

# The paragraph in focus

COMMUNICATION

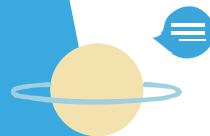
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Advanced

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LANGUAGE  
English



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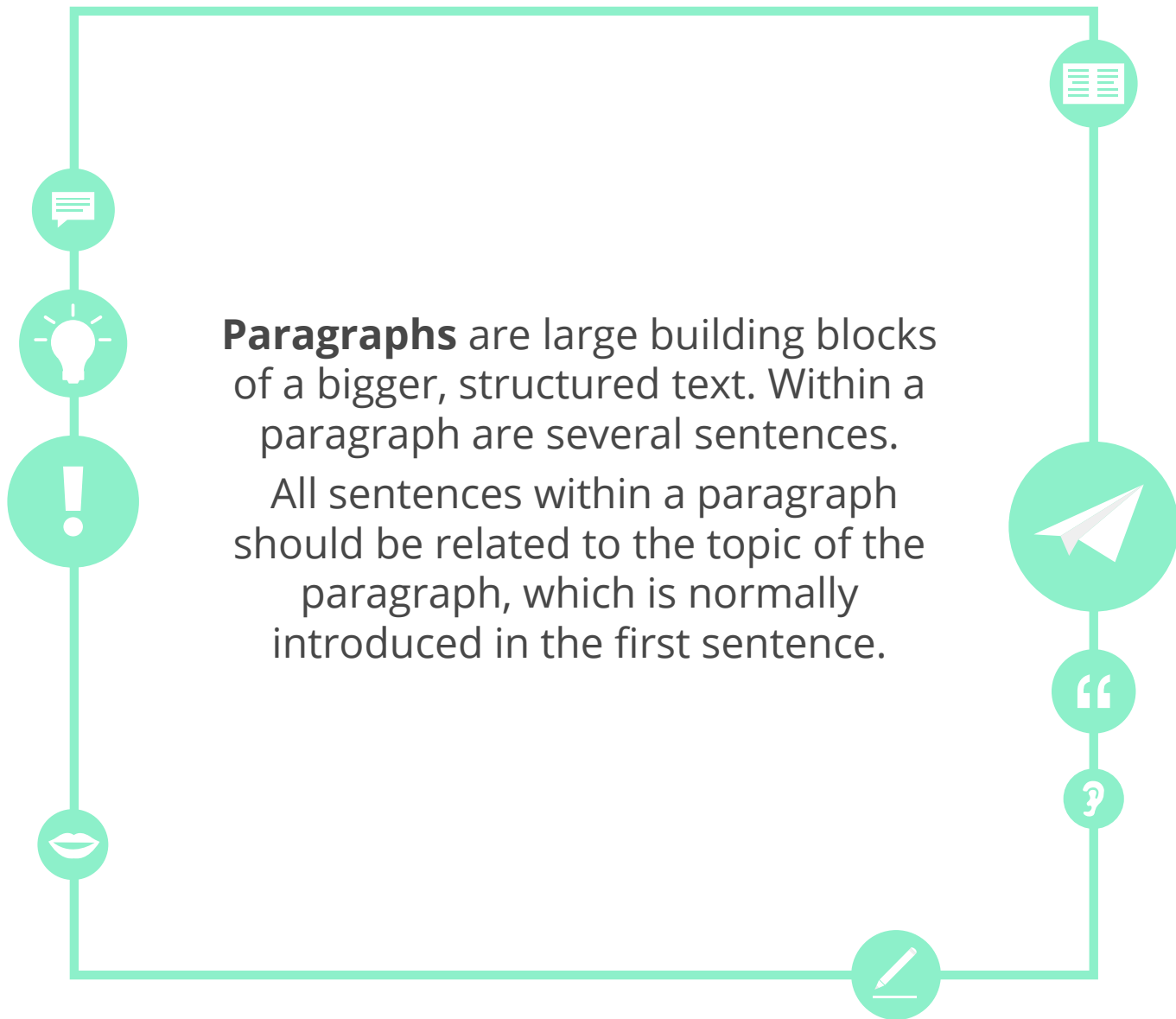




## Goals

- Can use deductive reasoning and explain the benefits of using it to structure a paragraph.
- Can confidently produce my own paragraph using this structure for the desired effect.







