

UbD Lesson Plan

Course Name: Academic Writing Skills 1: Paragraphs

Code: 0910307

Lecture 11: Narrative Paragraph

Time: 90'

Lecturer: Mr. Thongsy XUAMOLEE

Year: 2

Semester: I

Academic Year: 2021-2022

Stage 1 – Designed Results	
Objectives: After the completion of the lecture, students will be able to: <ol style="list-style-type: none">1) define narrative paragraph;2) identify and explain the components of narrative paragraph;3) create narrative paragraph more effectively; and4) critique narrative paragraph efficiently.	
Understandings: Students will understand how to write narrative paragraph	Essential Questions: What is a narrative paragraph? Tell me the components of narrative paragraph.
Knowledge: Students will know narrative paragraph and how to write it.	Skills: Students will be able to define narrative paragraph, identify and explain the structure of narrative paragraph, write narrative paragraph effectively, and critique narrative paragraph.

Stage 2 – Assessment Evidence

Performance Tasks:

1. Write the definitions of narrative paragraph.
2. Explain the structure of narrative paragraph.
3. Write a narrative paragraph.
4. Critique a narrative paragraph

Other Evidence:

1. Quizzes, tests, observation, or homework.
2. Criteria for achievement.

Stage 3 – Learning Plan

Activity 1: Teacher tells the students work as a group of 4/5 and then report to the class (Time: 10 minutes).

Activity 2: Teacher present to the students respectively (Time: 45 minutes)

1. What is a narrative paragraph?

A narrative paragraph tells a story or an event. It could be tale, novel, an account of one's life, natural phenomena, or social events... The story/events in narrative paragraph should be arranged chronologically (time order), that is in the order in which they have happened (Savage & Shafiei, 2012).

Read this example narrative paragraph, notice how words like 'later' are used to connect what happens.

Yesterday evening I got home from work at 6 o'clock. My wife had painstakingly prepared a delicious dinner which we ate immediately. After I had cleaned up the kitchen, we watched TV show which had been recommended by my friend. Then, we got dolled up for a night on the town. Our friends arrived at about 9 o'clock and we chatted for a while. Later, we decided to visit a local jazz club and listen to some bebop for a while. The mad musicians really blew their horns. We really enjoyed ourselves and stayed late only leaving after the band had played their final audacious set.

2. How to write the narrative paragraph

You have freedom to write the story in the style you prefer. You can use the first person (I, me, my, mine, etc.) in narrative style. You can also try to tell the story from a purely point of view that is not personal, but gives a straight-forward, factual account of what happen.

3. How to organize the narrative paragraph

A good narrative paragraph normally requires three necessary components and other tips:

3.1 Background information

It sets the scene for the audience. It includes the following pieces of information: A topic sentence: what story or event is about; who it is about; when it happens; where it happens; where is the source of the narration.

Note: *the topic sentence of a narrative paragraph does not start the narration. It establishes a purpose. It does not tell only a story, but also the readers' view point. Therefore, writing a strong topic sentence is important).*

3.2 The story/event (a summary)

It happens in 3 different stages:

- The beginning (it tells what happens first in the story. It can be the problem which makes the story or event happen),
- the middle (it tells the main events or important activities of the story or event), and
- the end of the story or event (it tells the final-event, i.e., the results or what brings the end of the story or event).

3.3 The conclusion

It is a concluding sentence. The writer can either – restate the topic sentence, - give a concluding remark, - make a prediction about the story, or – make a suggestion.

3.4 Tips on tenses

- Use the [simple past](#) for succession of events: Narrate with the simple past tense when events follow each other. Here are some examples.

Example:

- I got up and went to the kitchen. I opened the door and looked into the fridge.

- She arrived in Dallas, took a cab, and checked in to her hotel. Next, she had some - dinner in a restaurant. Finally, she visited a colleague before she went to bed.

- Use the [past continuous](#) for interrupted actions: To express that an action is interrupted, use the past continuous to describe what was happening when there was an interruption. Use the past simple with the action that interrupts what was happening.

Example:

- Finally, as we were discussing the issue, the teacher walked into the classroom. Obviously, we stopped talking immediately.

