

## Writing Concluding Sentences

- A Read the paragraphs. Write a concluding sentence for each one.

**PARAGRAPH 1**

Successful young fashion designers usually have three characteristics. First of all, they must be very creative. They must use their artistic abilities and their knowledge of textiles and colors. Second, they must be willing to work hard over a long period of time. Usually, young fashion designers start out as poorly paid assistants or as unpaid interns. They must work many long hours for little or no pay to learn the needed skills. Finally, successful young fashion designers must be well-organized and understand the importance of building an outstanding portfolio. A portfolio is a large folder with sketches, photos, and samples of a designer's work. It is visual proof of a designer's talent, vision, and accomplishments. \_\_\_\_\_

\_\_\_\_\_

**PARAGRAPH 2**

I find that being a computer salesperson is a very rewarding job. First, my job allows me to meet many different types of people. I like this because I'm an outgoing person, and I enjoy talking with people and finding out about them. Second, my job requires me to problem-solve and find creative ways to meet my customers' needs. I find it satisfying to figure out which of my company's products are best for my clients. Third, the job requires me to learn about new developments in my field. I find this part of the job satisfying because I like staying informed, and I love the challenge of learning new things. \_\_\_\_\_

\_\_\_\_\_

- B** In Practice 6 on page 48, you wrote supporting ideas for five topic sentences. Now, write a concluding sentence for each topic. Use a different conclusion signal for each.

1. *To sum up, neatness, cheerfulness, helpfulness, and financial responsibility are qualities of good roommates.*
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## OUTLINING

In the Prewriting section of this chapter (pages 35–36), you saw how clustering helps you get ideas about a topic. Once you have your ideas, you can use another prewriting technique known as **outlining** to help you organize them.

Here is the outline created from the edited cluster about good flight attendants on page 36:

TITLE	<i>Good Flight Attendants</i>
TOPIC SENTENCE	<i>Good flight attendants have three important characteristics.</i>
1ST MAIN POINT	<i>A. Friendly</i>
2ND MAIN POINT	<i>B. Self-confident</i>
3RD MAIN POINT	<i>C. Physically strong</i>
CONCLUDING SENTENCE	<i>In short, good flight attendants are friendly, self-confident, and strong.</i>

To create the outline, the writer took the three main characteristics that he identified in his cluster and wrote them down in the order that he wanted to write about them. He labeled these A, B, and C. To complete the outline, he added a topic sentence and a concluding sentence.

**Writing Tip**

When you make an outline, try to make the main points (A, B, C, and so on) grammatically the same—all adjectives, all nouns, all verb phrases, or all sentences.

**PRACTICE 11** Outlining

Use your cluster in Practice 1 on page 37 to complete the outline. Find three main points and fill in the A, B, and C blanks. Then add a title, a topic sentence, and the concluding sentence.

TITLE	
TOPIC SENTENCE	
1ST MAIN POINT	A.
2ND MAIN POINT	B.
3RD MAIN POINT	C.
CONCLUDING SENTENCE	

**TRY IT OUT!**

On a separate sheet of paper, write a paragraph using the outline you created in Practice 11. Use the writing model on page 38 as a guide. Follow these directions:

1. Follow your outline as you write your draft.
2. Add details to support each characteristic or ability. Write two or three sentences for each main point.
3. Use a variety of intensifiers.
4. Introduce each main point with a listing-order transition signal.
5. Proofread your paragraph and correct any mistakes.



## SENTENCE STRUCTURE

In Chapter 1, you learned about simple sentences. In this chapter, you will look at **compound sentences**.

### COMPOUND SENTENCES

A **compound sentence** is two simple sentences connected by a comma and a coordinating conjunction. Here are some examples:

SIMPLE SENTENCE	COORDINATING CONJUNCTION	SIMPLE SENTENCE
My sister is good at math,	<b>and</b>	she always gets good grades.
I'm also good at math,	<b>but</b>	my sister is better than I am.
I will ask my teacher for help,	<b>or</b>	I will talk to my advisor.
My sister is older than I am,	<b>so</b>	maybe she can help me.

Command sentences can also be compound. Remember that the subject *you* is not expressed in commands.

COMMAND	COORDINATING CONJUNCTION	COMMAND
( <del>you</del> ) Pay attention in class,	<b>and</b>	( <del>you</del> ) do all of the homework.
( <del>you</del> ) Listen carefully in class,	<b>but</b>	( <del>you</del> ) don't be afraid to ask questions.

Here are three important points to know about compound sentences:

- A comma and a coordinating conjunction connect the two halves of a compound sentence.
- There are seven coordinating conjunctions in English: *for*, *and*, *nor*, *but*, *or*, *yet*, and *so*. Remember them by the phrase "fan boys." In this book, you will practice using the four most common of them: *and*, *but*, *or*, and *so*.
- Don't confuse a compound sentence with a simple sentence that has a compound verb. In the chart, the first sentence in each pair of sentences is simple and doesn't need a comma. The second one is compound and requires a comma.

SENTENCE TYPE	EXAMPLE	PATTERN
Simple sentence with compound verb	Tom is good at languages and learns new words easily.	S V V
Compound sentence	Tom is good at languages, so I sometimes ask him about words.	S V, so S V