

AET-127 — Week 3 Student Handout

Paragraph Structure: Topic Sentences • Supporting Details • Unity & Coherence

Programme: Applied English Translation • Instructor: Lect. Dr. Fatma Toköz • Date: 13 October 2025

1) Concept Snapshots (for reference)

Unity: Every sentence serves one controlling idea. Remove or move off-topic lines.

Topic sentence: Names the topic and previews the focus/scope so readers can anticipate the supports.

Supporting details: Examples, explanations, evidence, and consequences that trace back to the controlling idea.

Coherence: Organise logically (general→specific, cause–effect, comparison–contrast, problem–solution, or time order). Use lexical ties (this choice, these terms, such an approach), parallelism, and precise connectors.

Teacher note (use in class from the book; do not print here): p. 137 (General vs. Specific), pp. 140–141 (Connectors & commas), pp. 150–152 (Choosing the topic sentence).

2) PARALLEL PRACTICE A — General vs. Specific (mirrors p. 137)

Task A1. For each general statement, choose the two best specific sentences that truly support it. Cross out the one that is off-topic. Then write one sentence explaining why it is off-topic.

General: In museum labels, culture-bound clothing terms should be translated with brief descriptions.

- a) A concise noun phrase helps standing readers process quickly.
- b) Long footnotes show scholarly depth.
- c) House style guides often discourage notes on wall text.

Your picks: ____ and ____ Off-topic: ____ Why off-topic? _____

General: For tourist brochures, domesticating place names can improve wayfinding.

- a) Visitors recognise standard map spellings more easily.
- b) Poetic allusions enhance literary quality.
- c) Signage and brochure names should match to reduce confusion.

Your picks: ___ and ___ Off-topic: ___ Why off-topic? _____

General: When subtitling fast dialogue, compression must protect meaning.

- a) Dropping redundancy preserves key propositions.
- b) Removing every adjective always improves speed.
- c) Viewers read under time pressure and split attention.

Your picks: ___ and ___ Off-topic: ___ Why off-topic? _____

3) PARALLEL PRACTICE B — Connectors & Commas (mirrors pp. 140–141)

Rule reminders: • After an initial time phrase/connector, use a comma. • Choose the connector that matches the logic (contrast, cause, example, result).

Task B1. Insert one logical connector (however, because, for example, therefore) and add commas if needed.

- 1) ___ translators simplify culturally dense items in public-facing texts, museum visitors can grasp meaning in one pass.
- 2) Subtitlers must reduce text; ___ the viewer's reading time is limited.
- 3) Descriptive noun phrases reveal function; ___ "festive holiday bread" signals both time and purpose.
- 4) A pure calque preserves form; ___ it may confuse non-specialists.

Task B2. Rewrite with a time phrase at the beginning and punctuate:

- Translators justify choices during final revision.
- Readers process wall labels while standing.

4) PARALLEL PRACTICE C — Choosing the Topic Sentence (mirrors pp. 150–152)

Instruction. Read the supporting details below and select the best topic sentence (A, B, or C). Then explain why your choice best predicts the supports, and why the other two fail (scope/focus).

Supports given: • Standing readers need quick comprehension on wall text. • Style guides discourage footnotes on labels. • Brief descriptive noun phrases convey function without exoticising.

Topic sentence options:

A) Museums are important educational spaces for the public.

B) For museum labels, concise descriptive translations of culture-bound terms improve reader processing.

C) Translators often disagree about how to handle culture-bound items.

Your choice: ____

Why it fits (2 bullets):

—

—

Why the others fail (1 bullet each):

A:

C:

5) Skill Focus — Building Supporting Details (general → specific)

Task D1. For each topic sentence, draft three specific supports: (i) one example/illustration, (ii) one explanation (audience/register/genre), (iii) one consequence (readability/processing load).

1) TS: In tourist brochures, domesticated place names reduce navigation errors for visitors.

Example: _____ Explanation: _____ Consequence: _____

2) TS: When subtitling overlapping speech, selective omission preserves core meaning.

Example: _____ Explanation: _____ Consequence: _____

3) TS: For brand slogans, rhythm sometimes outweighs literal equivalence.

Example: _____ Explanation: _____ Consequence: _____

6) In-Class Writing (12–15 minutes)

Prompt. Write a 120–150-word paragraph justifying a translation of one culture-bound term (choose your own or take one suggested by your instructor).

Must include: 1 topic sentence declaring your decision; 3–4 specific supports (audience, register, genre, connotation, processing load); at least 3 cohesive devices (underline them). Circle your topic sentence.

7) Peer Review (8–10 minutes)

Swap papers and use this checklist (tick ✓):

- ☐ Topic sentence predicts the supports
- ☐ Every sentence supports the controlling idea (unity)
- ☐ Logical order; connectors and commas are accurate
- ☐ Terminology is consistent; no off-topic details

Write 1 KEEP (what works) and 1 CHANGE (what to improve).

8) Rapid Coherence Repair (5 minutes)

Take your partner's three related sentences. Reorder for best flow and add one connector only. Read both versions—explain why the revised version is smoother.

9) Mini-Reference (bottom of page)

Unity: One controlling idea; prune off-topic material.

Topic sentence: Names topic + previews scope (predictive).

General → specific: Examples, explanations, evidence, consequences.

Coherence: Order + lexical ties + parallelism + precise connectors; comma after initial time phrases/clauses.

ANSWER KEY (for instructor use)

A1 Set 1: a & c (support); off-topic: b — emphasises scholarly depth, not label brevity.

A1 Set 2: a & c; off-topic: b — literary effect, not wayfinding.

A1 Set 3: a & c; off-topic: b — over-general; adjectives may carry essential meaning.

B1 (suggested solutions):

1) Because translators simplify culturally dense items in public-facing texts, museum visitors can grasp meaning in one pass.

2) Subtitlers must reduce text because the viewer's reading time is limited.

3) Descriptive noun phrases reveal function; for example, "festive holiday bread" signals both time and purpose.

4) A pure calque preserves form; however, it may confuse non-specialists.

B2 (sample rewrites):

During final revision, translators justify choices.

When reading wall labels, readers process text while standing.

C (topic sentence choice): B is best — predicts brevity + descriptive approach + processing constraints.

Why B fits: (i) Names context (museum labels) and method (concise descriptive). (ii) Predicts supports (processing/style constraints).

Why A fails: too broad (about museums generally).

Why C fails: about disagreement, not a specific predictive claim for labels.

D1: Answers will vary. Check for clear example–explanation–consequence structure aligned with the topic sentence and Translation Studies context.