



# New Practical English Writing



## 新编实用英语写作



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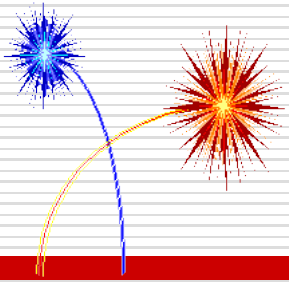


# Unit 3



## Paragraph Types and Development





## Development of Body Paragraph (s)

Types of  
Paragraph

Module 1

Module 2

Module 4

Module 3

Learning More

Simulating Operations





## Unit 3

### Learning Focus

**After learning this Unit, you will be able to:**

➔ **identify the types of paragraphs;**

➔ **master the methods of developing a paragraph;**

➔ **understand functions of different types of paragraphs.**





# Module 1

## Types of Paragraph



# ***Module 1 Types of Paragraph***

According to their positions and functions in the article, paragraphs can be classified into three types:

- the opening paragraph
- the body paragraph
- the concluding paragraph



**More to learn**





## 1. Opening Paragraph

The opening paragraph is the first paragraph of an essay, which is often used to introduce the topic, also called the introductory paragraph. It tells the reader what subject the whole essay is about, and what the author's attitude is toward the subject.



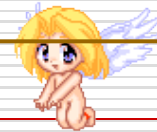
**In general, a well-written opening paragraph always has four purposes:**

- It states the topic of the essay.
- It gives background information on the topic.
- It should arouse the reader's curiosity about or interest in the topic.
- It often indicates the focus, purpose, or direction of the essay.





## Module 1 Types of Paragraph



An opening paragraph often consists of two parts—a few general statements about the topic to catch the reader's attention and a thesis statement to state the main idea of the essay. A thesis statement for an essay is just like a topic sentence for a paragraph. It is a complete, declarative and affirmative sentence which may be the first or the only sentence of the paragraph or may follow general statements at the end of the opening paragraph.



## Two parts of an opening paragraph:

### General statements

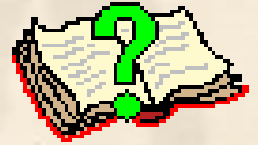
- ↗ introduce the topic of the essay
- ↗ give a general background of the topic

### Thesis statement

- ↗ states the main idea
- ↗ limits the topic
- ↗ gives the topic a focus or controls the content to be discussed in the body
- ↗ indicates the methods of organization



## (1) Patterns of Opening Paragraph



General statement of topic



Specific thesis

The most common way of an opening paragraph begins with a few general statements. The writer introduces the general topic first and then narrows down that topic to a specific thesis ending the paragraph from wide to narrow. That is from general statement to topic sentence(导言—主题型).



## (1) Patterns of Opening Paragraph

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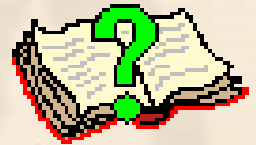
### Sample 1

Every year men and women crowd into cities in search of employment, a decent living, and the excitement and stimulation of urban life. ( General statement 1 ) According to a research ,the population in Shanghai alone has increased 26% in the last three years. ( General statement 2 ) **With rise in urban population, many big cities have met problems of their own.** ( Topic sentence )

The sample of opening paragraph ends with the thesis statement, and has a clear subject. It tells us: With rise in urban population, many big cities have met problems of their own, which follows a general statement to provide background information.



## (1) Patterns of Opening Paragraph



Specific thesis



Transitional statement

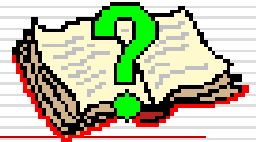
Another pattern directly states the thesis which goes straight to the point to put forward the main idea of the article. At the same time, the following general statements present further explanation to the topic. That is from topic sentence to transitional statement(主题—承启型)



**More to learn**



## (1) Patterns of Opening Paragraph



### Sample 2

Like all other senior students, I have an important decision to make upon graduation; that is, what job I am going to take up as my life career. (General statement 1) For a student majoring in English in a famous university, I have a wide range of choice to make. (General statement 2) However, considering the vocational “stablensess,” the two enviable vacations, and particularly the sense of achievement and success to be experienced in the teaching career, **I have finally decided to be an English teacher after my graduation.** (Topic sentence)

The sample of opening paragraph ends with the thesis statement, and has a clear subject. It focuses on “the choice of a job before graduation” is precise and definite. From this opening paragraph, the reader can infer the main points to be developed in the body paragraphs.



