

# CHAPTER OVERVIEW

*Longman Academic Writing Series, Level 2, Paragraphs* offers a carefully structured approach to high-beginning academic writing. It features instruction on paragraph organization, sentence structure, grammar, mechanics, and the writing process.

**NEW!**

Four-color design makes the lessons even more engaging.



CHAPTER  
**5**
STATING REASONS AND  
USING EXAMPLES

---

**OBJECTIVES**

Writers need certain skills. In this chapter, you will learn to:

- Use listing and outlining to brainstorm and organize ideas
- Develop a paragraph with reasons and examples
- Write effective conclusion sentences
- Use complex sentences with reason and condition clauses
- Apply more rules of capitalization and comma usage
- Write, revise, and edit a paragraph with reasons and examples

*Costa Rica is a great place to spend a semester doing research for a number of reasons. Can you think of some?*

**NEW!**

Chapter objectives provide clear goals for instruction.

Prewriting sections introduce students to such techniques as clustering, freewriting, listing, and outlining.

## INTRODUCTION

You learned in Chapter 1 that a paragraph is a group of sentences about one topic. A paragraph should have three main parts: a topic sentence, supporting sentences (the body), and a concluding sentence.

In this chapter, you will study each of these parts in more detail. You will also work with and then write paragraphs that use an organization pattern known as listing order. Then you will learn about compound sentences to help you combine your ideas more effectively.

To help you get ideas for your paragraphs, you will first do some prewriting.

## PREWRITING

There are many different prewriting techniques that you can use to get ideas to write about. In this chapter you will use clustering.

## CLUSTERING

Clustering is a prewriting technique that allows you to brainstorm and develop your ideas with the help of a diagram called a cluster. Here is how to do it.

Begin by writing your topic in the middle of your paper. Draw a circle around it. Then think of ideas related to the topic. Write words or short phrases in circles around the topic and connect them with lines to the main circle. Write down every idea that comes into your mind. Don't stop to worry if an idea is a good one or not.

Cluster 1



Listing Order Paragraphs 35

### LOOKING AT THE MODEL

The writing model describes a lecture hall at a community college. As you read, notice how the writer carefully moves his focus from one location to another around the room.

Work with a partner or in a small group. Read the model. Then answer the questions.

#### Writing Model

#### The New Lecture Hall

Our community college's beautiful new lecture hall is spacious, modern, and comfortable. On the front wall, there is a large white screen. Instructors can use this for projecting overhead transparencies, slide shows, and audiovisual presentations. Behind the screen, there is a huge whiteboard. To the left of the screen is a clock, and underneath the clock are the light switches. There are two black leather armchairs against the wall. At the front of the lecture hall is the instructor's desk. It's very modern and curved, and it's made of beautiful wood. It looks elegant, in fact. In the center of the desk, there is an overhead projector, and next to it is a computer. To the right of the desk is a lectern. Some instructors like to stand at the lectern and talk. In the main part of the lecture hall, in front of the teacher's desk, there are about 30 rows of seats for students. The black seats are cushioned, so they are comfortable to sit on during long lectures. On the left of each seat, there is a small folding tabletop. Students can use these when they want something to write on. There's also 3 feet of space between the rows, so students have room to stretch their legs. To sum up, our new lecture hall is a pleasing and comfortable place to learn.

#### Questions about the Model

1. Does the topic sentence create a positive or negative impression of the lecture hall?
2. Which space order does the writer use to describe the lecture hall: clockwise, front to back, back to front, or top to bottom?
3. The writer describes three main areas of the lecture hall. What are they?

Overcoming with Space Order 111

**Realistic writing models** present the type of writing students will learn to produce in the end-of-chapter Writing Assignments.

**NEW!**

**Looking at Vocabulary** points out useful words and phrases from the writing models. **Applying Vocabulary** allows students to practice the new vocabulary and then use it in their writing assignments.

#### Looking at Vocabulary: Prepositions of Place

When you write a description of a place, you will often use words and phrases starting with prepositions to describe where things are.

