


Chapter II: Body paragraph

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Légende

 Référence Bibliographique

 Référence générale

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Pre-requisites (pre-requis)



Pre-tests

1- Arrange the following parts and identify their structure in a 'body paragraph'.

5

2- Modify sentences below to create complex, and compound sentences

5

In this chapter, students' knowledge is based on their abilities to identify three main sentences that support the 'body paragraph', and their ability for systhesisation of a 'body paragraph'.

- Students should be able to identify stages of writing a 'body paragraph', using: a topic sentence, a supporting sentence, and a concluding sentence.
- Students should be able to sythesise through a variety of sentence types: simple, complex and compound sentences.

1. 1- Arrange the following parts and identify their structure in a 'body paragraph'.

Exercise

[solution n°1 p.13]

c- People who seek migration can lose their lives.

b- However, migration has several negative consequences, i.e., most people drown in the middle of the sea.

a- Most people regard migration as a step which will solve their life complex problems.

2. 2- Modify sentences below to create complex, and compound sentences

2- Modify sentences below to create complex, and compound sentences

Exercice

[solution n°2 p.13]

1- The sandwich is in the microwave (add adjective clause)

Exercice

[solution n°3 p.13]

2- She has turned off her mobile (add adverb clause of time)

Exercice

[solution n°4 p.13]

3- She did not submit her assignment on time (add adverb clause of reason)

Exercice

[solution n°5 p.13]

4- I cannot understand (add noun clause)

General Essay structure



Essay components	Structure
Introduction	Hook/background information/thesis statement
Body paragraphs	Body paragraph one: aspect one Topic sentence + supporting details
	Body paragraph two: aspect 2 Topic sentence+ supporting details+ concluding sentence.
	Body paragraph three: aspect 3 Topic sentence+ supporting details+ concluding sentence.
Conclusion	Restatement of the thesis statement + restatement of the main aspects + final comment (recommendation or advice)

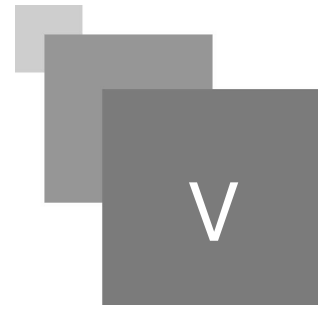
Table 1: Essay Structure

Body paragraphs structure

IV

- Each body paragraph should start with a topic sentence to introduce the aspect or the point from the thesis statement that you will deal with in that paragraph.
- The main idea in the thesis statement should be echoed in all the controlling ideas of the body paragraphs so that the paragraphs will obviously and reasonably relate to the thesis of the introduction.
- Each topic sentence should be followed by at least three supporting details. The latter can be arguments, facts, data, quotes, anecdotes, examples, explanations, details ... etc. référence p.15 ↗ .

Types of supporting sentences in a 'body paragraph'



Reasons

example: The refusal of the baby boom generation to retire is contributing to the current lack of available jobs.

Facts

example: Many families now rely on older relatives to support them financially.

Statistics

example: Nearly 10 percent of adults are currently unemployed in the United States.(citation would be included here)

Quotations

example: "We will not allow this situation to continue," stated Senator Johns (citation would be included here).

Examples

example: Last year, Bill was asked to retire at the age of fifty-five.

Personal Observations

example: I have known other workers at my current workplace who have been less directly moved out of their jobs, through changes in job duties and other tactics that are directed at making them want to retire, or at least leave their current position *reference*

Cohesive Devices

The Roman numeral 'VI' is displayed in white on a dark grey rectangular background. This background is part of a series of overlapping, semi-transparent grey squares that are arranged in a descending staircase pattern from the top right towards the center of the page.

