

UNIT

2

*Sentence Construction and
Paragraph*

SENTENCE CONSTRUCTION AND PARAGRAPH

STRUCTURE

- Sentence and sequence
- Types of sentence, paragraph
- Concise ideas dissected into elements
- Elements of paragraph, sub paragraph, putting paragraph together in logical sequencing

• LEARNING OBJECTIVES

After this chapter students will be able to understand about:

- Sentence Construction
- Paragraphs
- Role of Grammar of writing
- How to put paragraphs together in a logical sequencing

• SENTENCE AND SEQUENCE

Words are the most basic building blocks of writing. Sometimes individual words can express a lot. But words alone cannot express all kinds of information, ideas or feelings. Words need to be combined together in the form of sentences to get a sense of completeness and concreteness. Again sentences combine together to form paragraphs to provide more completeness and concreteness. Finally, paragraphs together make a complete write up- whether a news story, article, feature, essay, short story or novel, etc. And grammar plays an important role in sentence construction.

So words, sentences and paragraphs form the basic building blocks of writing. In this lesson, we shall discuss about sentence construction, paragraphs and grammar.

Sentence construction

A sentence is a group of words that makes complete sense. Sentences should never be too lengthy. Nor should they be so brief that the meaning remains unclear. An important component of writing good, intelligible sentences is to avoid

unnecessary words, idioms and usages. New writers tend to rely heavily on adjectives and adverbs. This is done to lend strength and vividness to writing.

In writing, sentences must be varied in length and structure. Beginning each sentence with the subject makes monotonous reading.

Sequencing is also important for media writing as if sentences are not sequenced properly, they would not make any sense. You should very well understand how to put sentences into sequence by identifying key points and ranking them in importance, thus, you could place the facts in some kind of order. Certainly this is the best method to use for the intro and the first few paragraphs. However, with a long and involved story you will find that jumping from key point to key point may confuse your reader or listener. You will have to put your facts in a logical sequence and provide continuity between different segments of the story.

Telling the story in chronological order will do this for some kinds of events, such as the cyclone or a rescue, but it will not work for all stories - for example an election campaign or a debate over where to build a new school. These need a slightly different approach once you have written your intro and principal key points.

If you were showing someone around your village, you would not begin by pointing out the church, then take them inside the copra drying hut, then point out your home, and then take them inside the church. You would be more likely to start your tour by pointing out the main places of interest in general (that is like your intro and first few paragraphs), and then you would go on to visit each of the places, such as the church, the copra drying hut and your home, showing each in greater detail.

That is how it should be with your story. Once you have written your intro and the paragraphs telling the principal key points, take each aspect of the story in turn and give details of it before moving on to the next aspect. Do not ramble from key point to key point. Take your readers or listeners by the hand and lead them through the story.

When you change from one aspect to another, you may occasionally have to provide linking words to guide your audience:

- However, a spokesman for the men said they had a number of other complaints.
- Meanwhile, the Western Highlands government was preparing its own plans to fight the coffee rust.

The "however" in our first example says that we are about to hear an opposing view to the one previously expressed. The "meanwhile" in our second example tell us that something else is going on at the same time.

There are a number of other linking words which can give your story continuity. Be careful. Each has a specific meaning, so get it right. Also, remember that if you repeat "meanwhile" ten times in a story you will simply leave your readers or listeners confused, not knowing where in the story they are.

• TYPE OF SENTENCES

A sentence has so many words. These are called parts of speech, and perform different functions. The following are the major parts of speech.

These are: Noun, Pronoun, Adjective, Adverb, Preposition, Conjunction, and Interjection. And there are four kind sentences. These are:

- Assertive sentence
- Interrogative sentence
- Imperative sentence
- Exclamatory sentence
- Assertive Sentence:

Assertive Sentence

A sentence can make a statement. This type of sentence is called as assertive or declarative sentence.

- The boy stood on the burning deck.
- You do not listen to me.

Interrogative Sentence

A sentence can ask a question. A sentence that asks a question is called an interrogative sentence.

- Did you pay a visit to Delhi?
- What have you to say to all this?

Imperative Sentence

A sentence can express some command, advice, request or entreaty. These are called imperative sentences. In an imperative sentence, the subject 'you' is generally understood.

- Leave the classroom at once. (COMMAND)
- Take exercise in the morning. (ADVICE)
- Lend me your book, please. (REQUEST)

Exclamatory Sentence

A sentence can express some strong or sudden feeling or wish. A sentence that expresses some strong or sudden feeling or wish is called an exclamatory sentence.

- The girl threw a ball but it missed the window.