**In the back of the room** is a large white cabinet. There's a clock **above the cabinet**.

You may already know the meaning of many prepositions, but a challenge that all learners face is to use them accurately. For example, it's easy to confuse *in*, *on*, and *at*. It's also common for learners to have trouble knowing whether to use *in front of* or *at the front of*. Noticing the details of these phrases will allow you to use them more accurately.

#### PRACTICE 1 Looking at Prepositions of Place

1. Look at objects 1–10. Circle the first mention of each of these in the writing model on page 111, and underline the phrase that describes where it is. Then use the underlined words to complete phrases in the second column.

Objects	Locations
1. large white screen	_____ <u>on</u> the front wall
2. huge whiteboard	_____ the screen
3. clock	_____ the screen
4. light switches	_____ the clock
5. armchairs	_____ the wall
6. instructor's desk	_____ the lecture hall
7. lectern	_____ the desk
8. 30 rows of seats	_____ the teacher's desk
9. small folding tabletop	_____ each seat
10. 3 feet of space	_____ the rows

2. Think about the location of five things in your classroom. On a separate sheet of paper, write a clue to describe where each thing is. Use five different prepositions from Part A. Begin each sentence with *It's* or *They're*.

1. It's under Mr. Brown's desk.
2. They're on the wall.

Then read your clues to a partner and ask him or her to guess what you are describing.

112 CHAPTER 4

**Practice activities** reinforce learning and lay the groundwork for the end-of-chapter Writing Assignment.

**Organization** sections explore paragraph format and structure in a variety of organizational patterns.

**ORGANIZATION**

In Chapter 1, you learned that a paragraph has three parts: a topic sentence, supporting sentences, and a concluding sentence. Now you will study each part of a paragraph in more detail.

**THE TOPIC SENTENCE**

The most important sentence in a paragraph is the **topic sentence**. It is called the topic sentence because it tells readers what the main idea of the paragraph is. In other words, it tells readers what they are going to read about. The topic sentence is usually the first sentence in a paragraph. It is the top piece of bread in our paragraph "sandwich."



A topic sentence has two parts: 1) a **topic**, which tells what the paragraph will be about, and 2) a **controlling idea**, which tells what the paragraph will say about the topic. It tells the reader: *This paragraph will discuss these things—and only these things—about this topic.*

For example, the topic of the writing model on page 38 is *good flight attendants*. What will the paragraph say about good flight attendants? The controlling idea tells us: *They have three important characteristics.* The paragraph will not talk about their uniforms, their training, or their duties. It will only discuss three important characteristics that good flight attendants have.

Here are examples of topic sentences about English:

English is constantly adding new words.

English borrows words from other languages.

English is necessary for many different jobs.

Note that the topic in each of these examples is the same (*English*), but the controlling ideas are different. That means that each paragraph will discuss something very different about English.

**Simple explanations and clear examples** enable students to improve their grasp of paragraph structure and organization.

**CONCLUSION SIGNALS**

In addition to the conclusion signals such as *Indeed* and *To sum up* that you have already learned (see Chapter 2, page 53), you can begin a concluding sentence with *For these* (*two/three/four*) reasons and *Because of* \_\_\_\_\_. Notice these two patterns:

**Pattern 1:** For these \_\_\_\_\_ reasons, (+ sentence).

For these **two reasons**, Costa Rica is a wonderful place to study if you love wildlife.

**Pattern 2:** Because of (noun phrase), (+ sentence).

Because of **its diverse habitats and many animal species**, Costa Rica is a wonderful place to study if you love wildlife.

**PRACTICE B** Using Conclusion Signals

1. Look back at the outline in Part A of Practice 5, page 145. Use *Indeed* or *To sum up*, *For these* \_\_\_\_\_ reasons, and *Because of* \_\_\_\_\_ to rewrite the concluding sentence in three different ways.

1. *Indeed, if you're looking for great food, amazing service, and reasonable prices, Joe's Diner is the place to go.*

2. \_\_\_\_\_

3. \_\_\_\_\_

2. Look back at the outline in Part B of Practice 5, page 146. Write three different conclusions, using *Indeed* or *To sum up*, *For these* \_\_\_\_\_ reasons, and *Because of* \_\_\_\_\_.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**Try It Out!** Write a paragraph recommending a place to study English using the outline you created in Practice 1 (page 139). Follow these directions.

