



New Practical English Writing



新编实用英语写作



主编：蒋磊 李慧



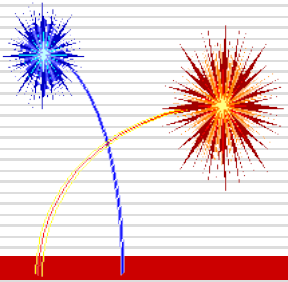
北京出版集团公司
北京出版社



Unit 2

Paragraph Structure

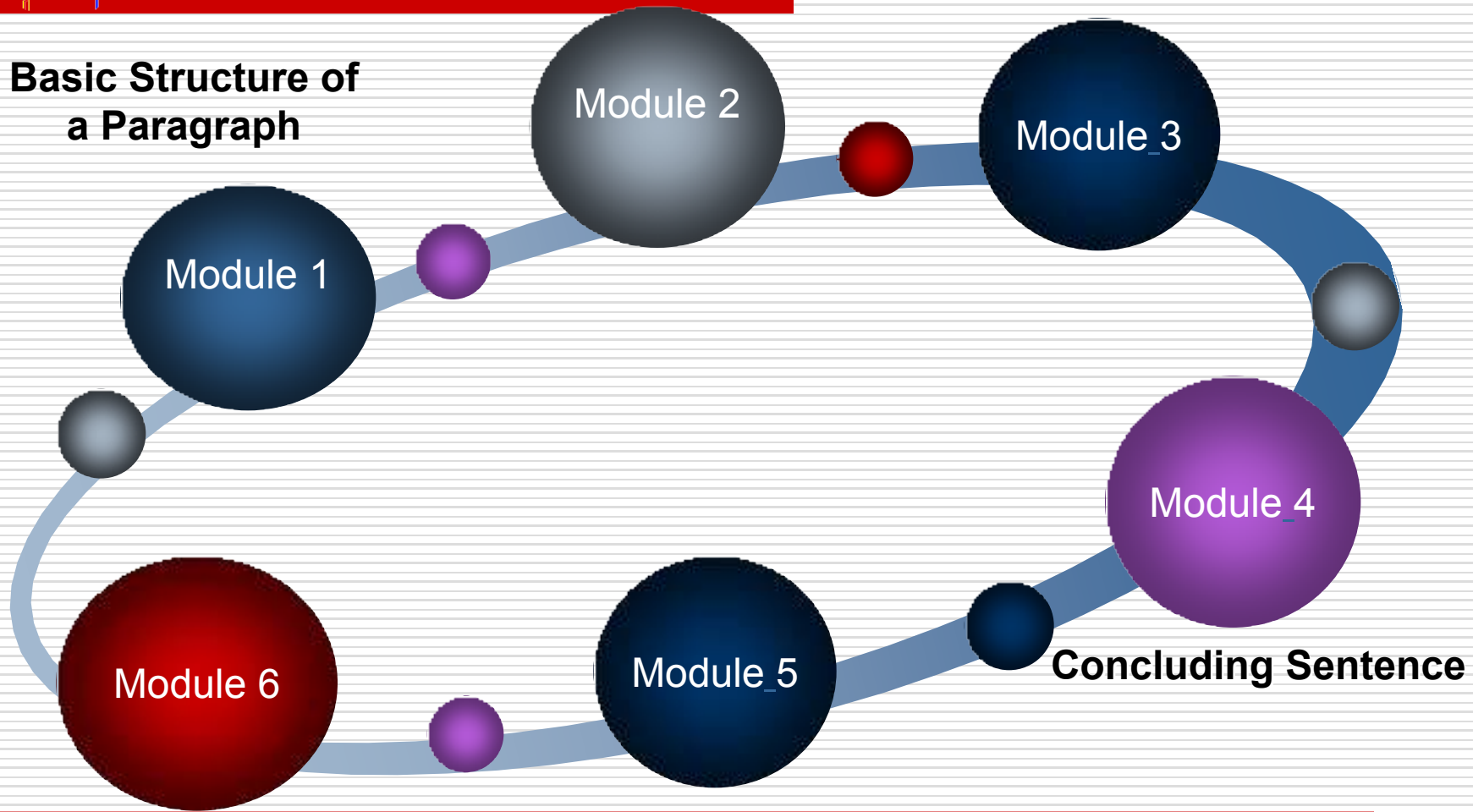




Topic Sentence

Supporting Sentence

Basic Structure of a Paragraph



Simulating Operations

Learning More





Learning Focus

After learning this Unit, you will be able to:



learn about the basic structure of a paragraph;



understand requirements of topic sentence writing;



master the ways of supporting sentence writing;



know functions of concluding sentence.