Each of the above two sentences is really made up of two simple sentences, joined together by a coordinating conjunction. Such a sentence is called a compound sentence.

- Man has his will, but a woman has her way. (Two coordinate clauses)
- She got the book from the library and read it and enjoyed it. (Three coordinate clauses).

In compound sentences, the term Double Sentence is used for a sentence which contains two coordinate clauses, and the term Multiple Sentence for a sentence which consists of more than two coordinate clauses as:

- He loved her, but she hates him. (Double sentence)
- He was a mere boy, but he offered to fight the dragon and slew him. (Multiple sentence)
- I shouted and cried, but no one came to my help. (Multiple sentence).

The relation between two coordinate clauses of compound sentences may be expressed in one of the following four ways.

- Cumulative
- Adversative
- Alternative
- Illative

Complex Sentences:

A complex sentence contains one main clause and one or more subordinate (dependent) clauses; as:

- A glutton lives that he may eat. (One subordinate clause).
- He replied that he worked whenever he liked. (Two subordinate clauses).
- "When Alexander, the Great died, he bade that his two hands might be laid uncovered outside the bier for men who had seen him in his Majesty to see that he had gone the common way of all. (Four subordinate clauses).

Compound-Complex Sentences:

A compound-complex sentences contains two or more main clauses and one or more subordinate clauses; as:

- However great may be the love that unites them, a man and a women are always strangers in mind and intellect; they remain combatants who belong to different races.'

Note: No matter how it is constructed (simple, compound or complex), a sentence may be used to make a declarative (Assertive), an Interrogative, an Imperative or an Exclamatory statement.

Transformation of sentences:

Transformation is the conversion of a sentence from one grammatical form to another, without altering its sense. Transformation is a very useful exercise, as it enables us to express ourselves in a variety of ways. Transformation also refers to the method of changing the form of a sentence without changing its meaning. The following are the different methods of transformation.

The substitution of one part of speech for another:

By Changing a Word into a Noun.

- It is a virtuous act. (Adj.)
- It is an act of virtue. (Noun)
- We did our work carefully. (Adv.)
- We did our work with care. (Noun)
- I like this book. (Verb)
- I have a liking for this book. (Noun)

By Changing a Word into a Verb.

- He sent an invitation to me for dinner. (Noun)
- He invited me to dinner. (Verb)
- They ate successful in their business. (Adj.)
- They are succeeding in their business. (Verb)
- He is apparently a strong boy. (Adv.)
- He appears to be a strong boy. (Verb.)

By Changing a Word into an Adjective:

- This is an act of nobility. (Noun)
- This is a noble act. (Adj.)
- He passed an hour anxiously. (Adv.)
- He passed an anxious hour. (Adj.)
- He appears to be a virtuous man. (Verb.)
- It is apparent that he is a virtuous man. (Adj.)

By changing a word into an Adverb:

- He did it with neatness. (Noun)
- He did it neatly. (Adj.)

- Your success is certain. (Adv.)
- You will certainly succeed. (Adv.)
- We forced our way through the crowd. (Verb)
- We forcibly made our way through the crowd. (Adv.)

Characteristics of a Good Topic Sentence

Five characteristics define a good topic sentence:

1. A good topic sentence provides an accurate indication of what will follow in the rest of the paragraph.

Weak example

People rarely give firefighters the credit they deserve for such a physically and emotionally demanding job. (The paragraph is about a specific incident that involved firefighters; therefore, this topic sentence is too general.)

Stronger example

During the October riots, Unit 3B went beyond the call of duty. (This topic sentence is more specific and indicates that the paragraph will contain information about a particular incident involving Unit 3B.)

2. A good topic sentence contains both a topic and a controlling idea or opinion.

Weak example

In this paper, I am going to discuss the rising suicide rate among young professionals. (This topic sentence provides a main idea, but it does not present a controlling idea, or thesis.)

Stronger example

The rising suicide rate among young professionals is a cause for immediate concern. (This topic sentence presents the writer's opinion on the subject of rising suicide rates among young professionals.)

3. A good topic sentence is clear and easy to follow.

Weak example

In general, writing an essay, thesis, or other academic or nonacademic document is considerably easier and of much higher quality if you first construct an outline, of which there are many different types. (This topic sentence includes a main idea and a controlling thesis, but both are buried beneath the confusing sentence structure and unnecessary vocabulary. These obstacles make it difficult for the reader to follow).

Stronger example

Most forms of writing can be improved by first creating an outline. (This topic sentence cuts out unnecessary verbiage and simplifies the previous statement, making it easier for the reader to follow.)