## Your writing habits

Do you often have to write in English? When was the last time you had to write in English?  
Tell your teacher about it.





## Graphology

**Graphology is the study of the physical characteristics of handwriting and making psychological assessments of the writer based on patterns found there. What do you think someone would think about you if they analysed your handwriting?**



personality

character

behaviour

feelings



## Writing a good paragraph

**What do you already  
know about what  
makes a good  
paragraph?**



## Vocabulary review: common terms for essay writing

**in addition to**

**In addition to** spinach being an excellent source of vitamins, it is also cheap and easy to grow.

**furthermore**

**Furthermore**, people who do not eat enough fruit and vegetables are more likely to be lacking in energy compared with those who do.

**therefore**

Ron hadn't done enough research and **therefore** found it very difficult to finish his assignment.

**this suggests that**

**This suggests that** the company has not ruled out the possibility of redeveloping the land.

**as well as**

**As well as** an increase in plant life, animals also benefitted from the conservation efforts.

**firstly (secondly, thirdly)**

**Firstly**, I would like to discuss the current issues we are facing with our public transport system.

## How to write a good sentence

**Paragraphs** are made up of sentences, so in order to write a great paragraph, you first have to know how to write a good sentence!

Good sentences are **clear, grammatically correct and use the active voice**. In advanced English, sentences can be complex, but they should still be easy to understand and it's best if they are interesting too!

Check with your teacher, do you know the difference between the active and passive voice?



## Paragraphs

Words are the **building blocks** of sentences. A collection of sentences that makes sense together as a whole is a paragraph.



Writing good paragraphs takes practice, but you will get there!

## Structuring paragraphs



Let's look at the internal structure of a paragraph!



## The internal structure of a paragraph

### What is a paragraph?

Each paragraph works like a sentence in an essay. Every paragraph **makes an important point** and has an **internal thesis**, then presents **evidence** to support that thesis, and finishes with a **concluding statement**.

### Make your point

The first sentence of a good paragraph is where you make your **point**.

### Quote/explain

Now, depending on the kind of text you are writing, you might want to introduce a **quote** here. After this you have to **explain** your **quote** and your **point**. Or, if you didn't use a **quote**, go straight into explaining your **point**.

### Concluding statement

Every good paragraph needs a powerful **concluding statement**, to pull the paragraph together.



## Catch your reader's attention

- In addition to thinking about the structure of your paragraphs, you need to think about how to grab your reader's attention. One technique good writers often use is the **hook**. This is when you hook your readers into the paragraph by writing a strong, clear and interesting opening sentence.



Use a strong opening sentence to **hook** your reader.



## Sentence practice – hook your reader!

Can you write a strong opening sentence, a hook, about each of the pictures below? You can be as imaginative as you like!

environment



equality



family life



cinema





## New words and vocabulary

**reflected by/in**

Lawrence's love of nature is **reflected in** his writing, which often focuses on aspects of the natural world.

**to illustrate**

These numbers **illustrate** very clearly the increasing need to invest in education.

**to outline**

In the introduction, Darwin **outlines** his reasons for starting this investigation.

**to highlight**

His refusal to attend the party only served to **highlight** his displeasure.

**to underline**

However, as one campaigner noted, the fact that food banks have become a common sight in the country only **underlines** how large a problem poverty in the UK has become.

**to portray**

This has been **portrayed** as one of the most important issues we will face this year.



## New words and vocabulary

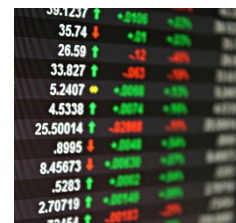
### perspective

From one **perspective**, the novel is an attempt to expose the class divide and question the social system.



