**(Paragraph & Types of Paragraph )**

*Prepared By*

*Assistant lecturer .Khaled Jumah Abidulqader*

# WHAT`S PARAGRAPH

A paragraph is a unit of writing in a larger body of work. A paragraph expresses a particular topic or theme.

A paragraph is a component of fictional prose and non-fiction writings.

When writing essays, research papers, books, etc.

# TYPES OF PARAGRAPHS

There are two main types  
of paragraphs:

1. Narrative
2. Descriptive

# THE NARRATIVE PARAGRAPH

This type of paragraph describes one primary topic and *narrates* or tells its story. The topic usually involves one main event, adventure, scene, or happening.

# TIPS FOR WRITING A NARRATIVE PARAGRAPH:

1. Start with a topic sentence that grabs the reader's attention.
2. Write events in the order in which they occurred.
3. Use plenty of interesting details.

**A narrative paragraph provides a lot of detail but still stays on topic.**

# START YOUR NARRATIVE PARAGRAPH WITH A STRONG TOPIC SENTENCE.

**"This past weekend I had the time of my life.** First, Friday night, I had my best friend over and we made a delicious, mouth-watering pizza. After we ate, we had a friendly video game competition."

**If the first sentence (topic sentence) is strong enough, the reader look forward to finding out what happens next.**

# USE *TRANSITION WORDS* TO MOVE FROM EVENT TO EVENT.

**“On Saturday,** my dad took us out on the boat. The weather was perfect, and the water was warm. It was a great day to go for a swim. **Later that night,** we went to the movies. We saw an action-packed thriller and ate a lot of popcorn.

**Did you notice how the words (transition words) in bold move the narrative naturally from one thing to the next?**

# END YOUR DETAILED DESCRIPTION WITH A GOOD CONCLUDING SENTENCE.

"Finally, on Sunday, we rode our bikes all over town. By the end of the day, my legs were very tired. **I only hope that next weekend will be as fun as this one.**"



**This narrative paragraph keeps everything in order, adds in a lot of detail, and ends on a strong note.**



# THE DESCRIPTIV E PARAGRAP H

When writing this type of paragraph, you describe something with words that allows your reader to almost “see” what you’re describing.

# USE STRONG VERBS AND COLORFUL ADJECTIVES IN A DESCRIPTIVE PARAGRAPH.

Verb (action word) examples :

run  
leap  
shout  
fly

Adjective (describes noun)  
examples :

smelly  
radiant  
gorgeous  
gigantic

# HERE ARE SOME SAMPLE SENTENCES WITH STRONG VERBS AND COLORFUL ADJECTIVES.

*“The **petite, young** girl merrily  
**skipped** around the  
**blossoming, fragrant**  
bushes.”*

*“A **strong, putrid** odor **flowed**  
through the **musty** air outside  
the garbage dumpster.”*

**The descriptive words in each sentence help the reader see (and smell!) what is being described.**

# Paragraphs: Organizational Issues

## Traits of Disorganized Paragraphs

Contains too many main ideas

No topic sentence or concluding sentence

Lack of transitions from one main idea to the next main idea within the paragraph

Lack of transitions to the next paragraph

Insufficient analysis of evidence

# Types of Sentences (Included in Most Paragraphs)

**Topic Sentence:** Main idea of the paragraph and should support the thesis.

**Evidence:** Sentences that give a quote or a paraphrase.

**Analytical and Explanatory Sentences:** Explain and discuss the significance of the evidence.

**Concluding Sentence:** Sums up the paragraph.

**Transitional Sentence:** Transitions to the next paragraph.

# Types of Paragraphs

Think of your paragraphs as having specific jobs. In an academic essay, you will need these types of paragraphs:

- 1) **Introduction**
- 2) **Conclusion**
- 3) **Body Paragraphs:**
  - 1) **Transitional**
  - 2) **Explanatory**
  - 3) **Analytical**

# Body Paragraphs: Explanatory

## **1) Explanatory paragraphs**

Often in an assignment you are asked to explain the structure of a social services organization or a key concept.