4. A good topic sentence does not include supporting details.

Weak example

Salaries should be capped in baseball for many reasons, most importantly so we don't allow the same team to win year after year. (This topic sentence includes a supporting detail that should be included later in the paragraph to back up the main point.)

Stronger example

Introducing a salary cap would improve the game of baseball for many reasons. (This topic sentence omits the additional supporting detail so that it can be expanded upon later in the paragraph.)

5. A good topic sentence engages the reader by using interesting vocabulary.

Weak example

The military deserves better equipment. (This topic sentence includes a main idea and a controlling thesis, but the language is bland and unexciting.)

Stronger example

The appalling lack of resources provided to the military is outrageous and requires our immediate attention. (This topic sentence reiterates the same idea and controlling thesis, but adjectives such as *appalling* and *immediate* better engage the reader. These words also indicate the writer's tone.)

Paragraphs

A paragraph is a combination of sentences dealing with one idea. The first sentence of a paragraph generally indicates the main idea running through it. The sentences that follow *expand, illustrate or substantiate* that idea. But all sentences must run in regular order so as to form a connected whole. As we have discussed earlier, completeness and concreteness are important aspects of sentences.

Essentials of a paragraph:

The essential features of a good paragraph are

- unity
- order
- variety

Unity

The paragraph that has unity develops around a single topic or theme or single idea. All its sentences have a direct bearing on the topic and each thought is connected with the other as a link in a chain.

Order

The details in a paragraph should be arranged in a logical order, each growing out of the preceding one.

Variety

A good paragraph should consist of sentences of varying length some long; some short.

How to write paragraphs

- Some tips for writing a good paragraph are given below:
- There should be one main idea running through the paragraph. All other points must illustrate or deal with the main idea.
- Think out the points upon which you wish to write. To get such points, frame questions about the topic and think out answers for them. These answers will give you the required relevant points.
- Put these points in a regular order. The central idea or ideas should be mentioned first and other points afterwards.
- Make the first sentence of your paragraph brief and interesting to arrest attention.
- The last sentence should also be quite attractive and should satisfy the interest aroused in the opening sentence.
- Sentences should preferably be short and varied in length. Every sentence should be clear and complete.
- Revise what you have written, and correct all mistakes in spelling, grammar, punctuation and idiom.

Grammars

Grammar is the soul of any language. English usage depends upon the rules of English grammar. Writers using any language for expression, must be fully acquainted with the grammatical rules.

Grammatical Terms

These are various important grammatical terms in English language: Some of them are as explained below:

Adjective:

An adjective is a word with a noun to describe, or point out the person, animal, place or thing which the noun names, or to tell its number or quantity. In other words, an adjective is a word used with a noun to add something to its meaning. For example:

- *Hari is a **brave** man.*
- *She is a **hard working** girl.*

Adverb:

An adverb is a word that modifies the meaning of a verb, an adjective, or another adverb. Adverbs are divided into various categories according to their meaning. In the following sentences, adverbs have been used to modify phrases.

- *She was walking **beside** him.*
- *She was dressed **all in** black.*
- *Have they read **all through** this novel?*

Adverbs standing at the beginning of sentences sometimes modify the whole sentence, rather than any particular word. For example:

- ***Probably** she is mistaken.*
- ***Possibly** it is as they say.*
- ***Unfortunately** no one was available.*

Concise ideas dissected into elements

When writing for business, it's important to use clear, concise language. This means that word choice is of the utmost importance. By focusing on clear, concise writing, you'll discover the following five benefits to your writing.

Increased Strength

Circumlocution is when a writer uses many words when they could say the same thing in just a few words. By doing this, the writing becomes vague and seems to be evading the subject. As a business writer, you don't want to fall into this trap. Strengthen your writing by removing unnecessary adverbs, modifiers, and other words. Your readers will better understand what you're saying, and your words will seem stronger and more powerful.

Greater Effectiveness

If you want your reader to understand exactly what you're trying to say, you need to use the best word or words to express your ideas. As you do this, your ideas will pack a greater punch, leaving the reader with a positive lasting impression.

Short and Sweet

As you write to other members of the business community, you'll find that they have very little time to read an entire email or document. You need to quickly get your ideas across. By making your writing concise, you'll keep your writing short and to the point. That way, your readers will quickly understand the ideas without needing to skim the document.

Less Room for Interpretation

What does he mean by that? What does she want us to do exactly? Will your readers be asking these questions? When time is of the essence, you don't want to send a bunch of follow-up emails for clarification. Using clear language will ensure that your readers understand exactly what you want them to do, so you won't have several people interpreting your ideas in different ways.

