

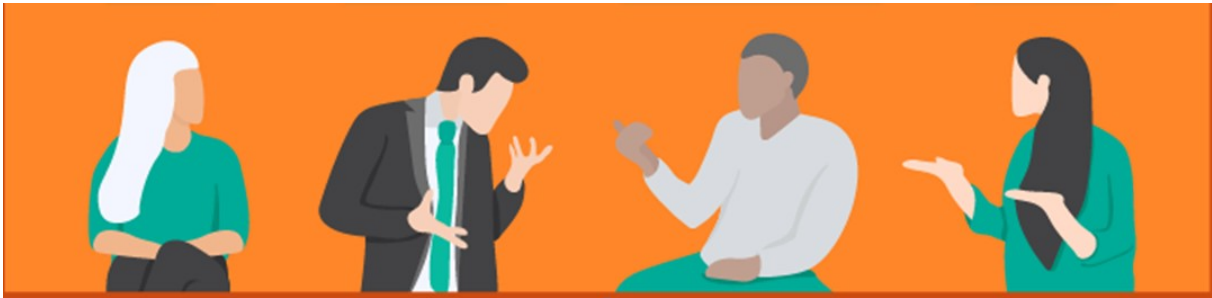
PARAGRAPH STRUCTURE

OBJECTIVES

- ✍ Identify the parts of a paragraph
- ✍ Construct an appropriate topic sentence
- ✍ Support the topic sentence with details and examples
- ✍ Distinguish facts from opinions
- ✍ Use a concluding sentence to complete a paragraph
- ✍ Write, revise and edit a paragraph about communication

Reading

Communication styles



1. What are the differences in communication styles among the people in the picture? In your own words describe the four styles that you can see. Discuss in groups.
2. In your opinion, what are advantages and disadvantages of each communication style?
3. Read the writing model that discusses communication styles.

COMMUNICATION STYLES THAT DON'T COMMUNICATE

AGGRESSIVE

PASSIVE

PASSIVE-AGGRESSIVE

ASSERTIVE

¹ Studies show that certain styles of interpersonal communication are less effective than others. ² Which styles are the ones to avoid? ³ These same studies indicate that the two least effective styles are aggressive and passive communication. ⁴ On the one hand, an aggressive style involves speaking in disrespectful manner, expressing anger, or trying to dominate the conversation. ⁵ For example, a business executive might tell her coworker that his ideas for a new product are terrible. ⁶ Then she might interrupt him when he tries to explain his ideas. ⁷ This approach hinders successful communication. ⁸ It also creates barriers between people. ⁹ A passive communication style, on the other hand, can be equally unproductive. ¹⁰ A passive style might lead a person to hide his or her beliefs, speak quietly, and submit to all demands. ¹¹ Someone working on a fashion design project, for instance, might agree to use fabric that he thinks is unattractive. ¹² He would not express his true feelings to the group. ¹³ In short, ineffective communicators can fail to influence others either by being too forceful or by hiding their opinions.

4. Based on what you have read, how many communication styles are there? Can you match each style with the people from the picture?
Now check your guesses on page 4.
5. Can you describe the dominant communication style of a person you know? Support it with examples.
6. Vocabulary: Word Families (Practice 1)

 **Vocabulary: Word Families**

Good writers use a wide range of vocabulary. You can quickly improve your vocabulary by studying **word families** - groups of words that are related. Words in a word family often have similar meanings but are different parts of speech. For example, notice the word *successful* in the model. The words *success*, *succeed*, *successful*, and *successfully* belong to the same word family.