## *Module 1 Types of Paragraph*

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The following two samples start with a thesis statement, backed by specific information, which brings the reader immediately to the main idea of the article, and helps him predicate what is to be discussed in the following paragraphs.



## Module 1 Types of Paragraph

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### Sample 3

**Television has become one of the most influential forms of communication today.** (Topic sentence) It affects the lives of everyone from the children to the adults. (Transitional statement 1) The influence of this powerful medium ranges widely from most beneficial to extremely harmful. (Transitional statement 2)



### Sample 4

**Now people become increasingly aware of the importance of acquiring a mastery of a foreign language.** (Topic sentence) To them, the knowledge of a foreign language, English, often means a good opportunity for one's career, even a passport to a prosperous future. (Transitional statement 1) Many of them equate success in life with the ability of speaking a foreign language. (Transitional statement 2)





# Module 1 Types of Paragraph

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## **(2) Ways of creating an opening paragraph**

The opening paragraph probably is the most important part of an essay. Done well, it enables to lead the reader smoothly into the body writing. Done improperly, it will confuse readers. The way of writing opening paragraph depends on the purpose of the writer. The following are some usual ways of a good opening.

### **Begin with a directly stated thesis**

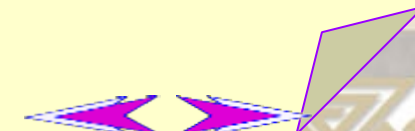
This method is to begin a paragraph with a thesis statement; it's the easy way to write the opening paragraph.

### **Begin with an Anecdote**

A short anecdote or story gives focus to the discussion of an essay and involves the reader at once. The story can come from personal experience or from history.

### **Begin with a well-phrase quotation**

A famous statement, a popular slogan or a common saying by an expert or a famous person can lead credibility and interest to our essay and may help the reader to see our topic in specific terms. Using quotation may sum up your point of view more effectively than your own words could.



# Module 1 Types of Paragraph

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## **Begin with a question**

Beginning essay with a question is also an effective way to encourage interest. You can answer the question in the opening paragraph or take it up in the body paragraph. Sometimes the question is only rhetorical; it will not have to give specific answer.

## **Begin with background information**

Many times we need to begin an essay with background material. The background statement helps to recount the topic.

## **Begin with statistics**

Statistics is commonly used in the opening paragraph. The properly cited statistics will lead credibility to our discussion.

## **Begin with a definition**

If you are introducing a new and important term that may be unfamiliar to your readers, a definition is a good way to begin a paragraph.



# Module 1 Types of Paragraph

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## Sample 5

While it attracts everyone, happiness means differently to different persons. For children, happiness often suggests eating something or playing with toys. For a stamp collector, stamps bring more delight than a simple meal. And for a scientist, a discovery or an invention rather than anything else gives him greatest satisfaction.

“Begin with a directly stated thesis” method is used in the sample.



# Module 1 Types of Paragraph

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## Sample 6

One cold afternoon in 1937 a football game was taking place. The players were students at Harvard University, near Boston, in the United States of America. American football is a rough game in which it is easy to get hurt. The players are usually strong, solid young men. But on this occasion one player was tall and thin. He wasn't really heavy enough for football. But he was keen to succeed in spite of that. He loved outdoor games and played most of them well. Whatever he did with all his heart. He was John Fitzgerald Kennedy. Twenty-three year later he would become Present of the United States.

“Begin with an anecdote” method is used in the sample.



# Module 1 Types of Paragraph



## Sample 7

By the middle of 1941, Hitler had occupied fourteen European countries. All the manpower and resources of these countries, from France to Poland, from Norway to Greece, were at his disposal. It seemed to him that the time had come for his greatest venture—the invasion of the Soviet Union.