Reaches a Wider Audience

Part of clear language means using words that are simple and easy to understand. You shouldn't assume that your readers know all the jargon and buzzwords of your industry. So, try to use clear words that everyone who reads your business writing can understand. For example, rather than saying that your reader should "utilize" your new product, tell them to simply "use" your new product.

Why is clear, concise writing so important in business? The answer comes down to one thing: your audience. Who are they? What do they know about the subject? Do they have a lot of time to read your writing? What impact do you want to have on your audience?

As you think about the answer to each of these questions, you'll find that clear, concise writing is the key to reaching your audience and helping them understand what you want them to know after reading your business writing.

Writing clear and concise content can help you gain and keep your readers' attention. Learn the four qualities of content that engages audiences.

There is a lot of hype these days about long-form content. But does a lengthy piece actually do all it needs to do to engage users? Don't people love concise content or infographics that are supposedly more captivating?

Wouldn't the following trends present a compelling argument for creating concise content?

- Shorter attention spans amongst readers.
- The increasing use of mobile devices.

- The fact that as much as 80 percent of social media time is spent on mobile devices.
- Jakob Nielsen's recommendation that you cut up to half the wordage you publish on the web.

In light of that, we could say that concise content that is likely to be read possesses four distinct qualities: it is eye-catching, easy to consume, emotional, and engaging.

Let's take a look at each of those qualities in turn.

1. Eye-catching

With so much noise and content being directed at your audience every day, you have to earn their attention. To do that, you must first catch their eye.

How?

Get Their Attention with One Big Idea

Your headline is the first thing that most readers will see or look at – before they look at the image and the copy. So what makes for a good eye-catching headline?

One big idea. This idea is your most important point or benefit.

For example, one of the most viral articles last year was titled *New Alzheimer's Treatment Fully Restores Memory Function*. It gained more than 5 million Facebook shares.

Why so many? Because it was newsworthy and touched upon an issue that many millions of people encounter daily.

Sites like BuzzSumo and Upworthy are known to have attracted millions of readers as a result of the headlines they use.

So what can you do to create magnetic headlines, even if the content is not especially newsworthy or sensational? Here are a few tips:

- Use numbers.
- Use a unique rationale.
- Be ultra-specific.
- Convey a sense of urgency.
- Ensure the headline shows your audience the usefulness of your content.

Use Visuals

According to Adobe's report, *The State of Content: Expectations on the Rise*, most people would choose to look at well-designed content over something

- Present how the post will address a problem that your audience can relate to. In other words, set expectations and get your audience to continue reading.

Write for Seventh Graders

The more complex your writing, the harder it will be to comprehend, and therefore less accessible to your audience. Some of the key things to keep in mind while writing is to make thoughtful transitions between ideas, use simpler words, less jargon, fewer adverbs and adjectives, and of course attend to grammar and spelling.

Keep Paragraphs Short

Stephen King says that “paragraphs are almost always as important for their look as for what they say; they are maps of intent.”

Look at any popular blog and you’ll notice it uses short paragraphs, usually of two to four sentences. There will even be some one-sentence paragraphs.

Why is this?

Because it creates a sense of space. It makes the page look less intimidating and more inviting, encouraging people to have a read and stick around to see what you have to say.

Avoid the Passive Voice

Dan Zarella’s Science of Social Media report showed that verbs generate more Twitter shares. In other words, by using verbs and avoiding the passive voice, more of your audience is likely to take action. Ott Niggulus also found this to be the case when it comes to calls to action.

So how do you avoid using the passive voice?

By using the ‘By zombies’ test, which means adding the phrase “by zombies” after the verb. If the sentence still makes sense, then you are probably using the passive voice.

So, for example:

- The book was bought (by zombies) yesterday. {passive voice}
- He bought (by zombies) a book today. {active voice}
- Cut the Flab and Choose Value over Word Count
- Write for scanners, to hold their attention and keep them going through your content.

A BBC report indicates that readers spend less than 10 seconds on a webpage before moving away. So you need to ensure your readers do not have to make an effort to read your content.

Keeping your audience's attention with reader-friendly copy that provides value is especially important in this day and age.

So, like Apple does, use short sentences that are not only easier to understand but also give the text a rhythm. They don't worry about starting sentences with "And" or "But"; look at this piece on the iPhone 7.

3. Emotional

You must also engage your audience by evoking emotions that they can identify with.

A study by CoSchedule found that posts with a higher emotional value get more shares than those without.

So how do you write emotional content?

By using words that evoke feelings.