PRACTICE 1 – Identifying Words in Word Families

- A) Look at the writing model again. Find and underline the words in the chart. Then complete the chart. Use a dictionary as needed.**

VERB	ADJECTIVE	ADVERB
	aggressive	<i>aggressively</i>
agree		
create		
	disrespectful	
dominate		
influence		
	passive	
submit		
	unproductive	
use		

- B) Notice the word endings in the chart in Part A. List the ending(s) for each part of speech.**

Verbs: -ate

Adjectives: _____

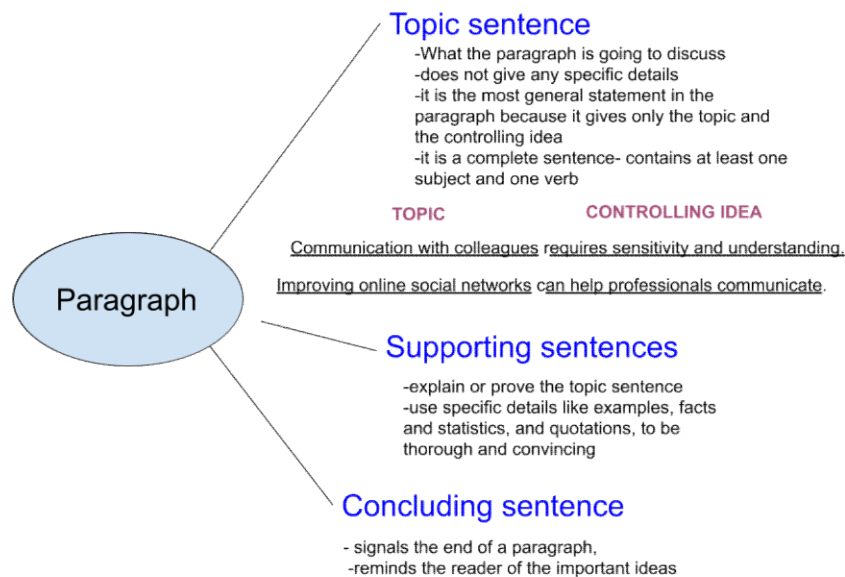
Adverbs: _____

Writing

Questions about the text

1. Go through the text again and answer the questions about the model.
 1. What is the main idea of the paragraph?
 2. In which sentence does the writer state the main idea?
 3. How does sentence 3 support the main idea?
 4. What points does the writer make about an aggressive style?
 5. In which sentence does the writer introduce an example of an aggressive style?
 6. What points does the writer make about a passive style?
 7. In which sentence does the writer introduce an example of a passive style?

Paragraphs generally include three parts.



THE TOPIC SENTENCE

The topic sentence briefly indicates what the paragraph is going to discuss. For this reason, the topic sentence is a helpful guide to both the writer and the reader. The writer can see what information to include (and what information to exclude). The reader can see what the paragraph is going to be about and is therefore better prepared to understand it. For example, in the writing model, the topic sentence alerts the reader to look for communication styles that are ineffective.

This is a general statement that could serve as a topic sentence:

The Arabic origin of many English words is not always obvious.

This sentence is *too general*. It doesn't provide much guidance about what the paragraph will be about.

English has been influenced by other languages.

On the other hand, this sentence is *too specific*. It could serve as a supporting sentence but not as a topic sentence.

The slang expression *so long* (meaning „good-bye“) is probably a corruption of the Arabic *salaam*.

The Position of Topic Sentences

It is usually (but not always) the first sentence in a paragraph. Experienced writers sometimes put topic sentences in other locations, but the best spot is usually right at the beginning. Readers who are used to the English way of writing want to know what they will read about as soon as they begin reading.

Synonyms, words with the same basic meaning, do not always have the same emotional meaning. For example, *stingy* and *frugal* both mean „careful with money“. However, calling someone stingy is an insult, but calling someone frugal is usually a compliment. Similarly, a person wants to be slender but not skinny. Therefore, you should be careful in choosing words as many so-called synonyms are not completely synonymous.

At times, a topic sentence comes at the end of the paragraph. In this case, the paragraph might begin with series of examples or facts. Then the topic sentence at the end would be the conclusion drawn from these examples or facts.

Mediation is now a popular way to solve disagreements between children in school. A mediator can also help a divorcing couple discuss finances or improve communication between employees and company executives. **These are a few ways that mediators can help opposing parties come to agreement.**

PRACTICE 2 - Choosing Topic Sentences

Decide which sentence in each group is the best topic sentence and label it *best*. Then look at the other sentences in the group and label them *TG* (too general), *TS* (too specific), or *I* (incomplete).