1. Follow your outline as you write your draft.
2. Use transition signals to introduce your reasons and examples. Try to use *for example*, *for instance*, and *such as* at least once.
3. Add a concluding sentence. Remember to use an appropriate conclusion signal, such as *Indeed*, *To sum up*, *For* \_\_\_\_\_ reasons, or *Because of* \_\_\_\_\_.
4. Proofread your paragraph, and correct any mistakes.

**NEW!**

**Try It Out!** activities challenge students to apply what they have learned.



**Sentence Structure, Grammar, and Mechanics** sections help students understand the building blocks of sentences and accurately construct different types of sentences.

### SENTENCE STRUCTURE

There are four basic sentence structures in English: (1) simple, (2) compound, (3) complex, and (4) compound-complex. In this chapter, you will learn about simple sentences.

#### SIMPLE SENTENCES

A simple sentence is a sentence that has one subject-verb pair.

The subject (S) in a simple sentence may be a single subject (consisting of a word, noun phrase, or subject pronoun) or it may be compound. That is, it may consist of two or more subjects (nouns, noun phrases, or pronouns) joined by connecting words like *and* or *or*.

My <sup>S</sup>brother <sup>and I</sup> are completely different.

Mary <sup>or Rita</sup> will meet you at the airport.

The verb (V) in a simple sentence may also be compound. It may consist of two or more verb forms joined by connecting words such as *and* or *or*. However, these are simple sentences because they have only one subject-verb pair.

They <sup>swam</sup> and <sup>swam</sup> at the same time.

He <sup>works</sup> or <sup>studies</sup> to work.

Study the simple sentences in the left column and their patterns in the right column. There are many variations, but each sentence has only one S-V pair.

Simple Sentences	Patterns
1. My <sup>S</sup> younger sister <sup>V</sup> speaks English well.	S V
2. My <sup>S</sup> mother and father <sup>V</sup> speak English well.	SS V
3. My <sup>S</sup> mother and father <sup>V</sup> speak and <sup>V</sup> write English well.	SS VV
4. My <sup>S</sup> brother <sup>V</sup> doesn't speak or <sup>V</sup> write English well.	S VV

20 CHAPTER 1

**Simple charts with clear examples make the rules easy to see and remember.**

Carry out the First Letter or	Examples
3. names of languages or nationalities that are the name or part of the name of a school subject	English Russian English history Russian art
AND	
names of school courses with numbers	English History 201 Physics 352
4. specific places you can find on a map	England South America First Street the Amazon River New York City Times Square

#### PRACTICE 7 Editing Capitalization Errors

Work alone or with a partner. Read the paragraph. Change the small letters to capital letters where needed.

<sup>M</sup> <sup>Z</sup>  
mark zuckerberg

One of the most famous young entrepreneurs<sup>1</sup> in the united states is mark zuckerberg. he is the creator of a company called facebook. zuckerberg was born in 1984 and grew up in dobbs ferry, new york. his father was a dentist, and his mother was a doctor. ZuckerberG was always interested in computers. as a young student, he attended public schools. however, after his second year of high school, he transferred to a private school. he was an excellent student in physics, astronomy, math, latin, and ancient greek. In september 2002, he entered harvard university. he created the computer software for facebook in 2004. he started the website when he was 19 and didn't know much about business. Today, facebook is one of the most popular social networking websites in the world, and zuckerberg is a billionaire. his imagination and hard work helped to change how we communicate.



<sup>1</sup>entrepreneurs: people who start companies, arrange business deals, and take risks in order to make a profit

**Editing skills are sharpened as students find and correct errors in sentences and paragraphs.**

Describing People 19



**Step-by-step Writing Assignments** make the writing process clear and easy to follow.

**WRITING ASSIGNMENT**

Your writing assignment for this chapter is to write a paragraph about your family or about one person in your family. Use the writing models on pages 5 and 6 and the final draft of "My Grandfather" to help you. To complete the assignment, you will follow the steps in the writing process:

**Prewrite**

**STEP 1: Prewrite to get ideas.**

- Make a list of questions and then use the questions to interview one or more family members. Take notes during the interview.
- Review your notes and think about your topic.
- Freewrite about your topic for about ten minutes.
- Reread your freewriting and mark it up. Circle ideas that you will use in your paragraph. Cross out ideas that you won't use.
- Review the words in Looking at Vocabulary and Applying Vocabulary on pages 6-7 and 26. Look at your freewriting again and, if possible, add in some of these words.