Robert Plutchik's wheel of emotions provides a framework of core emotions that writers can use to help frame their content. Writers should be able to identify the emotions that matter most to their audiences and use them accordingly.

For example, fury may strike a chord with those interested in politics but it won't necessarily have the same impact on college graduates shopping for a new car or looking for a car loan.

By zeroing in on the right emotions, your content can be kept concise and focused around issues that matter to your audience.

Elements of paragraph, sub paragraph, putting paragraph together in logical sequencing

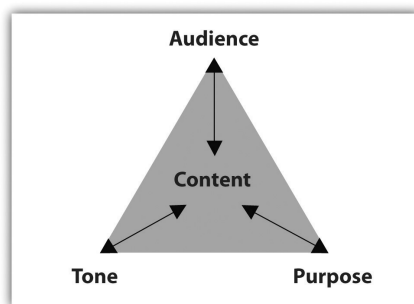
Imagine reading one long block of text, with each idea blurring into the next. Even if you are reading a thrilling novel or an interesting news article, you will likely lose interest in what the author has to say very quickly. During the writing process, it is helpful to position yourself as a reader. Ask yourself whether you can focus easily on each point you make. One technique that effective writers use is to begin a fresh paragraph for each new idea they introduce.

Paragraphs separate ideas into logical, manageable chunks. One paragraph focuses on only one main idea and presents coherent sentences to support that one point. Because all the sentences in one paragraph support the same point, a paragraph may stand on its own. To create longer assignments and to discuss more than one point, writers group together paragraphs.

Three elements shape the content of each paragraph:

1. Purpose. The reason the writer composes the paragraph.
2. Tone. The attitude the writer conveys about the paragraph's subject.
3. Audience. The individual or group whom the writer intends to address.

The assignment's purpose, audience, and tone dictate what the paragraph covers and how it will support one main point. This section covers how purpose, audience, and tone affect reading and writing paragraphs.



Identifying Common Academic Purposes

The purpose for a piece of writing identifies the reason you write a particular document. Basically, the purpose of a piece of writing answers the question “Why?” For example, why write a play? To entertain a packed theater. Why write instructions to the babysitter? To inform him or her of your schedule and rules. Why write a letter to your congressman? To persuade him to address your community's needs.

In academic settings, the reasons for writing fulfill four main purposes: to summarize, to analyze, to synthesize, and to evaluate. You will encounter these four purposes not only as you read for your classes but also as you read for work or pleasure. Because reading and writing work together, your writing skills will improve as you read. To learn more about reading in the writing process, see Chapter 7 “The Writing Process: How Do I Begin?”.

Eventually, your instructors will ask you to complete assignments specifically designed to meet one of the four purposes. As you will see, the purpose for writing will guide you through each part of the paper, helping you make decisions about content and style. For now, identifying these purposes by reading paragraphs will prepare you to write individual paragraphs and to build longer assignments.

• SUMMARY PARAGRAPHS

A summary shrinks a large amount of information into only the essentials. You probably summarize events, books, and movies daily. Think about the last blockbuster movie you saw or the last novel you read. Chances are, at some point in

a casual conversation with a friend, coworker, or classmate, you compressed all the action in a two-hour film or in a two-hundred-page book into a brief description of the major plot movements. While in conversation, you probably described the major highlights, or the main points in just a few sentences, using your own vocabulary and manner of speaking.

Similarly, a summary paragraph condenses a long piece of writing into a smaller paragraph by extracting only the vital information. A summary uses only the writer's own words. Like the summary's purpose in daily conversation, the purpose of an academic summary paragraph is to maintain all the essential information from a longer document. Although shorter than the original piece of writing, a summary should still communicate all the key points and key support. In other words, summary paragraphs should be succinct and to the point.

According to the Monitoring the Future Study, almost two-thirds of 10th-grade students reported having tried alcohol at least once in their lifetime, and two-fifths reported having been drunk at least once (Johnston et al. 2006x). Among 12th-grade students, these rates had risen to over three-quarters who reported having tried alcohol at least once and nearly three-fifths who reported having been drunk at least once. In terms of current alcohol use, 33.2 percent of the Nation's 10th graders and 47.0 percent of 12th graders reported having used alcohol at least once in the past 30 days; 17.6 percent and 30.2 percent, respectively, reported having been drunk in the past 30 days; 21.0 percent and 28.1 percent, respectively, reported having had five or more drinks in a row in the past 2 weeks (sometimes called binge drinking); and 1.3 percent and 3.1 percent, respectively, reported daily alcohol use (Johnston et al. 2006a).