- Use the [past perfect](#) for previous actions: To express something that was finished before another event in the past, use the past perfect. This is especially useful when providing an explanation for what happened.

Example:

- *We decided to go out and celebrate because we had just finished remodeling our home.*

- Use the [past perfect continuous](#) for the length of actions: The past perfect continuous is used to express how long something had been happening up to a point in time in the past.

Example:

- *We had been hiking for more than ten hours and it was time to call it a day.*

3.5 Linking language

Starting sentences with a [time expression](#): Start sentences with linking phrases such as 'Then,' 'Next,' 'Finally,' 'Before that', etc. to connect sentences and show time relationships in your narrative writing.

Example:

- *First, we flew to New York on our great adventure. After New York, we moved on to Philadelphia. Then, it was on to Florida for some scuba diving.*

Use [time clauses](#) to show relationships in time: Use 'before', 'after', 'as soon as', etc. to introduce a time clause. Pay special attention to the use of tenses with time clauses. Begin a sentence with a time clause, but use a comma before the main clause. OR Begin with the main clause and end with the time clause using no comma.

Example:

- *After we had finished our homework, we watched a funny movie.*

3.6 Descriptive language

When writing a [narration](#), it's a good idea to include descriptive language to help readers get a feeling for what happened.

Here are some suggestions on how to make your writing more descriptive.

- 1) Use adjectives to modify nouns.

Ex.

- *They bought a car. They bought a used red Italian car.*

- 2) Use prepositional phrases such as *in the corner* and *across from the bank* to give an idea of where something happens, as well as the relationships between objects.

Ex.

- *After we arrived, we were shown to our table at the back of the restaurant.*

- 3) Use relative clauses to further describe and provide information about important details in your narration.

Ex.

- *After that, we enjoyed a tasty glass of wine which was grown locally.*

Assessment					
The lecture content will be assessed based on the following criteria (Xuamolee & Phommanisone, 2019):					
Souphanouvong University			Faculty of Education		
Name:	Examiner:				
Key components of this assignment	F	D/D⁺	C/C⁺	B/B⁺	A
Paragraph organization (5%)	The paragraph is not organized (1%)	Only some parts of the paragraph are organized (2%)	Most parts of the paragraph are organized (3%)	The paragraph is well-organized (4%)	The paragraph is excellently organized (5%)
Topic sentence (5%)	Very poor topic sentence (1%)	Poor topic sentence (2%)	Better topic sentence (3%)	Strong topic sentence (4%)	Very Strong topic sentence (5%)
Supporting sentences (5%)	Very poor supporting sentences (1%)	poor supporting sentences (2%)	Better supporting sentences (3%)	Strong supporting sentences (4%)	Very Strong supporting sentences (5%)
Concluding sentence (5%)	Very poor concluding sentence (1%)	Poor concluding sentence (2%)	Better concluding sentence (3%)	Strong concluding sentence (4%)	Very Strong concluding sentence (5%)
Word count (5%)	Less than 69 (1%)	Between 70-99 (2%)	Between 100-129 (3%)	Between 130-149 (4%)	Over 150 (5%)
Grammar (5%)	A lot of grammar errors (1%)	Many grammar errors in the lesson plan (2%)	Some grammar errors in the lesson plan (3%)	Few grammar errors in the lesson plan (4%)	Free grammar errors in the lesson plan (5%)
Summary comment:					

Contact information:

Email: thongsy_su.la@yahoo.com

Mobile: +85620-28666877

References

Savage, A., & Shafiei, M. (2012). *Effective academic writing: The paragraph*. New York: Oxford University Press; 2nd ed. Retrieved from

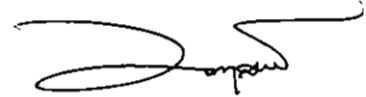
https://www.learnamericanenglishonline.com/Write_in_English/WL10_types_of_paragraphs.html

Xuamolee, Th., & Phommanisone, S. (2019). *Academic Writing Skills 1: Paragraphs*.

Souphanouvong University Press.

At the faculty of Education, date: 2021/10/09

Lecturer



Thongsy Xuamolee