“Begin with background information” method is used in the sample.



## Sample 8

### **Job Problems for College Students**

The job market for college graduates is getting tighter and tighter. A recent survey shows that about 30% college students can't find a suitable job after their graduation from college. And the number seems to be increasing. Why do college students find it increasingly difficult to get jobs?

Title: This essay consists of three paragraphs.

Opening paragraph  
Paragraph 1 includes a few general statements and a thesis statement.





# Module 1 Types of Paragraph



## (6) A rhetorical question

If an essay is ended with a question, it is unnecessary to be answered. It just leaves room for the reader to think over.



### Sample 15

Here we can see very clearly that money can buy us diamond rings, beautiful clothes and other material things, but never time and love. **So is there anybody who will still believe money is all-powerful?**



# Module 1 Types of Paragraph

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There are several reasons for this strange phenomenon. One important reason is that nowadays college students pursue too high a goal. They are not satisfied with a merely “good” job. They care about various factors, such as the working conditions, the salary, the working place (in the city or in the countryside), etc. Therefore, although there are many vacant jobs waiting for the college students, they are unwilling to accept them. Another reason is that the academic subjects of the college students fail to meet the needs of a certain job. What they have learned in college falls far behind the practical working requirements. So they can only let the jobs pass by regretfully.

The above mentioned analyses tell us that the causes are various. But if college students don't take personal interests into consideration too much and if they change their employment concept, they can still have chance to find a job.

Body paragraph

Paragraph 2 develops the thesis stated in the opening paragraph.

Closing paragraph

Paragraph 3 is the conclusion giving a recommendation to end the essay.



# Module 1 Types of Paragraph



## Sample 9

<p style="text-align: center;"><b>My Choice on Graduation</b></p>	<p>Title: This essay consists of five paragraphs.</p>
<p>Upon graduation from college, all the graduates will face a question: to enter the working world or to stay for further study in college? Some students will no doubt choose to leave college and find a job on graduation. I belong to the second kind and decide to continue my study. ( Thesis statement ) In recent years, there is, indeed, a tendency that more and more college graduates choose to pursue a Master's degree. Why do I choose to stay on the assembly-line to study for two or three years more? Is it that I simply want to make myself more knowledgeable or is it that I have so enormous amount of interest in a particular field of science that I don't want to give up? No. The purpose of my acquiring another degree, like that of other thousands, is totally practical.</p>	<p>Opening paragraph Paragraph 1 includes a few general statements and a thesis statement.</p>





# Module 1 Types of Paragraph



<p>First, there is a recognition that an candidate with a master's degree will have an competitive advantage over those with only a bachelor's degree. (Topic sentence) Five years ago when college population accounted for only 30 percent of the people of the same age, it was easy for a college graduate to get a good job in any field. But now things are quite different: the number has peaked 65 percent and approached a surplus. Consequently many companies set a much higher standard for new recruits than ever.</p>	<p>Body paragraph 1 Paragraph 2, 3 and 4 are the body paragraphs of the essay, each developing a subdivision of the topic.</p>
<p>Second, the higher education you have, the higher salary you will receive. (Topic sentence) This is inevitable because ours is a society where one's income is still determined by the knowledge you possess. Just look at some big companies which compete each other to recruit skilled personnel. Tempting salaries and "fringe benefits" are often offered by those executive-search firms to highly skilled persons. With more credentials, your chances are ever bigger.</p>	<p>Body paragraph 2</p>



# Module 1 Types of Paragraph

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<p>Third, more knowledge means more opportunities. (Topic sentence) The day of holding only one lifetime career may be almost over. All too often, change throws hundreds in a particular field out of work. More years of academic studies will help equip you with more knowledge and skills. Then if conditions change, you can slip with comparative ease from one field into another, avoiding the pain of waking up to find yourself out of a job.</p>	<p>Body paragraph 3</p>
<p>With the growing number of college graduates being turned out each year, the situation in the job market is getting tighter and tighter. Obviously public awareness of the situation has created a surge interest in reading for a master's degree.</p>	<p>Concluding paragraph Paragraph 5 is the conclusion of the essay which gives a summary of the main points discussed in the essay.</p>