Alcohol consumption continues to escalate after high school. In fact, eighteen- to twenty-four-year-olds have the highest levels of alcohol consumption and alcohol dependence of any age group. In the first 2 years after high school, lifetime prevalence of alcohol use (based on 2005 follow-up surveys from the Monitoring the Future Study) was 81.8 percent, 30-day use prevalence was 59 percent, and binge-drinking prevalence was 36.3 percent (Johnston et al. 2006b). Of note, college students on average drink more than their noncollege peers, even though they drank less during high school than those who did not go on to college (Johnston et al. 2006a,b; Schulenberg and Maggs 2002). For example, in 2005, the rate of binge drinking for college students (1 to 4 years beyond high school) was 40.1 percent, whereas the rate for their noncollege age mates was 35.1 percent.

Alcohol use and problem drinking in late adolescence vary by sociodemographic characteristics. For example, the prevalence of alcohol use is higher for boys than for girls, higher for White and Hispanic adolescents than for African-American adolescents, and higher for those living in the north and north central United States than for those living in the South and West. Some of these relationships change with early adulthood, however. For example, although alcohol use in high school tends to be higher in areas with lower population density (i.e., rural areas) than in more densely populated areas, this relationship reverses during early adulthood (Johnston et al., 2006 a,b). Lower economic status (i.e., lower educational level of parents) is associated with more alcohol use during the early high school years; by the end of high school, and during the transition to adulthood, this relationship changes, and youth from higher socioeconomic backgrounds consume greater amounts of alcohol.

A summary of the report should present all the main points and supporting details in brief. Read the following summary of the report written by a student:

Brown et al. inform us that by tenth grade, nearly two-thirds of students have tried alcohol at least once, and by twelfth grade this figure increases to over three-quarters of students. After high school, alcohol consumption increases further, and college-aged students have the highest levels of alcohol consumption and dependence of any age group. Alcohol use varies according to factors such as gender, race, geographic location, and socioeconomic status.

Some of these trends may reverse in early adulthood. For example, adolescents of lower socioeconomic status are more likely to consume alcohol during high school years, whereas youth from higher socioeconomic status are more likely to consume alcohol in the years after high school.

Notice how the summary retains the key points made by the writers of the original report but omits most of the statistical data. Summaries need not contain all the specific facts and figures in the original document; they provide only an overview of the essential information.

Analysis Paragraphs

An analysis separates complex materials in their different parts and studies how the parts relate to one another. The analysis of simple table salt, for example, would require a deconstruction of its parts—the elements sodium (Na) and chloride (Cl). Then, scientists would study how the two elements interact to create the compound NaCl, or sodium chloride, which is also called simple table salt.

Analysis is not limited to the sciences, of course. An analysis paragraph in academic writing fulfills the same purpose. Instead of deconstructing compounds, academic analysis paragraphs typically deconstruct documents. An analysis takes apart a primary source (an essay, a book, an article, etc.) point by point. It communicates the main points of the document by examining individual points and identifying how the points relate to one another.

Take a look at a student's analysis of the journal report.

At the beginning of their report, Brown et al. use specific data regarding the use of alcohol by high school students and college-aged students, which is supported by several studies. Later in the report, they consider how various socioeconomic factors influence problem drinking in adolescence. The latter part of the report is far less specific and does not provide statistics or examples.

The lack of specific information in the second part of the report raises several important questions. Why are teenagers in rural high schools more likely to drink than teenagers in urban areas? Where do they obtain alcohol? How do parental attitudes influence this trend? A follow-up study could compare several high schools in rural and urban areas to consider these issues and potentially find ways to reduce teenage alcohol consumption.

Notice how the analysis does not simply repeat information from the original report, but considers how the points within the report relate to one another. By doing this, the student uncovers a discrepancy between the points that are backed up by statistics and those that require additional information. Analyzing a document involves a close examination of each of the individual parts and how they work together.

Synthesis Paragraphs

A synthesis combines two or more items to create an entirely new item. Consider the electronic musical instrument aptly named the synthesizer. It looks like a simple keyboard but displays a dashboard of switches, buttons, and levers. With the flip of a few switches, a musician may combine the distinct sounds of a piano, a flute, or a guitar—or any other combination of instruments—to create a new sound. The purpose of the synthesizer is to blend together the notes from individual instruments to form new, unique notes.

The purpose of an academic synthesis is to blend individual documents into a new document. An academic synthesis paragraph considers the main points from one or more pieces of writing and links the main points together to create a new point, one not replicated in either document.

Take a look at a student's synthesis of several sources about underage drinking.

for your point of view, it typically requires more critical thinking and a combination of summary, analysis, and synthesis skills. Thus evaluation paragraphs often follow summary, analysis, and synthesis paragraphs. Read a student's evaluation paragraph.