**Write**

**STEP 2: Write the first draft.**

- Write *FIRST DRAFT* at the top of your paper.
- Write the paragraph. Begin with a topic sentence that generally describes your family or family member.  
My family is small and close.  
My grandfather is old in years but young in spirit.  
My brother is the irresponsible one in our family.
- Write about eight to ten more supporting sentences about your family or family member. In these sentences, explain what you wrote in your first sentence. How does your family show that it is close? How does your grandfather show that he is young in spirit? In what ways is your brother irresponsible? Give examples.
- End your paragraph with a concluding sentence that relates back to your topic sentence and tells how you feel about your family or family member.  
How we live far from each other, but we will always feel close in our hearts.  
My grandfather will always seem young to me.  
My brother will never grow up.

Describing People 31

**Peer Review and Writer's Self-Check Worksheets** at the back of the book help students collaborate and sharpen their revision skills.

**Revise**

**STEP 3: Revise and edit the draft.**

- Exchange papers with a partner and give each other feedback on your paragraphs. Use Chapter 1 Peer Review on page 206.
- Consider your partner's feedback and revise and edit your paragraph. Mark changes on your first draft.
- Check your paragraph carefully against Chapter 1 Writer's Self-Check on page 207, and make more changes as needed.

**Write**

**STEP 4: Write a new draft.**

- Refer to the changes you made on your first draft and write a neat final copy of your paragraph.
- Proofread it carefully.
- Hand it in to your teacher. Your teacher may also ask you to hand in your prewriting and your first draft.

**NEW!**

**Self-Assessment** encourages students to evaluate their progress.

**SELF-ASSESSMENT**

In this chapter, you learned to:

- Use questions and note taking to get ideas for writing
- Identify the three parts of a paragraph
- Use correct paragraph format
- Recognize subjects, verbs, and objects in complete sentences
- Use six rules of capitalization
- Work with simple sentences
- Write, revise, and edit a paragraph describing a person

Which ones can you do well? Mark them :)

Which ones do you need to practice more? Mark them :)

**NEW!**

**Expansion sections** challenge students to build on the writing skills they have practiced in each chapter.

#### EXPANSION

##### 15 TIMED WRITING

To succeed in academic writing you need to be able to write quickly and fluently. For example, you might have to write a paragraph for a test in class, and you only have 30 minutes. In this activity, you will write a paragraph in class. You will have 30 minutes. To complete the activity in time, follow the directions.

1. Read the writing prompt below (or the prompt your teacher assigns) carefully. Make sure you understand the question or task. Then decide on the topic of your paragraph. (3 minutes)
2. Use clustering to get ideas. Decide which ideas you will write about and then make an outline to organize your ideas. (5 minutes)
3. Write your paragraph. Be sure to include a title, a topic sentence, listing-order transition signals, supporting ideas, and a concluding sentence. (15 minutes)
4. Proofread your paragraph. Correct any mistakes. (7 minutes)
5. Give your paper to your teacher.

**Prompt:** Write a listing-order paragraph about a teacher or a boss. What characteristics and abilities made the person memorable? Include examples to support your main ideas.

##### 16 YOUR JOURNAL

Continue making entries in your journal. If you cannot think of a topic for a journal entry, try one of these ideas:

- What career or profession are you interested in? Discuss two or three reasons for your interest. Support each reason with examples or explanations.
- Overall, was your high school experience positive or negative? Include three main reasons and support each one with examples or explanations.
- What are the most important characteristics for a friend to have? Write about two or three characteristics and say why they are important.

For more ideas for journal entries, see Appendix A on page 103.

Listing-Order Paragraphs 89

**NEW!**

**Timed Writing activities** help prepare students to write well on tests.

**NEW!**

**Your Journal** encourages students to develop and increase written fluency.