A paragraph is a complete unit of thought in which a group of related sentences work together to put across a single idea. Therefore only a group of correct sentences put together is not a paragraph. That is to say, a paragraph is a complete unit of thought in which a group of related sentences work together to develop a single topic.





Module 1

Basic Structure of a Paragraph





Module 1 Basic Structure of a Paragraph

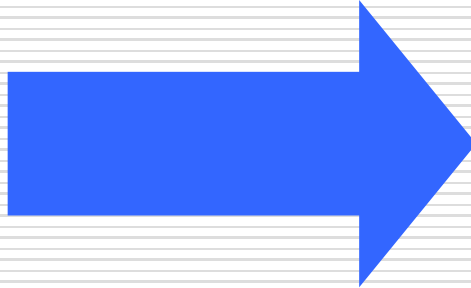
In fact, a well-written paragraph is a mini essay normally consisting of three main parts: a topic sentence, supporting sentences and a concluding sentence. Usually the topic sentence states the main idea of the paragraph and provides an indication of how the paragraph will be developed. All the other sentences, called supporting sentences, are closely related to this topic sentence. They serve to develop or explain the topic sentence. The concluding sentence is usually the last sentence of the paragraph that rounds off the idea and links it to the next paragraph.





Module 1 Basic Structure of a Paragraph

Three main parts of a well-written paragraph



Topic sentence

Supporting sentences

Concluding sentence

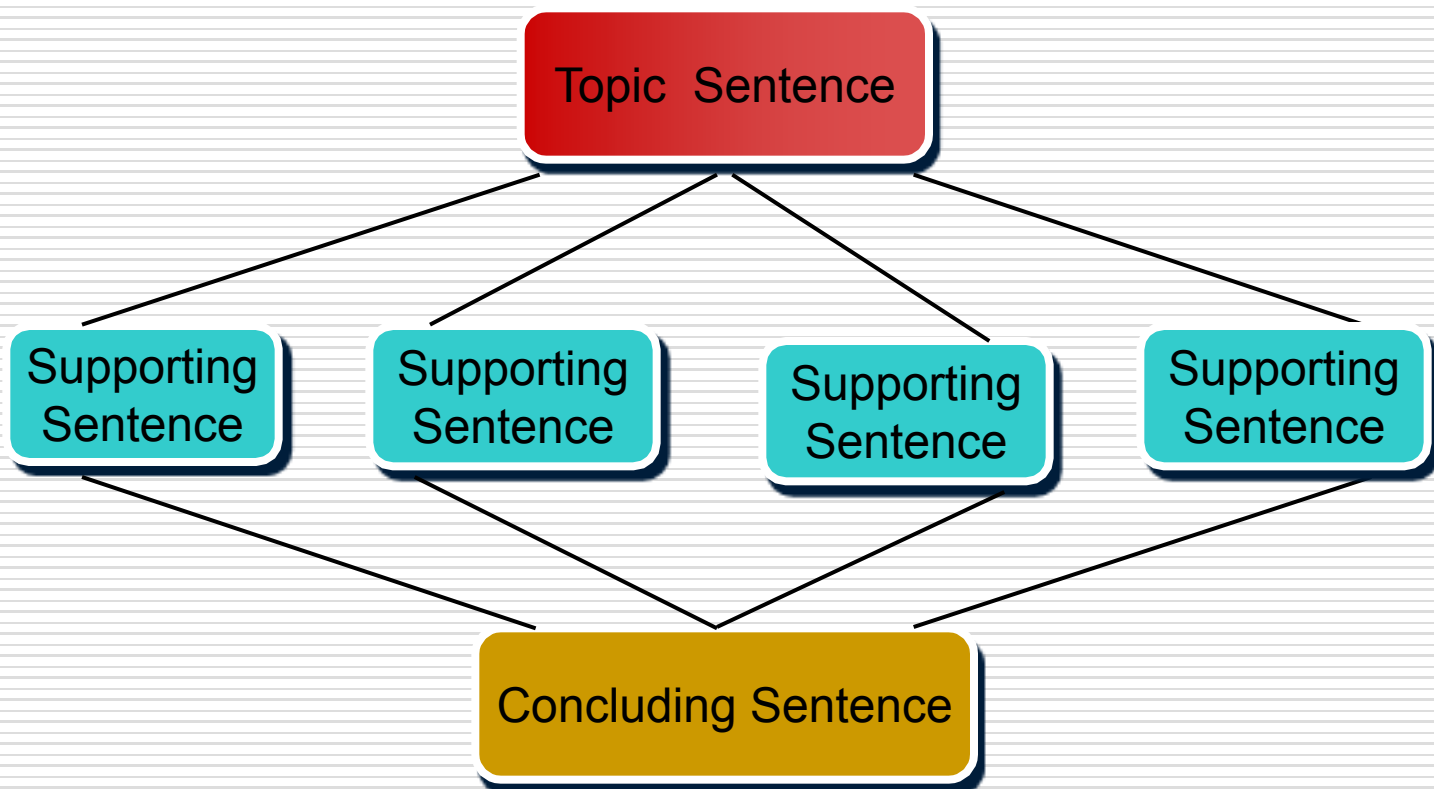




Module 1 Basic Structure of a Paragraph



Basic Structure of a Paragraph



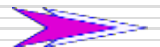


Module 1 Basic Structure of a Paragraph



Sample 1

| | |
|--|--|
| (1) Bamboo has many uses. | Sentence (1) is the topic sentence which states the main idea of the paragraph. |
| (2) Many people use it to make chairs, tables, curtains, bird cages and so on. (3) Its tender young shoots can be eaten. (4) The soft pulp inside the stems can be made into a fine paper. | In this paragraph, Sentence (2) (3) (4) are supporting sentences which develop the topic sentence by giving reasons, examples and facts. |
| (5) No wonder people say bamboo is a useful plant. | Sentence (5) is the concluding sentence which ends the paragraph by restating the topic and makes a strong impression on the reader. |



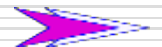


Module 1 Basic Structure of a Paragraph



Sample 2

| | |