- A paragraph that gives historical background on Welfare in the US
- A paragraph that describes the basic structure of Welfare

# Body Paragraphs: Analytical

Often in an assignment, you are also asked to make an argument and take a position on an issue.

For example, this might mean making a recommendation about how organizations could better serve clients. This might also mean evaluating the effectiveness of policies.

- A paragraph that argues what is wrong with client services at a homeless shelter
- A paragraph that makes a recommendation about fixing a problem in an agency



# Diagram of the Quotation Sandwich

Topic Sentence: The fourth objective that an organization seeks is adaptation.

Introductory Phrase and Evidence: According to Kirst-Ashman (2008), adaptation is the “group’s capacity to adjust to surrounding environmental conditions through an ongoing progress of change” (p. 54).

Analysis of Evidence: An adaption that the Peoplesburgh Chamber of Commerce adheres to is the constant concern about drugs and violence. The chamber adapts to new measures to ensure the community’s safety. The Grow and Nurture program was developed to help end drug and alcohol abuse.

Concluding Sentence: The community has made the Grow and Nurture program work to meet this fourth objective.

Notice that the analysis should be bigger than the evidence.

# Fixing a Disorganized Paragraph

Think of body paragraphs as “quotation sandwiches”

1. Top Bun: **Topic Sentence**: Introduces main idea/ideas of the paragraph
2. Condiments: Connects Bun to Cheese: **Introductory phrase or sentence that states the source**: Smith (2008)
3. Cheese: **Evidence**: A quote or paraphrase of source of quantitative/qualitative data
4. Meat: **Your Analysis or Explanation as to why the evidence is important.**
5. Bottom Bun: **Concluding Sentence**: a possible transition to next paragraph or new and secondary idea

# Conclusions, Intros and Transitions

These three types of paragraphs do not follow the quotation sandwich format. Instead, they introduce broad issues, sum up the entire essay's main ideas or transition the reader from one main idea to the next. There are a variety of ways in which your professor may want you to approach these paragraphs. Instead of giving a diagram, we will discuss what each paragraph needs to accomplish to be correct.

# What an Introduction Should Do

## **Outline of an Introductory Paragraph:**

1. General sentence that introduces the topic.
2. Several sentences that tell the reader the main points that will be covered.
3. Sentence that encapsulates the main idea or argument that your essay will articulate. This is often called the thesis.

**The purpose of an Introduction is to inform the reader about the main point of your essay. Avoid using quotes or paraphrases.**

# What a Conclusion Should Do

- 1) Summarize the main ideas of your essay.
- 2) 1) Literally run down what the main points of your essay were.  
2) Re-state your thesis in new words.
- 3) Your professor may have additional requirements for your conclusion.

# Transitional Paragraphs

**Transitional paragraphs: Move your reader to a new idea. You will only need these in longer (20-30 page) research papers.**

- \*These paragraphs should introduce a new idea and link it to the previous idea.**
- \*These paragraphs will often be very short (3-5) sentences. They usually do not fit the quotation sandwich model.**

## Building up your paragraph

### *Instructions*

1. Choose a title which interests you.
2. Think carefully about what you are going to say before writing.
3. Always indent the first sentence of your paragraph.
4. Try to make your story or description interesting from the very first sentence.
5. The first sentence should give the reader some idea of what the paragraph is about.
6. Write short, complete sentences.
7. Keep to the subject.
8. Take great care to connect your sentences so that your work reads smoothly. Words like 'but', 'since', 'although', 'after', 'afterwards', 'meanwhile' etc. will enable you to do this.
9. Save the most interesting part until the end or near the end.
10. Work neatly. Make sure your writing is clear, your spelling and punctuation correct and that there are margins to the left and right of your work.
11. Abbreviations like 'don't', 'haven't', 'wouldn't' etc. are not normally used in written English. Write out the words in full: 'do not', 'have not', 'would not' etc.
12. *Never on any account* write your paragraph in your mother-tongue and then attempt to translate it into English.
13. Avoid using a dictionary. Never use words that are entirely new to you.
14. When you have finished, read your work through and try to correct mistakes you may have made in grammar.

# Questions

What topics were not covered that you would like to see discussed?  
Do you have a good sense of what a thesis statement is?