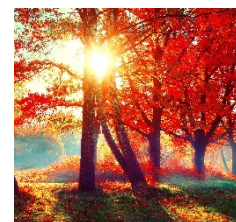
### side

One **side** of the debate focuses on the reliability of the statistics themselves, which have been called into question many times.



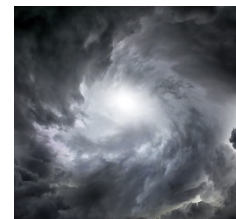
### angle

Looking at things from a different **angle**, the painting can also be seen as an attempt to bridge the divide between nature and man.



### slant

This argument has a sociological **slant** as opposed to financial, encouraging readers to approach the topic in a different way.







## Challenge

**Make one sentence for each square below, including both words.**



- to illustrate  
- angle

- to portray  
- side

- to highlight  
- slant

- reflected in  
- perspective





## Practising the internal structure of a paragraph

**Here are some useful starters for a paragraph. Choose one of the options below and write the rest of the paragraph using the writing techniques you have learnt so far. If you want to use quotes and statistics, feel free to invent some! You can use the sentences below at the beginning or in the middle of your paragraph.**



Gentrification is a difficult problem for Berlin to tackle because while on one hand it has forced poorer people out of the city centre, it has also given the struggling city a much needed economic boost.

Scientists estimate that if soil continues to degrade at its current rate, in as little as 60 years there will be hardly any fertile land left.

According to a recent survey, the average age a child receives their first mobile phone has fallen to 8 years old.



## Your turn to write!

Take the example topic of gentrification from the previous slide.  
Can you write an entire paragraph, including a catchy opening sentence about gentrification?



Choose any city  
you like!

Remember to use  
a hook!

## Building a good argument: deductive reasoning

Good writing uses convincing arguments. Convincing arguments use logic to try to persuade the reader to agree.

**Deductive reasoning** is a great way to structure your argument. In **deductive reasoning** a writer moves from a **general principle** that is known to be true and follows through using **logical steps** to **conclude with a specific example** which, if all of the preceding steps were true, must also be true.

See a clear example below:

All rabbits are mammals. All mammals have hearts.  
All rabbits must have hearts.

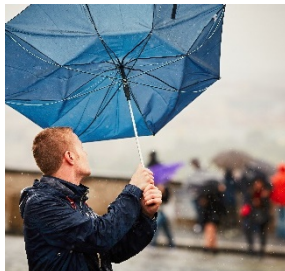
## Deductive reasoning

**Remember**, deductive reasoning moves from a **general principle** that is true, through **logical steps** to form a conclusion that must also logically follow as being true. In deductive reasoning, if the premises are true then the reasoning is valid.

Take a look at the examples of deductive reasoning below!



If everyone in the office is sick, and Jane works in the office, then Jane must also be sick.



If it rains every day in November in London, and today is a day in November, then it must be raining in London.



## Deductive reasoning

Our cities are becoming more polluted, which is not only a problem for the inhabitants themselves, but for the global environment. One official from the National Association for Air Quality highlighted the problem, remarking that 'compared with figures from twenty years ago, we have seen a consistent rise in air pollution, especially in recent years'. Over the past twenty years, there has been a 25% increase in the number of vehicles used in inner cities in Europe and this is the main cause of the problem. Two decades ago, fewer people had access to their own personal vehicle but nowadays cars, vans and motorbikes chug out pollution on a daily basis. This change in circumstances reflects one of the most important causes of this increase. For city residents, more pollution comes hand in hand with an increase in pollution-related health problems. London is no exception to this rule; in the year 2016 health officials noted 23,476 cases of pollution-related breathing problems, an increase of 5021 cases from the figures of 2011. These figures, above all else, reflect a serious need for action.

**The paragraph above is an example of deductive reasoning. Read the text and see if you can trace the different steps of the argument.**



## Deductive reasoning

Look at the introductory sentences below.  
Can you make a short argument using deductive reasoning for each card?