|--|--|
| <p>(1) The English textbook in use is a desirable one.</p> | <p>Sentence (1) is the topic sentence which expresses the main idea of the paragraph. It tells the reader what this paragraph is about and limits the paragraph to a specific aspect that should be discussed.</p> |
| <p>(2) It is helpful to the students in several ways. (3) First, its reading passages and exercises are designed in such a way that the necessary reading skills are presented and practiced in an orderly way and step by step. (4) Second, the section of writing practice is so designed that the points illustrated in this section are clarified, detailed and practical. (5) The students can study the writing techniques independently and improve their writing skills steadily. (6) Third, the textbook contains a reasonable number of new words and expressions, and many of them are frequently repeated in the passages, which makes it easy for the students to memorize the most useful words and expressions.</p> | <p>Sentence (2) (3) (4) (5) (6) are supporting sentences which develop the topic sentence from three points by “First”, “Second” and “Third”.</p> |

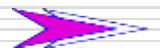




Module 1 Basic Structure of a Paragraph

(7) The textbook, indeed, provides the students with enough intellectual challenge and helps the students to improve their skills of the English language.

Sentence (7) is the concluding sentence which ends the paragraph by summary.





Module 2

Topic Sentence





Module 2 Topic Sentence

A good topic sentence includes a stated topic and a controlling idea. The stated topic first introduces the subject of the paragraph. The other part of the topic sentence, called controlling idea, states the subject and limits the topic to a specific aspect that can be discussed completely in a paragraph. The rest sentences in the paragraph should be related to and develop the controlling idea, so the controlling idea is the main part of the topic sentence.

The organs of the human body are interdependent and interrelated.

Stated topic

controlling idea

Education plays a vital role in building a powerful and prosperous country.