# Module 1 Types of Paragraph



## 2. Concluding Paragraph



The concluding paragraph is the last paragraph of an essay, which not only emphasizes its main idea in a summary restatement, but also echoes the opening paragraph. Be sure not to introduce new ideas in such a paragraph. A well-written concluding paragraph should serve the following functions:

- It should restate the thesis but not word for word;
- It should draw the essay to a close;
- It should leave a strong final impression of the main idea to the reader.

Just as the opening paragraph begins the essay discussion, so the concluding paragraph wraps up the discussion, bringing the development to a logical end. To achieve a successful conclusion, we usually use some strategies to ending a paragraph.





# Module 1 Types of Paragraph



## **(1) A restatement of the thesis**

If you chose this type of conclusion, you can make the reader know your major points one final time. It is a good way to reemphasize the main idea of the essay. However, be sure not merely repeat your thesis. You should change the words so that your conclusion is not too similar to your introduction.



### Sample 10



Admittedly, science has created atomic bombs and produced pervasive pollution. But it has transformed the lives of millions of people. It has multiplied man's energy, hopes, ambitions and understanding. It has elevated and will continue to elevate man intellectually and spiritually.





# Module 1 Types of Paragraph



## (2) A summary

A summary serves the double purpose of bringing the essay to a conclusion and of reminding the reader once more of the main points discussed. It is a good way to end the essay and can be especially helpful to summarize the main point in long, complex essays.



### Sample 11



The significance for college students of doing a part-time job means more than money and experience; It will broaden their out-look and exert a profound influence on their personality and life. ( summary )





# Module 1 Types of Paragraph



## (3) A quotation

Ending the essay with a quotation of famous words will make the deepest impression on the reader.



### Sample 12



Later risers may find it very hard to get into the habit of early rising. They ought to make special effort to do so. As the English proverb says, “Early to bed and early to rise makes a man healthy, wealthy and wise.”





# Module 1 Types of Paragraph



## (4) A recommendation

An essay ended with a suggestion can supply some action you feel to be taken. If your purpose is to persuade the reader of something, you may choose this type of conclusion.



### Sample 13



So I am sure, the best way to solve the problem is the combination of the two solutions. In other words, we lay down more roads in the areas where roads are not enough and open up more bus lines in densely-populated areas. If we can make good use of the advantages of both, it is confidently expected that the problem of heavy traffic will be solved.





# Module 1 Types of Paragraph



## (5) A predication or a warning

Both a predication and a warning may restate points already made in the essay, which should be closely related to the content of the essay, giving a reasonable explanation of what may happen or what should be done.



### Sample 14



I am sure Chinese will become one of most important languages in the world in the 21<sup>st</sup> century. As China will open further to the outside world, the language is sure to be spread world-wide.







# Module 1 Types of Paragraph



## (6) A rhetorical question

If an essay is ended with a question, it is unnecessary to be answered. It just leaves room for the reader to think over.



### Sample 15

Here we can see very clearly that money can buy us diamond rings, beautiful clothes and other material things, but never time and love. **So is there anybody who will still believe money is all-powerful?**





## Module 2

### Development of Body Paragraph (s)





## *Module 2 Development of Body Paragraph (s)*

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### **1. Development by time**

As the name indicates, in developing a paragraph by means of time order the writer describes things chronologically: earlier things are mentioned before later things, the first thing first and the last thing last. This method, also called chronological sequence, is mainly used to tell stories and incidents, to describe historical events, to explain scientific processes or procedures and to give directions or instructions. There are two types of chronological order paragraphs. One is arranging details and information according to time order; the other is narrating events in natural order that occur.