Group 1

TS a. A lunar eclipse is an omen of coming disaster.

TG b. Superstitions have been around forever.

best c. People hold many superstitious beliefs about the moon.

I d. Is made of green cheese.

Group 2

- _____ a. The history of astronomy is interesting.
- _____ b. Ice Age people recorded the appearance of new moons by making scratches in animal bones.
- _____ c. For example, Stonehenge in Britain was built 3,500 years ago to track the movement of the sun.
- _____ d. Ancient people recorded lunar and solar events in different ways.

Group 3

- _____ a. It is hard to know which foods are safe to eat nowadays.
- _____ b. In some large ocean fish, there are high levels of mercury.
- _____ c. Undercooked chicken and hamburger may carry *E.coli* bacteria.
- _____ d. Not to mention mad cow disease.
- _____ e. Food safety is an important issue.

Group 4

- _____ a. Hybrid automobiles more economical to operate than gasoline-powered cars.
- _____ b. The new hybrid automobiles are very popular.
- _____ c. Hybrid cars have good fuel economy because a computer under the hood decides to run the electric motor, the small gasoline engine, or the two together.
- _____ d. The new hybrid automobiles are popular because of their fuel economy.

PRACTICE 3 - Recognizing Topic Sentences

Read the sentences in each group and decide which is the topic sentence.

Label it TS (topic sentence). (Hint: Remember that the topic sentence is the most general statement in a paragraph.)

Paragraph 1

- _____ a. A notes / memo function lets you make quick notes to yourself.
- _____ b. Other capabilities include word processing, spreadsheets, and email.
- _____ c. A voice recorder that uses a built-in microphone and speaker works like a tape recorder.
- _____ d. Basic tools include an appointment calendar, an address book, to-do lists, and a calculator.
- _____ e. MP3 playback lets you listen to digital music files, and a picture viewer lets you look at digital photos.
- _____ f. Most smart phones have tools for basic tasks as well as for multimedia functions.

_____ g. A few models also include a built-in digital camera and keyboard.

Paragraph 2

_____ a. Twelve years after *Sputnik*, the United States caught up by becoming the first nation to land a man on the moon.

_____ b. The Europeans have joined the competition, vowing to land European astronauts on the moon by 2025 and on Mars by 2035.

_____ c. The number of nations competing in the “space race” has grown since the early days of space exploration.

_____ d. China joined the competition in 2003 when it launched *Shenzhou 5*.

_____ e. Initially, the former Soviet Union took the lead when it sent the first man into Earth orbit in the spaceship *Sputnik* in 1957.

Paragraph 3

_____ a. Another important change was that people had freedom to live and work wherever they wanted.

_____ b. The earliest significant change was for farming families, who were no longer isolated.

_____ c. The final major change brought up by the automobile was the building of superhighways, suburbs, huge shopping centres, and theme parks such as Disney World in Florida.

_____ d. The automobile revolutionized the way of life in the United States.

_____ e. The automobile enabled them to drive to towns and cities comfortably and conveniently.

_____ f. In fact, people could work in a busy metropolitan city and drive home to the quiet suburbs.

Paragraph 4

_____ a. In time, this melted part rises as magma¹.

_____ b. The formation of a volcanic eruption is a dramatic series of events.

_____ c. As the plate² sinks, friction and Earth's heat cause part of it to melt.

_____ d. The magma produces heat, steam, and pressure.

_____ e. First of all, most volcanoes are formed where two plates collide³.

¹ **magma:** hot melted rock below the surface of the Earth

² **plate:** one of the very large sheets of rock that forms the surface of the Earth

³ **collide:** (to) crash violently into someone or something

3. The Caribbean island of Trinidad attracts tourists because of its calypso music.
4. Spectacular beaches make Puerto Rico a tourist paradise.
5. Moving away from home can be stressful experience for young people.
6. Owning a car is a necessity for me.
7. It is an expensive luxury to own a car in a large city.
8. A major problem for many students is the high cost of tuition and books.
9. Participating in class discussion can be a problem for some students.