All children love sweets and hate vegetables

Tim is always shy when meeting new people

All penguins can swim well under water

Every time Sally sees a dog she stops to pat it





## Now it's your turn!

**Now that you have had some practice with deductive reasoning, write a plan for your own paragraph. Before you start, review the rules of deductive reasoning based on what you practised in the previous two slides. You can choose to write about any topic! Use the questions below to help you plan.**

1. What topic do you want to write about?
2. What is your main point?
3. How are you going to prove your point? Are you going to make up a quote or statistic, or do you know any real ones offhand?
4. How are these quotes or statistics relevant to your main point?
5. How will you conclude your paragraph?





## Putting it all together

**Look at the memory prompts on the cards below. What can you remember about how to use each when writing a good paragraph?**

active voice

make your  
point

the hook

quote/explain

deductive  
reasoning

concluding  
statement

A blank sheet of lined paper with a spiral binding on the left side, intended for writing notes.

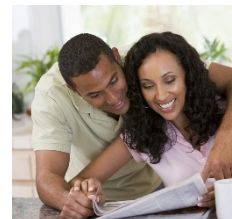




## New words and vocabulary: explaining

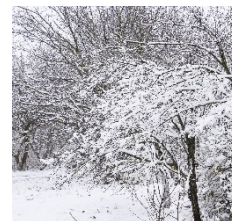
**in view of**

**In view of** her outstanding academic achievements she was offered a full scholarship for a place at Harvard University.



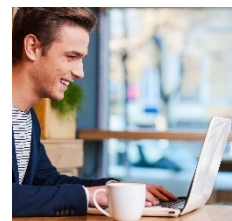
**in light of**

**In light of** the freezing temperatures the trains are experiencing some delays.



**nevertheless**

He found the language difficult but **nevertheless** he persisted and eventually became fluent.



**to a certain extent**

**To a certain extent** having prior knowledge of his feelings only made matters worse, as it meant we were more nervous about broaching the subject with him.





## New words and vocabulary: explaining and concluding

**so it can be concluded that**

The mice were then drawn to the dark side of the cage where the food was placed so **it can be concluded that** sense of smell is used by the species to find food.

**that is to say**

He was a reluctant king, **that is to say** that he did not actively pursue the crown.

**to that end**

The country recovered and **to that end** the government was able to cling to power for another two terms,

**coupled with**

His intelligence, **coupled with** her determination to succeed, meant that he graduated at the top of his year.

**in addition to**

**In addition to** being the birthplace of French cinema Paris was also the favoured setting of many of the most popular films of this period.

**having said that**

I found it expensive, but **having said that** I would be happy to go again - the dinner really was excellent.



## Putting vocabulary into practice

1. Look back to your plan on slide 23. You decided on one main point that you will make in your paragraph. Take that main point and summarise it as simply as you can.
2. Now form a sentence using the summary you just made. Lead with the summary you have made and then explain it in more detail using one of the explaining words from the slide above. For example:
  - Gentrification is becoming a bigger problem in Berlin. **That is to say**, many areas are undergoing rapid changes from poverty to wealth, which is affecting the long standing members of these communities.
3. Now build up on this sentence. Use a phrase like **in light of this** or **having said that** to develop your central idea.





**Now time to put it into practice!**

**Now, write your own complete paragraph about a subject that interests you. Work from the plan that you made on slide 23 and the sentences you have already written.**

- Start off with your hook
- From your hook, you can lead into the summary and explaining sentences you wrote in the activity on slide 26.
- Now its time to continue the paragraph and back up your statements with evidence so as to prove your point!
- Don't forget a strong conclusion!