## Module 2 Development of Body Paragraph (s)



### Sample 1

My family spent **two fun-filled days** at Disney World last year. When the gates opened on our **First day**, we boarded the monorail and rode around the park. Getting off the car, we headed for Space Mountain. After waiting in line almost **an hour**, we boarded the famous roller coaster that took us for a thrilling ride through Disney's universe. **Then** while resting and drinking Cokes, we decided to visit Main Street. There we found a good spot to stop and enjoy a colorful parade of floats portraying the history of the United States. **An hour passed** quickly as float after float rolled by, depicting such scenes as Daniel Boone killing a bear. **A short time later**, we decided we wanted lunch and began to poke around the restaurants. **At last** we settled on the Cafe Orleans where we had either a late lunch or an early dinner. **Afterward**, we spent the remainder of the day browsing in the specialty shops of the Magic Kingdom. **Early the next morning** we once again climbed aboard the monorail and headed for another day of fun. We got off at **the first stop** and immediately headed for the Country Bear Jamboree. **After waiting in a long line**, we thoroughly enjoyed the singing and playing of the animated bears. When the show was over, we decided to spend **the rest of our short visit** touring the park and watching the many shows. Although we were very tired **at midnight**, we agreed that **our two-day vacation** at Disney World was one of the best we had ever had.

The sample tells the writer's experiences by using of a personal anecdote to illustrate the point. It's a very effective way to arouse your readers' interest and impress them deeply.





## **2. Development by space**

When we describe a place, whether it is a room or a city, we normally describe it according to certain spatial order. We may choose to focus the description either from left to right, from top to bottom, or from the nearest to the farthest. A proper decision can help us to describe the place in good order and not to confuse our readers. For this we should find out the space relationships between them and arrange our description accordingly, that is, where we stand or where we start our description.



## Module 2 Development of Body Paragraph (s)

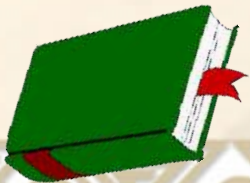
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### Sample 2

The hut is about **sixty feet long** and **forty feet wide**. It is divided into **two sections**, the kitchen and the bedroom. **In the kitchen**, you'll see the sink **on one side** with a few dishes and pots lying in it. **On the other side**, there is a small old table with three chairs around it. A light is hanging down **from the kitchen ceiling**. A few pictures are hung **on the walls**. **In the bedroom** section, there are two beds with green covers on them. One picture in the bedroom shows a big house on a farm, the house where the family once lived before they were driven from their land.

The following sample is developed in spatial order. The writer uses language to create word pictures, which give the reader details perceived through the order of description and expression of space.





### 3. Development by Process

When we tell people how to do things in correct order, we often follow a chronological sequence by giving a step-by-step description. This method is called development by process. As the steps must occur one after another, the exact order in which they are carried out is most important, that is, when you organize a paragraph by process, be sure that you know exactly the right sequence of the things to be done, and state every step in a clear way. It is a very useful way to avoid mistakes, when reading such paragraphs, the reader is actually following the writer through the whole process.



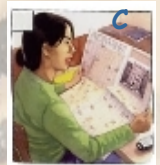
## Module 2 Development of Body Paragraph (s)



### Sample 3

Some people like to cook, but everyone likes to eat. Cooking can be fun and it can be easy, too. If you want to make something that is quick, easy, and delicious, follow this recipe for spinach pie. **First**, beat 2 eggs. Add 6 tablespoons of flour and continue to beat until the mixture is smooth. **Then**, add a 10-ounce package of frozen spinach. The spinach should be chopped. Stir the mixture. Next, add 1.5 cups of cheese, and 1.5 teaspoon of salt. Mix well. **After that**, degrease the bottom and sides of a backing dish. **Then**, pour the mixture into the dish. **Finally** cover the dish and put it in the oven. Bake the spinach pie for 1 hour at 350C. The pie will serve 4 people. **After** you take the pie out of the oven, you will need to let it cool for a few minutes. **Then**, serve it with a fresh green salad, warm bread, and red wine. Fresh fruit might be nice for dessert.

The sample gives the step-by-step instructions to help the reader carry out the process how to follow the recipe for spinach pie.





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