PRACTICE 5 - Writing Topic Sentences

- A) Write a topic sentence for each paragraph with a topic and a controlling idea.

PARAGRAPH 1

_____ English speakers relaxing at home, for example, may put on *kimonos*, which is a Japanese word. English speakers who live in a warm climate may take an afternoon *siesta* on an outdoor *patio* without realizing that these are Spanish words. They may even relax on a *chaise* while snacking on *yogurt*, words of French and Turkish origin, respectively. At night, they may *shampoo* their hair and put on *pajamas*, words from the Hindi language of India.

PARAGRAPH 2

_____ In many European universities, students are not required to attend classes. In fact, professors in some countries generally do not know the names of the students enrolled in their courses. In the United States, however, students are required to attend all classes and may be penalized if they do not. Furthermore, in the European system, students usually take just one comprehensive examination at the end of their entire four or five years of study. In the North American system, on the other hand, students usually have numerous quizzes, tests, and homework assignments, and they almost always have to take a final examination in each course at the end of each semester.

PARAGRAPH 3

_____ For example, the Eskimos, living in a treeless region of snow and ice, sometimes build temporary homes out of thick blocks of ice. People who live in deserts, on the other hand, use the most available materials, mud or clay, which provide good insulation from the heat. In Northern Europe, Russia, and other areas of the world where forests are plentiful, people usually construct their homes out of wood. In the islands of the South Pacific, where there is an abundant supply of bamboo and palm, people use these tough, fibrous plants to build their homes.

- B) On a separate sheet of paper, write two or three topic sentences for each topic. Each topic sentence should have a different controlling idea.

TOPICS

📞 Cell phones

✉ Text messaging

🌐 Online social networks

🎬 Movies

💻 Advertising

EXAMPLE:

Topic: cell phones

- Topic sentences:
1. Using a cell phone while driving can be dangerous.
 2. There are cell phone manners that everyone should know.
 3. Cell phones have changed the way we communicate.



Communication today is instantly possible almost anywhere.

TRY IT OUT! Work in a small group. Choose three topics that interest you. Be sure that they are different from the ones in Practice 5B. Write a topic sentence for each one. Be sure to include a controlling idea.

SUPPORTING SENTENCES

Supporting sentences explain or prove the topic sentence. One of the biggest problems in student writing is that student writers often fail to support their ideas adequately. You need to use specific details to be thorough and convincing.

There are several kinds of specific supporting details such as examples, facts and statistics, and quotations.

PRACTICE 6 – Identifying Supporting Details

Work with a partner. Read the two versions of the same paragraph. Then answer the questions.

VERSION 1: PARAGRAPH WITHOUT SUPPORT

Cell Phones and Driving

1 Many governments are responding aggressively to the threat that cell phones pose to safety on the road. 2 Cell phones cause accidents all the time. 3 Sometimes people are injured and have to go to the hospital. 4 People don't pay attention while they are talking on the phone, so they run into other cars. 5 A lot of governments are tired of dealing with the problem. 6 If you are caught with a cell phone while driving, you might have to pay a fine. 7 In conclusion, driving while on the phone is a bad idea.

VERSION 2: PARAGRAPH WITH SUPPORT**Cell Phones and Driving**

1 Many governments are responding aggressively to the threat that cell phones pose to safety on the road. 2 In 2009, almost 1,000 automobile deaths occurred in the United States alone because drivers were distracted by cellular phones (Snyder). 3 Cell phone use increases the chance of an accident resulting in hospitalization by a factor of four (Nikkel). 4 These problems can be blamed on the fact that using cell phones dramatically slows drivers' reaction times. 5 "If you put 20-year-old drivers behind the wheel with a cell phone, their reaction times are the same as 70-year-old drivers who are not using a cell phone," said University of Utah psychology professor David Strayer. 6 "It's like instantly aging a large number of drivers (Britt)." 7 Because studies show that the use of cell phones while driving is so dangerous, it has been banned in dozens of countries around the world. 8 For example, in Australia, Bahrain, the United Kingdom, and Brazil, drivers are now required to pay a fine if they are caught texting or talking on a mobile device. 9 Governments are hopeful that these laws will lead to safer communication practices and fewer fatal accidents.