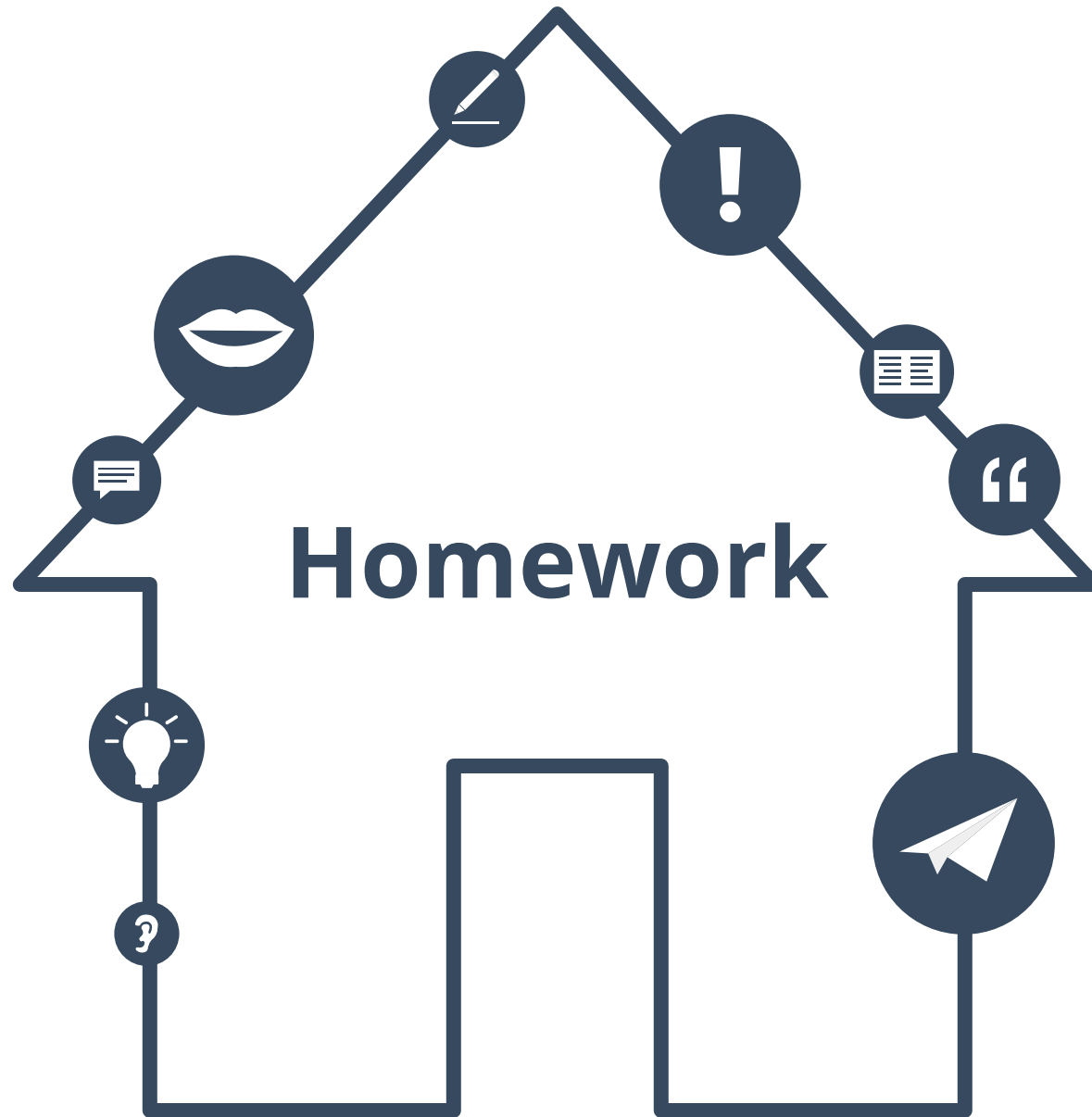


## Reflect on the lesson

Take a moment to review any new **vocabulary, phrases, language structures** or **grammar points** you have come across for the first time in this lesson.

Review them with your teacher one more time to make sure you don't forget!







## Homework evaluation activity

**How did you find this lesson? Which parts were the most challenging, and which were easiest? Give your feedback here.**





## Writing activity

**Practise your paragraph writing skills here. Write a short text about a subject that is important to you and divide the text into several well structured paragraphs.**

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