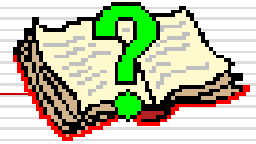
Stated topic

controlling idea





Module 2 Topic Sentence



1. Requirements of the topic sentences writing

Since a topic sentence controls each paragraph. It is very important and helpful for beginners to write a topic sentence because it gives them the guidance they need in writing. All well-written topic sentences share four characteristics:

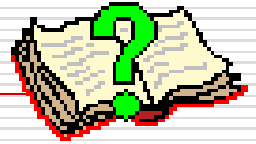
- ↗ **It must be a complete sentence, usually an indicative sentence, not a phrase, which can express a complete thought.**
- ↗ **It is not too general and not too specific.**
- ↗ **It cannot deal with too much information.**
- ↗ **The controlling idea of the topic sentence should be some key words expressing the main idea. It can be a single word, a phrase or a clause.**

[More to learn](#)





Module 2 Topic Sentence



Improper: How to register for college classes. (a phrase)

Proper: Registering for college classes can be a frustrating experience for new students.

Improper: Huang Shan Mountain is in Anhui province. (too specific, no room for development)

Proper: Huang Shan Mountain in Anhui province is noted for its breathtaking view.

Improper: I like travel by all means of transportation. (too general)

Proper: My choice of traveling by train is based on the following three reasons.

Improper: American food is tasteless and greasy because Americans use too many canned, frozen, and prepackaged foods and because everything is fried in oil or butter. (too much information)

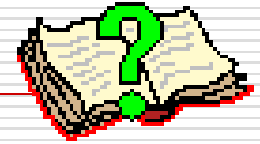
Proper: American food is tasteless and greasy.

More to learn





Module 2 Topic Sentence



2. The placement of the topic sentence

There is no fix position for the topic sentence. Topic sentences are easily identified and popular when they appear as the first sentence in the paragraph, but experienced writers sometimes place it in the middle, or at the end of the paragraph, even imply it in the paragraph.

↗ Topic sentence at the beginning

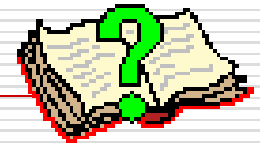
A topic sentence often appears at the beginning of a paragraph. Such a paragraph pattern has obvious advantages because it is easier for both a reader and a writer. It not only helps writers to prevent random ideas from appearing in the paragraph, but also makes the reader more easily know what the paragraph intends to discuss and examine the supporting details that follow. It is the most useful way for a student to begin practicing English writing.

More to learn





Module 2 Topic Sentence



Sample 3

Many countries helped to develop the automobile.

The internal-combustion engine was invented in Austria, and France was an early leader in automobile manufacturing, but it was in the United States after 1900 that automobile was improved most rapidly. As a large and growing country, the United States needed cars and trucks to provide transportation in places not served by trains.

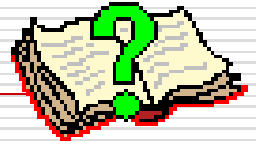
The topic sentence is at the beginning in the sample.

More to learn





Module 2 Topic Sentence



↗ **The topic sentence in the middle of the paragraph**

Topic sentence sometimes appears in the middle of paragraphs following introductory descriptive details. All these details are clearly related to the topic sentence, which can draw a conclusion from preceding material and suggests that more will follow. The middle position is especially appropriate when two things are compared.

More to learn





Module 2 Topic Sentence



Sample 4

Just as I settle down to read or watch television, he demands that I play with him. If I get a telephone call, he screams in the background or knocks something over. I always have to hang up to find out what's wrong with him. **Baby-sitting with my little brother is no fun.** He refuses to let me eat a snack in peace. Usually he wants half of whatever I have to eat. Then, when he finally grows tired, it takes about an hour for him to fall asleep.

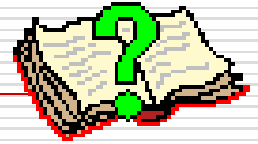
The topic sentence is in the middle of the paragraph in the sample.

More to learn





Module 2 Topic Sentence



↗ **The topic sentence at the end of the paragraph**

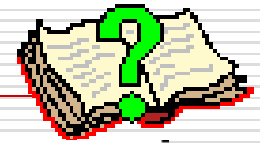
Placing a topic sentence at the end of the paragraph, the writer can build up a feeling of suspense which tasters the readers into continuing to the end to find out the main point. Usually the author first states some details; then explains his point and finally summarizes with a topic sentence.