Sources:

1. Britt, Robert Roy. "Drivers on Cell Phones Kill Thousands, Snarl Traffic."
2. Edgar Snyder & Associates. "Cell Phone Texting and Accident Statistics."
3. Nikkel, Cathy. "Notes from the Road."

Questions about the paragraphs

1. What is the topic sentence for each paragraph? Circle the topic. Underline the controlling idea.
2. Which supporting sentences in Version 2 contain these details? Write the sentence numbers.

An example: _____ An example: _____ An example: _____

3. How do the details in Version 2 improve the paragraph? Write your ideas on a separate sheet of paper.

Opinions vs. Facts

When supporting your ideas, it is important to distinguish between the facts and opinions. **Opinions** are subjective statements based on a person's beliefs or attitudes as in these examples:

Women are better communicators than men.

Smoking is a bad habit.

English is an easy language to learn.

Opinions are not acceptable as support. It is certainly suitable to express opinions in academic writing. In fact, most teachers want you to express your own ideas. However, you may not use an opinion as support, and if you express an opinion, you support it with facts. **Facts** are objective statements of truths.

At sea level, water boils at 100 degrees Celsius.

Women live longer than men.

Cigarettes are addictive.

Sometimes even facts need proof. While all three statements above are facts, the last two need proof. Your readers may not believe that women live longer than men, or they may not agree that cigarettes are addictive. You have to use specific supporting details such as examples, statistics, and quotations to prove that these statements are true facts.

OPINION	Photographs of ultrathin fashion models send the wrong message to girls and young women.
FACT BUT NEEDS PROOF	Fashion models are extremely thin.
SPECIFIC SUPPORTING DETAIL	The average model weighs 23 percent less than the average woman of the same height.

Using Examples as Support

Examples are perhaps the easiest kind of supporting detail to use because you can often take examples from your own knowledge and experience. You don't always have to search the library or the Internet for supporting material. Furthermore, examples make your writing lively and interesting, and your reader is more likely to remember your point if you support it with a memorable example.

Words and phrases that introduce examples include *for example*, *for instance*, and *such as*.

PRACTICE 7 – Using Specific Supporting Details

A) Read each sentence and label it *O* (opinion), *F-NP* (fact that needs proof), or *SSD* (specific supporting detail).

F-NP 1. People who steal identities do a lot of damage before their victims become aware of it. (*The writer could give an example of a person who was victimized before noticing it.*)

O 2. Punishment for identity thieves is not severe enough. (*The writer could give an example of a typical punishment.*)

SSD 3. As of 2010, credit card fraud accounted for 17 percent of reported identity theft.

- ___ 4. Identity theft is more serious than any other type of theft.
- ___ 5. Identity theft is increasing at a rapid pace.
- ___ 6. In 2000, 3,1 000 cases of identity theft were reported to the Federal Trade Commission (FTC); in 2009, the number was 278,000.
- ___ 7. Many people do not report indetity theft to the police.
- ___ 8. In 2009, 28 percent of identity theft victims did not notify the police, according to the FTC.
- ___ 9. Identity theft happens to ordinary people, not just to the wealthy.
- ___ 10. It is easy for a theft to use the U.S. Postal Service to steal identities.
- ___ 11. For example, thieves steal credit card statements from mailboxes, and then send a change-of-address card to the postal service to have future statements sent to a different address.
- ___ 12. Most victims of identity theft are young adults.
- ___ 13. The FTC reports that there were more vicitms in the age group 20-29 than in any other group.
- ___ 14. The police should do more to protect citizens from identity theft.

- B) **Work with a partner or in a small group. Discuss what specific supporting details you might use to support the sentences you labeled *O* and *F-NP*.**

THE CONCLUDING SENTENCE

HOW? Summarize the main points of the paragraph or repeat the topic sentence in different words (paraphrase).