There are a number of different ways of improving the cohesion in a piece of academic writing. These fall into several categories:

- Referring words, often pronouns, used to refer back to simple or complex noun forms, e.g. his/these/that/those/such/it/they/here
- Repetition of key terms, either exactly or using synonyms e.g. some research was conducted <- > this study...
- By adding words or phrases that connect and explain the relationship between ideas in your writing. These include:
 - Words/phrases showing order e.g. firstly/lastly/subsequently/ultimately
 - Qualifying words/phrases e.g. although/even if/nevertheless
 - Cause and effect words/phrases e.g. consequently/because of this/so/thus
 - Words/phrases for adding emphasis e.g. significantly/most importantly
 - Words/phrases for elaborating e.g. in other words/that is
 - Summarising words/phrases e.g. in conclusion/finally
 - Words/phrases to add examples e.g. for example/such as/specifically/...is a case in point
 - Words/phrases to add points e.g. besides this/furthermore/moreover/similarly
 - Attitude words/phrases, which show the writer's attitude towards what they are writing about, e.g. certainly/interestingly/fortunately/ undoubtedly.

Voir la video click *ici*

This task is based on Teacher-feedback (see the mind-map)

VII

Exercice : 1

11

Evaluation final (test de sortie): Students will be assessed on a set of criteria

11

1. Exercice : 1

[solution n°6 p.14]

Using this thesis statement, write one body paragraph with three different types of supporting sentences.

The main reasons of traffic accidents in Algeria are the aptitude of Algerian drivers.



2. Evaluation final (test de sortie): Students will be assessed on a set of criteria

Write four paragraphs (introduction and three body paragraphs) about the following topic :

12

1. Paragraphs organisation: (hook, thesis statement, topic sentences, a variety of supporting sentences, and concluding sentence) 5pts
2. Language: ((subject+verb) agreement sentences, use of a variety of sentence structures: simple, compound sentences, complex sentences)
3. Style: context-related vocabulary; fewer spelling mistakes, and correct punctuation. Style: avoid translating from Arabic/French: they don't read English, and meaning can be influenced) 5pts
4. Content: (focus on whether your ideas are correct, if you have used scientific claims, facts,

Write four paragraphs (introduction and three body paragraphs) about the following topic :

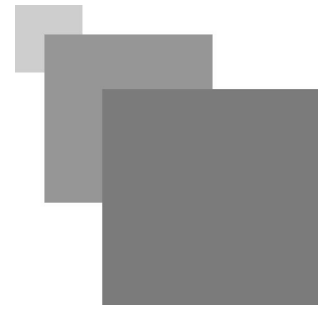
data, statistics. However, in this semester, I am not giving highly focusing on your use of references, as I am looking to apply this criterion for semester) 5pts

This makes total grade of TD Mark out of 20/20

2.1. Write four paragraphs (introduction and three body paragraphs) about the following topic :

COVID-19 pandemic has been the topic of news since one year, it has changed peoples' normal life, as it has created changes to third world countries socially, economically, and politically.

Solutions des exercices



> Solution n° 1

Exercice p. 5

a- Most people regard migration as a step which will solve their life complex problems.

b- However, migration has several negative consequences, i.e., most people drown in the middle of the sea.

c- People who seek migration can lose their lives.

a- Topic sentence

b- supporting sentence

c-concluding sentence

> Solution n° 2

Exercice p. 6

1- The sandwich is in the microwave (add adjective clause)

The sandwich which is in the microwave has chicken and fries.

> Solution n° 3

Exercice p. 6

2- She has turned off her mobile (add adverb clause of time)

She has turned off her mobile when she was away.

> Solution n° 4

Exercice p. 6

3- She did not submit her assignment on time (add adverb clause of reason)

She did not submit her assignment, because she was in a medical leave.



Références



Pedagogic manual

Belkhir, F. N. and Messaoudi, Y (2018)

file:///C:/Users/Wafa/Desktop/University%20courses/CWE%20L2/General%20essay%20writing/CWE%20L2%20Pedagogical%20Manual%20TLM.pdf