Throughout their report, Brown et al. provide valuable statistics that highlight the frequency of alcohol use among high school and college students. They use several reputable sources to support their points. However, the report focuses solely on the frequency of alcohol use and how it varies according to certain sociodemographic factors. Other sources, such as Spoth, Greenberg, and Turrisi's study (2009) and the survey I conducted among college students, examine the reasons for alcohol use among young people and offer suggestions as to how to reduce the rates. Nonetheless, I think that Brown et al. offer a useful set of statistics from which to base further research into alcohol use among high school and college students.

Notice how the paragraph incorporates the student's personal judgment within the evaluation. Evaluating a document requires prior knowledge that is often based on additional research.

Organising the sentences in your paragraph according to a logical order helps the reader to follow the development of your ideas

Some common kinds of logical order are:

- Chronological order
- Comparison/contrast
- Logical division of ideas
- Order of importance
- Cause and effect

Each kind of order uses particular words and phrases (transition words) to show the relationships between ideas. For example in a paragraph using chronological order, you would use expressions of time: first, next, after that, finally, before the last war, after 2010, since then,

In a paragraph describing differences (contrast), you would use expressions like these: the most significant difference, larger than, unlike, on the other hand, in contrast, differ from

In a paragraph showing similarities (comparison), you would use expressions such as: similarity, similarly, as expensive as, just as, just like, compare with, in comparison

Logical division of ideas simply means that ideas are grouped together, and each group is discussed accordingly. They may be introduced in order of importance, or in some other order that makes sense to the reader. You would use transition words such as firstly, secondly, thirdly to introduce each group.

A cause and effect paragraph uses transition words that express reasons and results, such as: the first cause, the next reason, because of ... the first effect, as a result, therefore

Strong writers frequently combine the features of different types of paragraphs in order to successfully express their ideas and to suit the purpose of their writing. Using clear paragraph structure is essential, as it helps the reader to follow your meaning.

Effective Means for Writing a Paragraph

Now that you have identified common purposes for writing and learned how to select appropriate content for a particular audience, you can think about the structure of a paragraph in greater detail. Composing an effective paragraph requires a method similar to building a house. You may have the finest content, or materials, but if you do not arrange them in the correct order, then the final product will not hold together very well.

A strong paragraph contains three distinct components:

1. **Topic sentence.** The topic sentence is the main idea of the paragraph.
2. **Body.** The body is composed of the supporting sentences that develop the main point.
3. **Conclusion.** The conclusion is the final sentence that summarizes the main point.

The foundation of a good paragraph is the topic sentence, which expresses the main idea of the paragraph. All the sentences in the rest of the paragraph should relate to the topic sentence.

Developing a Topic Sentence

Pick up any newspaper or magazine and read the first sentence of an article. Are you fairly confident that you know what the rest of the article is about? If so, you have likely read the topic sentence. An effective topic sentence combines a main idea with the writer's personal attitude or opinion. It serves to orient the reader and provides an indication of what will follow in the rest of the paragraph. Read the following example.

This topic sentence declares a favorable position for standardizing math and English education. After reading this sentence, a reader might reasonably expect the writer to provide supporting details and facts as to why standardizing math and English education might improve student learning in many states. If the purpose of

the essay is actually to evaluate education in only one particular state, or to discuss math or English education specifically, then the topic sentence is misleading.

Main Idea versus Controlling Idea

Topic sentences contain both a main idea (the subject, or topic that the writer is discussing) and a controlling idea (the writer's specific stance on that subject). Just as a thesis statement includes an idea that controls a document's focus a topic sentence must also contain a controlling idea to direct the paragraph. Different writers may use the same main idea but can steer their paragraph in a number of different directions according to their stance on the subject. Read the following examples.

- Marijuana is a destructive influence on teens and causes long-term brain damage.
- The antinausea properties in marijuana are a lifeline for many cancer patients.
- Legalizing marijuana would create a higher demand for Class A and Class B drugs.

Although the main idea—marijuana—is the same in all three topic sentences, the controlling idea differs depending on the writer's viewpoint.

Developing Paragraphs That Use Topic Sentences, Supporting Ideas, and Transitions Effectively

Learning how to develop a good topic sentence is the first step toward writing a solid paragraph. Once you have composed your topic sentence, you have a guideline for the rest of the paragraph. To complete the paragraph, a writer must support the topic sentence with additional information and summarize the main point with a concluding sentence.

This section identifies the three major structural parts of a paragraph and covers how to develop a paragraph using transitional words and phrases.