A paragraph does not always need a concluding sentence. For example, not every paragraph in a multi-paragraph essay needs one. However, for single paragraphs, especially long ones, a concluding sentence is helpful to the reader because it is a reminder of the important points.

Never introduce a new idea in the concluding sentence. For example if this sentence were in a paragraph about different kinds of greeting cards, adding a comment about the cost of cards would add a new idea.

In conclusion, we now have a greater variety of greeting cards, to choose from, but **they are also becoming very expensive.**

You may begin your concluding sentence with one of the signals in this list. You may also end a paragraph without a formal signal.

END – OF – PARAGRAPH SIGNALS		
Followed by a Comma		Not Followed by a Comma
In brief,	Lastly,	The evidence suggests that...
In concusion,	Therefore,	There can be no doubt that...

Indeed,
In short,
Finally,

Thus,
To sum up,

These examples show that...
We can see that...

PRACTICE 8 – Analyzing Conclusions

Read the paragraphs. Decide whether each concluding sentence summarizes the main points or repeats the topic sentence in different words. Then answer the questions.

PARAGRAPH 1

Greeting Cards

Have you noticed how many different kinds of greeting cards you can buy these days? In the old days, the local drugstore had one rack displaying maybe five or six basic kinds of cards. You could walk into the store and choose an appropriate card in five minutes or less. Today, however, the display space for greeting cards is as big as a soccer field, and it may take an hour or two to hunt down the right card with exactly the right message. There are at least 30 categories of birthday cards alone: birthday cards for different ages, from different ages, for different relatives, from different relatives, for different genders, from different genders, from a couple, from the office, for dog owners, for cat owners, and so on. There are cards for getting a job, for retiring from a job, for acquiring a pet, for losing a pet, for becoming engaged, for breaking up. There are also greeting cards to send for no reason—"Thinking of you" or "Just because" cards. The newest type of card is the "encouragement card." An encouragement card offers comforting thoughts and helpful advice to someone who is sad or distressed in these troubled times. These examples clearly show that these days there is a greeting card for every possible life event and for a few nonevents as well.

PARAGRAPH 2**A Hawaiian Legend**

Native people create legends to explain unusual phenomena in their environment. A legend from the Hawaiian island of Kauai explains how the naupaka flower, a flower that grows on beaches there, got its unusual shape. The flower looks like half a small daisy—there are petals on one side only. The legend says that the marriage of two young lovers on the island was opposed by both sets of parents. The parents found the couple together on a beach one day, and to prevent them from being together, one of the families moved to the mountains, separating the young couple forever. As a result, the naupaka flower separated itself into two halves. One half moved to the mountains, and the other half stayed near the beach. This story is a good example of a legend invented by native people to interpret the world around them.

Questions about the Paragraphs

1. In which paragraph does the concluding sentence summarize the main points of the paragraph, which are not specifically stated in the topic sentence?
2. In which paragraph does the concluding sentence paraphrase (repeat in different words) the topic sentence?
3. What are the conclusion signals in each paragraph? Circle them.

PRACTICE 9 – Writing Concluding Sentences

Read the paragraphs and underline the topic sentences. Then add a good concluding sentence to each paragraph by paraphrasing the topic sentence or summarizing the main points. Remember to use an end-of-paragraph signal.

PARAGRAPH 1

A person can be a good communicator by being a good listener. When speaking with someone, a good listener pays close attention to the speaker's words while looking at his or her face. A good listener also shows interest by smiling and nodding. Also, posture is important; it can affect communication for both the speaker and the listener. For instance, sitting slumped in a chair makes a person seem passive, while a relaxed posture with the body bent slightly forward shows interest in the speaker and the conversation. Remember, too, that good communicators do not interrupt while someone is speaking; although interruption is active participation, it can be polite. _____

PARAGRAPH 2

Modern communication technology is raising the stress level for corporate workers. They feel burried under the large number of messages they receive daily. In addition to telephone calls, office workers receive dozens of email, voice mail, and text messages daily. In addition to telephone calls, office workers receive dozens of email, voice mail, and text messages daily. In fact, U.S. managers receive on average more than 200 email messages a day. Because they do not have enough time to respond to these messages during office hours, it is common for them to do so in the evenings or on weekends at home. _____

WRITING ASSIGNMENT

Your writing assignment for this chapter is to write a paragraph of 10 to 15 sentences on the topic of communication. Use the writing model on page 3 to help you. Follow the steps in the writing process.