More to learn





Module 2 Topic Sentence



Sample 5

Recent research has shown that a baby learns to recognize its mother's voice while it is still in the womb, probably from voice resonance through the mother's body. A four-day-old baby can distinguish the speech patterns of its native tongue from a foreign language. At four months, babies can recognize lip movements associated with vowel sounds. Before their first birthday, they are beginning to associate words with meanings; by eighteen months, they have the beginnings of a vocabulary, at two years old, they will have expanded in the case of girls to up to 2,000 words. **Both intellectually and physically, this is an awesome achievement compared to the learning abilities of an adult.**

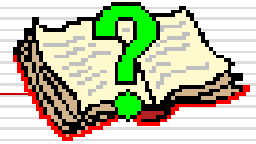
The topic sentence is at the end of the paragraph in the sample.

More to learn





Module 2 Topic Sentence



↗ **No topic sentences in the paragraph**

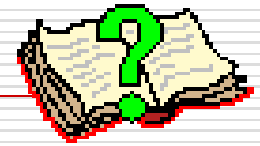
Some paragraphs contain only an implied topic sentence, but no stated sentence at all. A topic sentence is normally unnecessary because each sentence in the paragraph contributes to the central idea.

More to learn





Module 2 Topic Sentence



Sample 6

First, blood carries substances needed to maintain and repair the body tissues. In this way, blood serves as a provider. Second, blood also serves as a disposer, since it carries wastes and gases away from the tissues of the body. In addition, blood acts as a defender. The white corpuscle in the bloodstream constantly guard against and try to destroy bacteria and other agents that threaten the body's welfare.

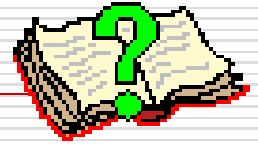
In the sample, there is no verbally expressed topic sentence. But we can infer from the existing sentences that the implied topic sentence is: Blood serves our body in three important ways.

[More to learn](#)





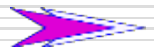
Module 2 Topic Sentence



↗ **Double topic sentences**

When topic sentence appears both at the beginning and the end of the paragraph, the double topic sentences put an emphasis on the central idea of the paragraph, but also help the readers have good understanding. In this case the double topic sentences have the same aim to hold the supporting sentences in the paragraph.

More to learn





Module 2 Topic Sentence



Sample 7

Synonyms, words that have the same basic meaning, do not always have the same emotional meaning. For example, the words “stingy” and “frugal” both mean “careful with money”. However, to call a person stingy is an insult, while the word frugal has a much more positive connotation. Similarly, a person wants to be slender but not skinny, and aggressive but not pushy. **Therefore, you should be careful in choosing words because many so-called synonyms are not really synonymous at all.**

There are two topic sentences in the sample.





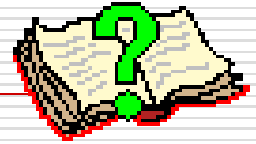
Module 3

Supporting Sentence





Module 3 Supporting Sentence



As discussed earlier, in any well-written paragraph supporting sentences should help explain or support the central idea expressed in the topic sentence. They should also be presented in a systematic way so as to logically develop the idea. Any sentences, phrases, or words that do not support the topic should be cut out because they weaken the unity of the paragraph. Normally there are more than two supporting sentences. To write a good paragraph, we should pay special attention to requirements of supporting sentences writing.

1. Supporting sentences should develop or illustrate the topic adequately.

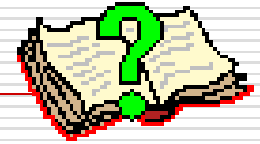
Supporting sentences are also called developing sentences. They should be closely relevant to the topic sentence. They serve to back up, clarify, explain the main idea with factual details, examples or statistics which may come from magazines, journals, newspapers, books even our experience. Any details that fail to support the topic is not suitable in the paragraph because they weaken the unity of the paragraph.

[More to learn](#)





Module 3 Supporting Sentence



Sample 8

Topic Sentence: My room is cozy and has everything I need.

(1) It is small but has enough space for my things.

(2) It has a big window with a view of a beautiful pine tree where there are often birds twittering.

(3) The landlord is not very pleasant.

(4) It's nice and warm in winter.

(5) It has a big desk and a large shelf for my books.

Sentences (1) (2) (4) and (5) support the main idea that “My room is cozy and has everything I need.”

However, sentence (3) does not support the topic sentence and it weakens the unity of the paragraph. So it should be left out, or it should be taken up in a separate paragraph if the writer really wants to say something about it.

More to learn



以上内容仅为本文档的试下载部分，为可阅读页数的一半内容。如要下载或阅读全文，请访问：<https://d.book118.com/258102016036006051>