Identifying Parts of a Paragraph

An effective paragraph contains three main parts: a topic sentence, the body, and the concluding sentence. A topic sentence is often the first sentence of a paragraph. This chapter has already discussed its purpose—to express a main idea combined with the writer's attitude about the subject. The body of the paragraph usually follows, containing supporting details. Supporting sentences help explain, prove, or enhance the topic sentence. The concluding sentence is the last sentence in the paragraph. It reminds the reader of the main point by restating it in different words.

Paragraph Structure Graphic Organizer

Topic Sentence
(main idea + personal opinion)

Body

Supporting Sentence

Supporting Sentence

Supporting Sentence

Supporting Sentence

Conclusion
(summary of main idea + personal opinion)

Concluding Sentence

Read the following paragraph.

After reading the new TV guide this week I had just one thought—why are we still being bombarded with reality shows? This season, the plague of reality television continues to darken our airwaves. Along with the return of viewer favorites, we are to be cursed with yet another mindless creation. Prisoner follows the daily lives of eight suburban housewives who have chosen to be put in jail for the purposes of this fake psychological experiment. A preview for the first episode shows the usual tears and tantrums associated with reality television. I dread to think what producers will come up with next season, but if any of them are reading this blog—stop it! We’ve had enough reality television to last us a lifetime!

The first sentence of this paragraph is the topic sentence. It tells the reader that the paragraph will be about reality television shows, and it expresses the writer's distaste for these shows through the use of the word *bombarded*.

Each of the following sentences in the paragraph supports the topic sentence by providing further information about a specific reality television show. The final sentence is the concluding sentence. It reiterates the main point that viewers are bored with reality television shows by using different words from the topic sentence.

Paragraphs that begin with the topic sentence move from the general to the specific. They open with a general statement about a subject (reality shows) and then discuss specific examples (the reality show *Prisoner*). Most academic essays contain the topic sentence at the beginning of the first paragraph.

Implied Topic Sentences

Some well-organized paragraphs do not contain a topic sentence at all. Instead of being directly stated, the main idea is implied in the content of the paragraph. Read the following example:

Heaving herself up the stairs, Luella had to pause for breath several times. She let out a wheeze as she sat down heavily in the wooden rocking chair. Tao approached her cautiously, as if she might crumble at the slightest touch. He studied her face, like parchment; stretched across the bones so finely he could almost see right through the skin to the decaying muscle underneath. Luella smiled a toothless grin.

Although no single sentence in this paragraph states the main idea, the entire paragraph focuses on one concept—that Luella is extremely old. The topic sentence is thus implied rather than stated. This technique is often used in descriptive or narrative writing. Implied topic sentences work well if the writer has a firm idea of what he or she intends to say in the paragraph and sticks to it. However, a paragraph loses its effectiveness if an implied topic sentence is too subtle or the writer loses focus.

• SUMMARY OF THE CHAPTER

- Words need to be combined together in the form of sentences to get a sense of completeness and concreteness. So words, sentences and paragraphs form the basic building blocks of writing.
- A sentence is a group of words that makes complete sense.
- Sequencing is also important for media writing as if sentences are not sequenced properly, they would not make any sense.

- B. Five: a, an, the, definitive and indefinite
- C. One: a
- D. Two: definitive and indefinite

Ans. D

4. “There”, as an introductory subject:
- A. requires the verb to agree with the object
 - B. is always singular
 - C. requires the verb to agree with the real subject that comes after it
 - D. requires the verb to agree with its unreal subject

Ans. C

5. In issuing instructions, one should avoid the:
- A. active voice
 - B. imperative form
 - C. passive voice
 - D. subjunctive form

Ans. C

6. The essential features of a good paragraph are
- A. unity, order and variety
 - B. unity
 - C. order
 - D. variety

Ans. A

Fill in the blanks:

7. What is assertive sentence?

Ans. A sentence can make a statement. This type of sentence is called as assertive or declarative sentence.

8. What is Interrogative sentence?

Ans. A sentence can ask a question.

9. Define Imperative Sentence....

Ans. A sentence can express some command, advice, request or entreaty.

10. Define Exclamatory Sentence....

Ans. A sentence can express some strong or sudden feeling or wish. A sentence that expresses some strong or sudden feeling or wish is called an exclamatory sentence.

• ANSWER IN BRIEF

1. Define sentence and sequence and their importance in media writing.
2. Define types of sentence and paragraph and their importance.
3. Explain concise ideas dissected into elements in your own words.
4. What are the elements of paragraph, sub paragraph and briefly explain putting paragraph together in logical sequencing.