①

PREWRITE

To get ideas, one technique you can use for prewriting is **listing - brainstorming** technique in which you can quickly make a list of any words or phrases that are related to your topic. Make a list of everything that comes to your mind about this topic. Don't worry about spelling or grammar at this point. Try to stay on this topic (try not to write something that is off topic).

COMMUNICATION

<i>many many different ways</i>	<i>letters- write grandma</i>
<i>what's best?</i>	<i>Different purposes?</i>
<i>Cell phones - photos</i>	<i>Problems communicating?</i>
<i>Texting-too much! Addiction in society?</i>	<i>smart phones</i>
<i>Talking-fun, face to face, friends</i>	

This is the beginning of a list that one student brainstormed before writing her paragraph.

②
ORGANIZE

Your ideas.

- Look for related points in the list you brainstormed in the previous step. Cross out anything completely off topic or repeated.
- Rewrite your list and group similar ideas together. This will help to narrow your topic into something that you can put into a single paragraph.
- Choose one main idea to focus on and choose related points as support for your main idea.

③

WRITE

The first draft.

- Using your list, start writing your first draft. Remember to include the three parts of the paragraph that you studied in this chapter: a topic sentence, supporting sentences that contain examples or facts, and a concluding sentence.
- Don't worry if you think of new ideas that are not on your list as you write. You can add or delete ideas later. Just make sure your new ideas support your topic.

④

REVISE

The draft.

- Review the content and organization of your draft. Do not try to correct errors in format, mechanics (capitalization, punctuation, and spelling), grammar, and sentence structure at this stage. You will do this in Step 5. Start by reading over your paragraph to get a general overview. As you read, check to make sure that
 - ✍ Your paragraph has a topic sentence;
 - ✍ The topic is developed with enough supporting information;
 - ✍ You support your opinions with facts;
 - ✍ Your concluding sentence is on the topic.
- Make notes in the margin about anything you want to improve.
- Ask a classmate to read and give you feedback on your first draft (Use Peer Review)
- Discuss your classmate's suggestions and decide which ones to take.

⑤

PROOFREAD

Edit and proofread the draft.

- Make sure you have identified all the changes you want to make in content and organization. Then review your paragraph for errors and organization.
- Review your paragraph for errors in format, mechanics, grammar and sentence structure. (Use Self-Check)
- When you find an error, make a note on your paper using the correction symbols (handout – Correction Symbols)

⑥

ORGANIZE

Write a new draft.

- Include the changes you identified in steps 4 and 5.
- Proofread your new draft again carefully. Make sure it is neat and error free.
- Hand in your paragraph to your teacher.

SELF-ASSESSMENT

In this module, you have learned to:

- Identify the parts of a paragraph
- Construct an appropriate topic sentence
- Support the topic sentence with details and examples
- Distinguish facts from opinions
- Use a concluding sentence to complete a paragraph
- Write, revise and edit a paragraph about communication

Which ones can you do well? Mark them

Which ones do you need to practice more? Mark them

Writing Assignment Scoring Rubric

Name:		Date:	
PARAGRAPH STRUCTURE			
	THE PARAGRAPH...	YOUR SCORE	MAXIMUM SCORE
1.	...fits the assignment. It is a paragraph about communication.		15
2.	...begins with a well-written topic sentence that includes a topic and a controlling idea.		15
3.	...is well supported with specific facts and/or examples.		20
4.	...contains no unsupported opinions.		10
5.	...ends with an appropriate concluding sentence.		10
6.	...is formatted correctly.		10
7.	...has correct punctuation, capitalization, and spelling.		10
8.	...has correct grammar and sentence structure.		10
TOTAL			100
Comments:			

KEY to the picture on page 1:

